
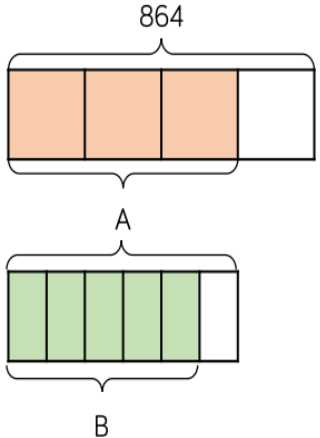



11.5.20	Monday 11th	Tuesday 12th	Wednesday 13th	Thursday 14th	Friday 15 th
<p>English</p> <p>Narrative to newspaper report.</p>	 <p>Identify the 5Ws in newspaper articles (who, what, where, when, why)</p> <p>Today, we are going to start looking at newspaper reports ready to write our own newspaper report based on the fact that Spider has been found guilty of Fly's disappearance. Task: Read the 5 article openings.</p> <p>Mild: complete the grid with the 5Ws from 3 openings. Spicy/hot: complete the grid for all article openings. (Answers are available in resources)</p>	<p>Identify the features of a newspaper article.</p> <p>Read through 'Blizzard causes chaos'. Use the highlighter function in Showbie, identify the different features that you can find.</p> <p>Mild:</p> <ul style="list-style-type: none"> • Headline • date • The 5Ws • Quotes • Facts <p>Spicy/hot: As above plus:</p> <ul style="list-style-type: none"> • Subordinating conjunctions • Alliteration • Journalistic-style phrases. 	<p>CGP Non-Fiction reading comprehension: Drive in to 1950s America.</p> <p>All: read the text on page 12 – 15.</p> <p>Mild: answer fact retrieval questions on page 16 – 17.</p> <p>Ext: answer word meaning questions on page 20.</p> <p>Spicy/hot: answer inference questions on page 18 – 19.</p> <p>Ext: answer summary and language on page 21.</p>	<p>To recognise the difference between direct and reported speech.</p> <p>Look through the direct and reported speech powerpoint.</p> <p>Mild: convert the direct speech into reported speech.</p> <p>Spicy/hot: complete part A of converting the direct speech into reported speech and then part B or converting reported into direct speech. Remember a new speaker goes on a new line!</p>	<p>To generate newspaper quotes</p> <p>Who might have seen something suspicious going on? Who knew Fly well? Who thought that Spider was up to something? Look through the powerpoint of some of the different characters. Read the information under each one. If they were questioned, what might they have said?</p> <p>E.g. Larry Ladybird, a resident in Webtown said he'd been suspicious for years: 'I never trusted that evil Spider, I just knew something like this would happen.'</p> <p>Mild: choose 3 of the characters and write a quote from their point of view. Spicy/hot: write a quote from each character's point of view.</p>
<p>Maths</p> <p><u>FRACTIONS</u></p> <p>This is a revision and deepening of understanding of a further four key elements of Fraction work. It is an opportunity to review your knowledge and practise in a number of contexts</p>	<p>Mild – Introducing Improper fractions https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (1) Multiplying Fractions by integers 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. The questions are no longer on the White Rose site.</p> <p>Answer Questions 1-4</p>	<p>Mild – Starting to multiply fractions https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (2) Multiply fractions by fractions https://whiterosemaths.com/homelearning/year-6/</p> <p>Answer Questions 1-4</p> <p>Red Hot – Complete Spicy, <i>additionally</i> Q 5-9, but also try this challenge:</p>	<p>Mild – Multiply & divide fractions https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (3) Divide fractions by integers https://whiterosemaths.com/homelearning/year-6/</p> <p>Answer Questions 1-4</p> <p>Red Hot – Complete Spicy, <i>additionally</i> Q 5-9, but also try this challenge:</p>	<p>Mild – Mixed Numbers https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (4) Fractions of amounts 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>Mild – Comparing fractions https://www.mymaths.co.uk/</p> <p>Spicy - White Rose Friday Challenge https://whiterosemaths.com/homelearning/year-6/</p> <p>This will re-direct you to the Friday Challenge on BBC Bitesize Daily</p> <p>Your Showbie Task:</p>

<p>Red Hot – Complete Spicy, <i>additionally</i> Q 5-9, but also try this challenge:</p> <p>Eva and Amir both work on a homework project.</p> <p>Eva: I spent $4\frac{1}{4}$ hours a week for 4 weeks doing my project.</p> <p>Amir: I spent $2\frac{3}{4}$ hours a week for 5 weeks doing my project.</p> <p>Who spent the most time on their project?</p>	<p>How many ways can you complete the missing digits?</p> $\begin{array}{r} \text{3} \\ \times \text{3} \\ \hline \text{6} \\ \text{12} \\ \hline \end{array}$	<p>Tommy says,</p> <p>Dividing by 2 is the same as finding half of a number so $\frac{4}{11} \div 2$ is the same as $\frac{1}{2} \times \frac{4}{11}$</p> <p>Do you agree? Explain why.</p>	<p>What is the value of A? What is the value of B?</p> 	<p> showbie</p> <p>COMPLETE THE ARITHMETIC TEST IN 30 MINUTES AND UPLOAD THE SCORE</p>
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WOW! Top of The Rocks Unity Primary TTRS Competition – Let’s celebrate!

Charlie F – 1st Denzel 2nd

Alex F 3rd Thomas F 5th

Teo 6th Oli 38th

and Temi 44th out of the whole of the Trust! What an incredible achievement. Well done to everyone who took part.

No TTRS has been formally set this week; why not set someone a challenge instead? <https://play.ttrockstars.com/>

NEW! Storytime. Look out for a new folder appearing in Showbie called ‘storytime’. Each day, a chapter from a book will be read. Sit back, get comfortable and listen along for 10 minutes! Our first story is Kensuke’s Kingdom by Micheal Morpurgo. Enjoy! 😊

Reading	20 - 30 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/Lores_724.pdf	20 - 30 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/Lores_724.pdf	30 minutes independent reading And/or listen to our new storytime feature – a chapter of Kensuke’s Kingdom!
Spellings Double consonants	Choose how many spellings from the list that you will learn. Find out the definitions of any unfamiliar words. Use your home learning book.	Put the spellings into sentences that show you understand the meaning. Use your home learning book.	Complete a spelling activity for your chosen words using ideas from the spelling menu	Complete a spelling activity for your chosen words using ideas from the spelling menu at the bottom of this document.	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

Preferred Forgetting Forgotten Beginner beginning referring referred upsetting permitted occurred occurring admitted	Mrs Smith's spelling group: Addition of silent 'e' (v-c-v) to create long vowel sound (letter saying its name) complete outside quite escape recognise appreciate Have a go at 'addition of silent e' worksheet in resources folder.	at the bottom of this document.			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.
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Science:
 This week, we will not be using Developing Experts, but instead you will putting into practise some of the new knowledge you have about classification, the kingdoms of life and how things are grouped within these kingdoms according to similarities and differences.

YOUR TASK: This week, we would like you to choose a particular group of animals/group of plants or a specific animal to find out about and present information on. Can you find out information under these headings: diet, habitat, appearance, classification, life cycle, fascinating facts.
 There is a format you can use in the resources folder or you may prefer to make your own. You can write it up like the one below or you can produce it on a computer (like the one on the right) if you would like to – it is up to you!
 Extension: can you find out how they are similar and different to closely related species?

The levels of classification

Domain

Kingdom

Phylum

Class

Order

Family

Genus

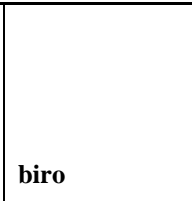
Species

<p>Art: 4 art studies</p> <p>Andy Goldsworthy: British sculptor/land artist/ photographer. This week, we'd love to build on those sketching skills and expand your use of different styles/colours or media (pencil/pen/ biro/paint)</p>	
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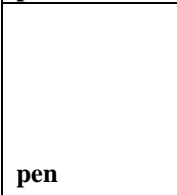
We'd like you to divide an A4 page into 4 boxes, choose a piece of Andy Goldsworthy art and re-create 4 careful studies in 4 different ways. E.g can you draw one in pencil, one in biro (a great drawing tool!), one in pen and then one of your choice – this could be anything you have handy...colour pencils, paint or simply use pencil again but re-create it in a different style. For instance, dotting. A great transitional task to high school art ☺



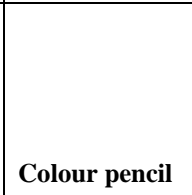
pencil



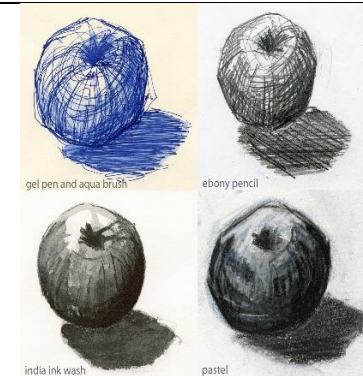
biro



pen



Colour pencil



gel pen and aqua brush

ebony pencil

india ink wash

pastel

French: This week we are going to revise **transport** vocabulary – another topic which we have covered this year already..

Mild - Everyone should attempt the crossword and word search in the home learning folder and revise the vocabulary – search up any words that you do not know. The activities are on page one and the answers on page two!

Spicy – If you are confident with this, create an imaginary itinerary starting in the UK and travelling anywhere in the world using different modes of transport to get to different destinations e.g bataux ferry pour Espagne, puis en avion vers l’Italie (by ferry to Spain then by plane to Italy) – how far can you travel?



If you want more language fun you might also want to re-visit the site from week one and 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 do tectonic plates move and
What happens when they meet?**



3.

How do tectonic plates move and what happens when they meet?

mantle
|
heated by the outer and inner core

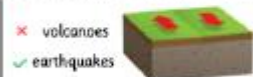


tectonic plates

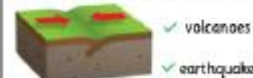
sit on the churning liquid rock mantle
separate scrape or collide



pull apart



scrape alongside



collide (bend and slide)



collide (buckle)

Which process is the most destructive?



*** DONT FORGET THE KNOWLEDGE NOTE QUESTION ***

Using your research skills investigate **HOW** a tectonic plate moves and **WHAT** happens when they meet. *This will link with your work last week and you will be adding to your research each week.*

Once you have completed your research and collected any diagrams or information you need, please CONTINUE your power-point (or similar file) which will *build each week* as you explore this topic in more detail. Don't worry too much about a title at this stage, but focus directly on what you are being asked to complete this week.

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.

 showbie










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 arithmetic paper **and EITHER** your Andy Goldsworthy sketching **or** your Science research about a particular animal or plant or group of animals/plants. You choose! We can't wait to see your work! Next week, your Showbie work will be your Geography...

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!








This would have been SATs week! You will all feel differently about this, but please all know that the Year 6 team are incredibly proud of the progress you have all made – not just academically, but also the fine young people you all are! Have a great week!

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 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 = 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 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> 