

HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Week Beginning 22.3.21



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Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks2/>

Top Marks

A range of activities here but especially good interactive activities for maths.

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

Classroom Secrets

The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggspress

<https://readingeggs.co.uk/>

Top Marks

A website for great interactive maths games.

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

Times Tables Rockstars

This is a great times tables game, practice all of the tables up to 12 x 12. Your child's username and password can be found in their Homework Book.

<https://trockstars.com/>

Monster SATs

On-screen and paper-based resources, including curriculum-based games for primary schools.

<https://www.monstersats.co.uk/group-login-page/>

SPaG.com

SPaG.com provides KS1 and KS2 practice punctuation & grammar tests. Plus 80 additional tests covering grammar objectives for every year group

<https://www.spag.com/>

White Rose Maths Hub

Daily 'home learning' lessons for Years 1-9. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.

<https://whiterosemaths.com/homelearning/>

Khan Academy

A great website for learning, with all activities and videos for every topic. A favourite of Mr Ellison.

<https://www.khanacademy.org>

Codeclub

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

<https://projects.raspberrypi.org/en/codeclub>

Duolingo

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

Top tips to develop reading skills during lockdown

To view free Oxford Reading Tree texts online access

www.oxfordowl.co.uk .

Try to access Reading Eggs at least once each week.

Ask your child to create a book review for the favourite book that they have read during lockdown. Tweet @hillwestprimary to share your child's thoughts!

For engaging activities to further support your children's literacy skills from home visit

Access daily Letters and Sounds Phonics lessons at www.lessonsandsounds.org.uk

For phonics practise access Phonics Play!

To help your child grasp complex vocabulary use the 'SEEC' method.

Access the Oak National Academy's virtual library to read/ listen to the weekly text.

Look at the top 100 children's books that are listed in your child's homework diary. Highlight any of these books that your child has read.

- 1) **Select** – read the text beforehand, highlighting any complex vocabulary.
- 2) **Explain** – give multiple examples and pupil- friendly definitions.
- 3) **Explore** – dig into the root meanings of each word, and further questions that the word poses.
- 4) **Consolidate** – give your child the opportunity to use the words in conversation and revisit the word later in written activities and quizzes.

Create quizzes about your child's evening book.

To enhance your child's vocabulary follow @VocabularyNinja on twitter!

Use audiobooks as a supplement to reading, not a replacement. Listening to an audiobook is different to reading a book, and so your child might not develop the same comprehension skills while listening. However, audiobooks might help pupils get immersed in ideas and stories, and as a result motivate them to pick up a book.

www.worldofdavidwalliams.com/elevenses

Visit David Walliams' website to listen to a different section of his books each day.

www.bookstrust.org.uk/books-and-reading/bookfinder/

Visit the Books Trust website to find a suitable book for your child based on their age and interests.

www.bbc.co.uk/newsround

Encourage your child to read different news articles each day. Not only will it enhance their knowledge of current affairs, it will develop their confidence with reading non-fiction texts.

Key Question Week 11: Does a river really wander?
Key Text for Linked Learning: “Hope” is the thing with feathers By Emily Dickinson
Linked Learning: English, PDW
In Year 6, the children will be building on their poetry work to write a poem around the theme of hope. They will explore a range of types of poem by a variety of authors and written in different styles. They will analyse how they have used language structure and imagery to contribute to meaning. From this they will work on their own styles and develop their use more sophisticated of poetic devices. Aiming to build on their use of oxymorons, extended metaphors and delve into some of the wordplay used by Shakespeare such as polyptotons, allusion and symbolism. They will then write and present their poem ready to be shared with other schools in Four Oaks.
Maths: Children will continue to focus on pie charts, understanding how to calculate fractions of amounts to interpret simple pie charts, before applying their understanding of calculating percentages of amounts to do so. They will then build on their knowledge that angles around a point total 360 degrees to construct a pie chart, using a protractor to measure the angles. The topic of statistics will conclude with children understanding how to calculate the mean average of a set of data across a variety of contexts, applying their addition and division skills.
Science: Children will plan different types of scientific enquiries to answer questions, including recognising and controlling variables. Where necessary, they will take measurements with increasing accuracy and precision, taking repeat readings when appropriate and by creating an enquiry that compares and categorises different forms of exercise.
Geography: Children will plan and write their own essay about everything they have learnt about biomes.
Computing: In Computing, children will continue to combine a variety of software to accomplish given goals, using media and mapping to document a geographical area.
Music: Children will recall more complex melodic and rhythmic phrases accurately using the song ‘Be Happy.’
PDW / R.E: Children will learn about personal hygiene and germs, including bacteria, viruses, including how they are spread and treated.
P.E: Netball Children will play competitive games and apply basic principles suitable for attacking and defending in the context of marking and shooting in netball.
MFL: Children will revisit their French learning by practising conversational skills and working on correct pronunciation.

Year 6 Spellings by term

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 Half Term 5	Y6 Half Term 6
aggressive	convenience	controversy	prejudice	sufficient	decided
awkward	mischievous	correspond	accommodate	determined	absolutely
desperate	committee	embarrass	accompany	explanation	education
disastrous	interrupt	especially	signature	pronunciation	information
temperature	interfere	exaggerate	foreign	programme	knowledge
relevant	attached	cemetery	apparent	shoulder	insignificant
variety	available	necessary	appreciate	sweltering	ecstatic
existence	average	sacrifice	persuade	sauntered	woeful
suggest	competition	hindrance	individual	equipped	dejected
lightning	conscience	nuisance	language	identity	unobtrusive

Maths

5 minutes of Times tables Rock Stars Daily (Tick each day).

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

Summary of Week

Day 1 – Study and interpret pie charts.

Day 2 – Study, interpret, then construct pie charts.

Day 3 – Understand how we can find the mean of a range of numbers.

Day 4 – Revise what the mean is; find the mean of a range of numbers when we use a calculator to give a decimal answer.

Day 5 – Explore and create fractals.

Links for all 5 days

Mon-Fri PowerPoints Worksheets and Answers	https://www.hamilton-trust.org.uk/documents/27771/Maths_Y6_Week_8_updated.zip
Helpful video links White Rose Maths Hub	https://whiterosemaths.com/homelearning/year-6/
BBC Bitesize Videos/guidance	https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1

English


□ Read for pleasure ~10 minutes.

Handwriting/Spelling

Choose 2-3 words from the spelling list. Write each word into a sentence or story. Not sure what it means? Check the internet or grab a dictionary! ☺

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 HalfTerm 5	Y6HalfTerm 6
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SPaG

	Oak National Academy Revisit your understanding of grammar and terms using the videos and resrouces.
	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar

Reading

Complete Reading Eggs Lessons daily.

☐

Monday

☐

Tuesday

☐

Wednesday

☐

Thursday

☐

Friday

Vocabulary

Find a word to complete the vocabulary deconstruction grid.

Antonyms:

Prefix:

Root word:

Suffix:

Synonyms:

Word:

Etymology:

Definition:

Sentences:

Our text for two weeks is the brilliant *The Lost Words* by Robert Macfarlane and Jackie Morris.

Grammar: Metaphors and similes.

3. Tick the correct box to show whether the sentence includes a simile or a metaphor.

The queue was a snake slithering out of the shop and around the corner.	
A wave of terror washed over the child as he approached his new school.	
Jake tried his best to catch the ball but it was as slippery as an eel.	
Hannah's hair was as wild as a lion's mane.	

Reading: Poetry

"Hope" is the thing with feathers

By Emily Dickinson

"Hope" is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

I've heard it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

What is the message
the poem is trying to
put across to the
reader?

How does the poem
make you feel as a
reader?

How does the author of
the poem feel?

What poetic devices
can you find in the
poem?

My Hope For You

*I hope that you always look for the silver lining
Even when all the clouds do is rain.
Remember that stars are always shining
Even when the sky is as dark as pain.*

*I hope your spirit stays full of light
On dreary draining days.
I hope you always keep up the fight
To persevere in many ways.*

*Treatments can fail and symptoms return
And sometimes doctors don't know what to do,
Remission can be hard to earn
That is what I hope for you*

*When you are feeling lost and all alone
And life is shaking hands with pain
I will be there to help your heart turn from stone
And show that all this can be of gain.*

*I hope you know that your trials have strengthened you
You have gained persistence and grace.
Your journey has left footsteps on a path
People can follow your inspiring pace*

*I hope you remember that tears can be blessings
They are a sign that you are still holding on
I hope you continue even when illness keeps pressing
The darkest hour is just before the dawn.*

*I hope that love and joy will help you cope
And that God will pull you through.
May you always fill up your cup of hope,
That is what I hope most for you.*

What is the message
the poem is trying to
put across to the
reader?

How does the poem
make you feel as a
reader?

How does the author of
the poem feel?

What poetic devices
can you find in the
poem?

How does this poem compare
to the poem
'Hope' is the thing with
feathers?

Grammar:

4. Explain what the meaning of the similes and metaphors are. Look at the example to help you.

a) The queue was a snake slithering out of the shop and around the corner.

This suggests that the queue was long and thin. The verb 'slithering' suggests that it was moving very slowly.

b) A wave of terror washed over the child as he approached his new school.

c) Jake tried his best to catch the ball but it was as slippery as an eel.

d) Hannah's hair was as wild as a lion's mane.

Challenge:
Can you create some
of your own
metaphors and
similes?

Thursday 25th March

Hope” is the thing with feathers

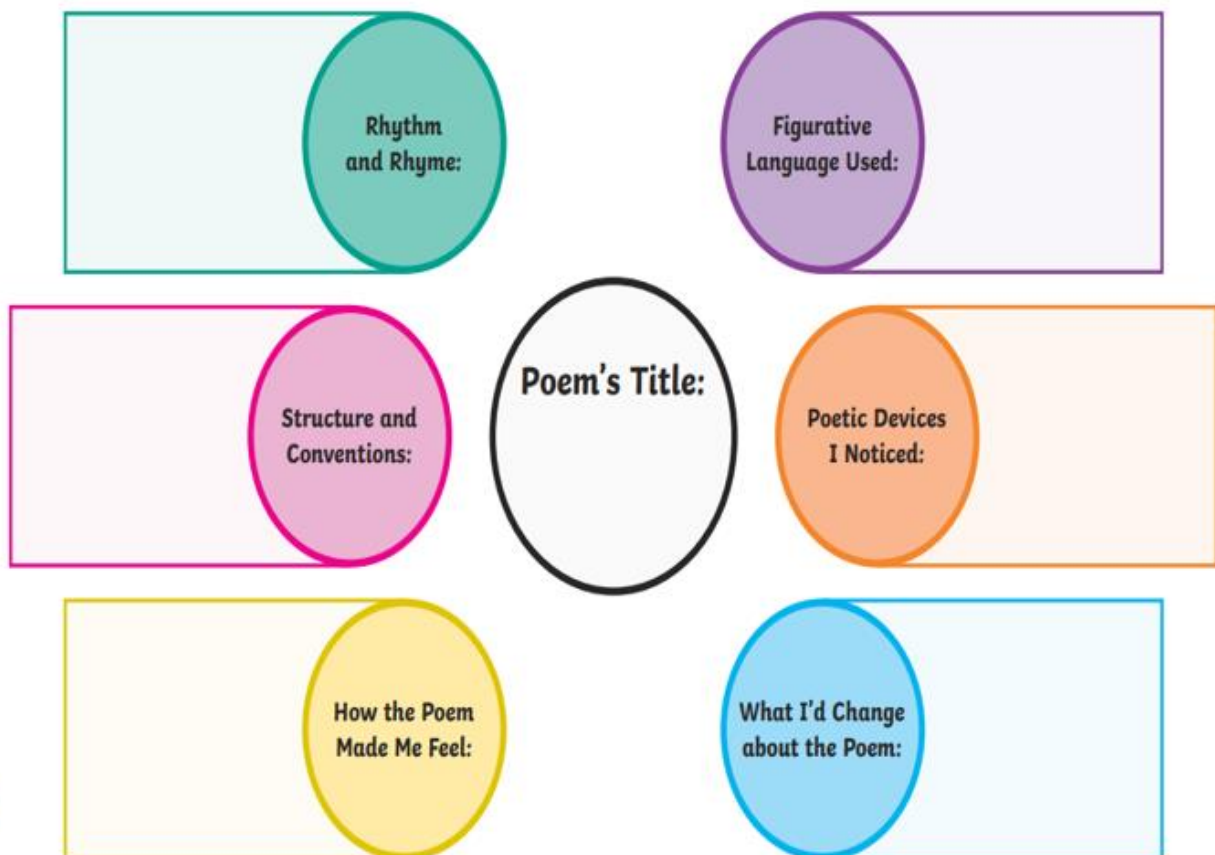
By Emily Dickinson

“Hope” is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
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And sweetest - in the Gale - is heard -
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I’ve heard it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

Poetry Response Mind Map



Poetry Planner

Type of Poem	Subject of Poem	Title Ideas
Key Features to Include	Nouns and Verbs	<p>Using what we have collected , you are now going to plan your own poem of hope. Once you have shown your plan to me , you will be able to start writing.</p>
Conventions and Structure	Content Ideas	
Figurative Language		
Ambitious Vocabulary		

Friday 26th March

Editing Your Poem

You will need to proof read your poem
 Edit and improve
 Read aloud- make any changes
 Read aloud to someone else-make any changes
 Write up neatly (In best handwriting) onto beautiful paper.

Poetry Writing Checklist

Did I...

- Have a title?
- Choose my words carefully
- Use interesting words and
- Use words that help the story
- Start each line (end of line)
- Use rhymes in the poem

Limerick Poem Writing Checklist

Did I...

- Have a title?
- Choose my words carefully
- Use interesting words and
- Use words that help the story
- Start each line (end of line)
- Use rhymes in the poem

Descriptive Poem Writing Checklist

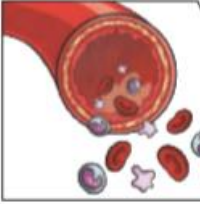
Did I...

- Have a title?
- Choose my words carefully
- Use interesting words and
- Use words that help the story
- Start each line (end of line)
- Use rhymes in the poem


Science

A healthy body: diet, exercise and lifestyle.

Key Vocabulary	
drug	A substance containing natural or man-made chemicals that has an effect on your body when it enters your system.
alcohol	A drug produced from grains, fruits or vegetables when they are put through a process called fermentation.
nutrients	Substances that animals need to stay alive and healthy.




The liquid part of blood contains water and protein. This is called plasma.



Blood transports:


- gases (mostly oxygen and carbon dioxide);
- nutrients** (including water);
- waste products.

Plasma is liquid. The other parts of your blood are solid.




Red blood cells carry oxygen through your body.

Platelets help you stop bleeding when you get hurt.




White blood cells fight infection when you're sick.

Drugs, alcohol and smoking have negative effects on the body.





A healthy diet involves eating the right types of **nutrients** in the right amounts.



Regular exercise:

- strengthens muscles including the heart muscle;
- improves circulation;
- increases the amount of oxygen around the body;
- releases brain chemicals which help you feel calm and relaxed;
- helps you sleep more easily;
- strengthens bones.

It can even help to stop us from getting ill.

Complete the following lesson.

What effect does exercise have on the body?

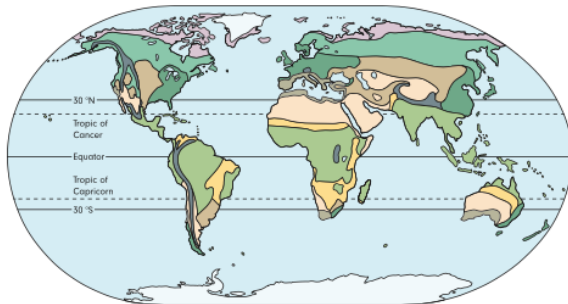
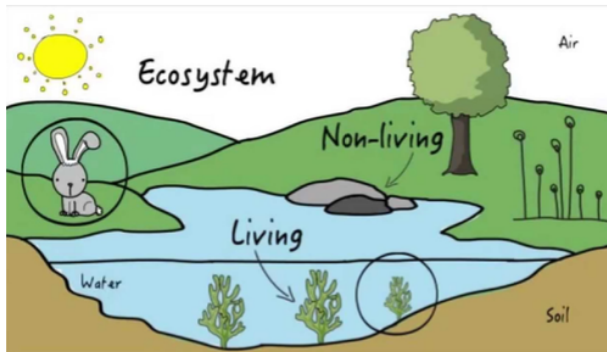
<https://classroom.thenational.academy/lessons/what-effect-does-exercise-have-on-the-muscles-60up8d>

Geography

Biomes

Vocabulary







Biome	A large area of land with a particular climate, type of plants and animals.
Ecosystem	A community of living and non-living things that work together.
Climate	The general weather conditions and patterns in an area.
Deciduous	A tree that sheds its leaves in the autumn.
Dormant	When a plant or animal is in a deep, long sleep.
Equator	The imaginary line that runs around the middle of the earth
Fauna	The animals that normally live in a particular biome.
Flora	The plants that normally grow in a particular biome.
Latitude	Imaginary lines goes around the earth horizontally.
Temperate	Mild weather, further away from the equator.
Tropics	Any place on earth near the equator.
Deforestation	Cutting down trees.



Key

Tropical forest	Temperate broadleaf forest
Savanna	Northern coniferous forest
Desert	Tundra
Chaparral	High mountains (coniferous forest and alpine tundra)
Temperate grassland	Polar ice

The Six Major Biomes

Tropical Rainforest	<ul style="list-style-type: none"> Very steady temperature between 20°C and 25°C. Rains all year long. The trees are very tall and varied. Most of the plants are evergreen, not deciduous. 	
Temperate Deciduous Forest	<ul style="list-style-type: none"> Temperature ranges from -30°C to 30°C. Goes through all four seasons. Range of trees, most lose their leaves in the autumn. Even rainfall throughout most of the year. 	
Coniferous forest (Taiga)	<ul style="list-style-type: none"> Temperature ranges from -54°C to 30°C. Low average temperature. Most of the trees are evergreen. Largest land biome. 	
Tundra	<ul style="list-style-type: none"> Temperature ranges from -34°C to 6°C. Coldest of all the biomes. Little rain, lots of frost. No trees grow, and only a few small plants. 	
Grasslands (Savanna)	<ul style="list-style-type: none"> Dry season and a rainy season. Temperature ranges from -40°C to 40°C+. Mostly grass grows, occasional individual trees. 	
Desert	<ul style="list-style-type: none"> Temperatures over 50°C in the day, below freezing at night. Very few clouds and very little rain. Very few plants or animals. 	

“The Earth’s biomes are fragile environments.” To what extent do you agree?

- Over the last six lessons, pupils have learnt all about the Earth's biomes.
- Pupils finish the unit by **writing their own essay**, allowing them to apply the knowledge that they have gained.
- We advise taking **one lesson to plan the essay**, and **two lessons to write it**.
- You can decide whether or not pupils have their booklet available as they write.
- **If pupils can write from memory it will be quicker**, and more individual.
- However we need to provide students with the scaffolds they need to all experience success.
- **The planning sheet** below may be useful in helping pupils to chunk their ideas together into paragraphs.
- You may like to print the **‘structure strip’** so that pupils can use the questions as prompts, if they are struggling to think about what to write.
- For lower-attaining pupils, you may wish to use **pictures or images** as prompts for writing.
- For higher attaining pupils, **additional paragraphs may be required**, and the essay specific vocabulary below could be incorporated.
- As a general guide, expectations around essay writing are:

Year	Length	Tone
3	1-2 pages	Informative Text
4	2-3 pages	Informative Text
5	2-3 pages	Persuasive argument
6	3-4 pages	Balanced argument

Planning Sheet		Key Words
Introduction <ul style="list-style-type: none"> What is a biome? Where are biomes located? What does fragile mean? (Easily damaged, hard to recover) What will you discuss in this essay? 		
Paragraph 1 <ul style="list-style-type: none"> What controls where biomes are located? How do these factors show that biomes are fragile? How do these factors show that biomes are not fragile? 		
Paragraph 2 <ul style="list-style-type: none"> How is climate change affecting biomes? How is climate change proving that biomes are fragile? Is there evidence to suggest that climate change is not affecting biomes or that biomes have recovered well after being damaged? 		
Paragraph 3 <ul style="list-style-type: none"> How are humans affecting biomes? How does this show that biomes are fragile? Is there evidence to suggest that humans are not affecting biomes or that biomes have recovered well after being damaged? 		
Paragraph 4 <ul style="list-style-type: none"> Which examples of biomes have you studied? For 2-3 biomes, show how they are fragile and / or non-fragile environments. 		
Conclusion <ul style="list-style-type: none"> Overall, does the evidence suggest that biomes are fragile or non-fragile environments? What makes a biome more or less fragile? 		
























French


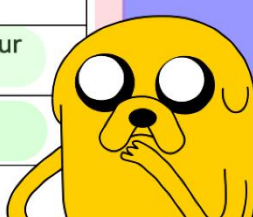
Revisit French Phonics. Then work on having a conversation with a partner or family member.

Follow link for this week's lesson.

French: Recap and conversations

<https://www.bbc.co.uk/bitesize/topics/z74gcqt/articles/zyvnm39>

1.  a a / à	2.  on an / en / on	3.  k q / qu / c / k	4.  sssh ch	5.  eeuh e *
6.  ay é / er * / es / ez / et / ai *	7.  (h)er eu / oeu	8.  guh g	9.  juh ge / j	10.  nyuh gn
11.  eee i / y	12.  an in / ain	13.  au o / au / eau	14.  wa oi	15.  ooo ou
16.  grr r / rr	17.  sss s / ç / c + e / c + i	18.  t t / th	19.  (n)ew u	<p>H is silent at the start of a word.</p> <p>French consonants at the end of words are silent except</p> <p>C, F, L, R.</p> <p>Remember</p> <p>Clear French Language Rules.</p>
20.  uh un	21.  zzz z	22.  eean ien	23.  air ei / ai * è / é er *	

	Hello!	Bonjour Salut	Good day Hi
	How are you?	Comment ça va? Ça va très bien! Ça va comme ci, comme ça. Ça va bien, merci. Ça ne va pas bien. Ça va mal.	How are you? I'm very well. So, so. Good, thank you. Not so good. Bad.
	What's your name?	Comment t'appelles-tu? Je m'appelle...	What are you called? I am called ...
	How old are you?	Quel âge as-tu? J'ai ... ans. Et toi?	What age are you? I am (have) ... years. And you?
	Colours	What is your favourite colour?	Quelle est votre couleur préférée?
	Animals	What is your favourite animal?	quel est votre animal préféré?
	Good bye	Au revoir à bientôt	Good bye See you soon

Computing

Flower generator

Web Browser Scratch 

What you will learn

- How to stamp a sprite
- How to make your own Scratch blocks
- How to use block inputs
- How to create random numbers

<https://projects.raspberrypi.org/en/projects/flower-generator>

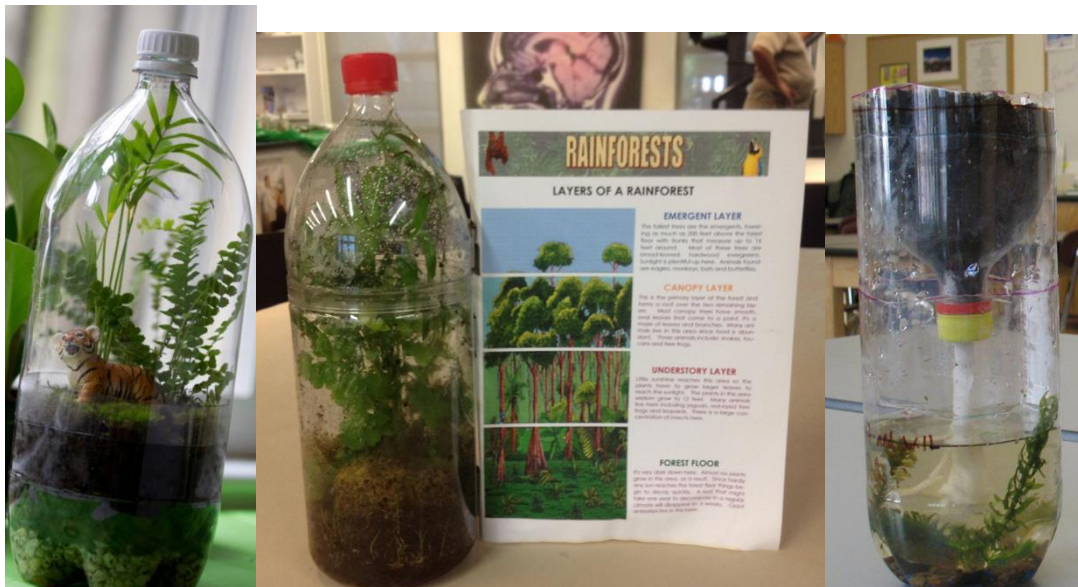
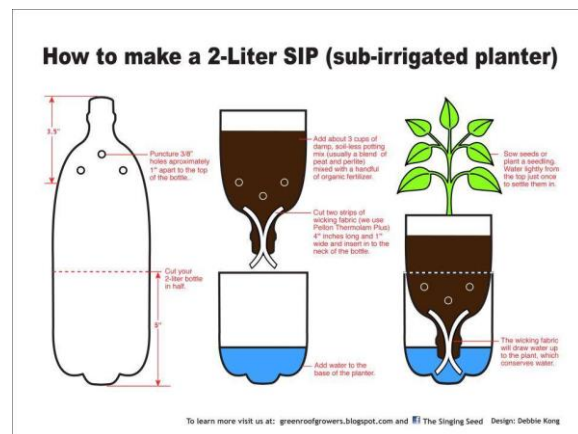
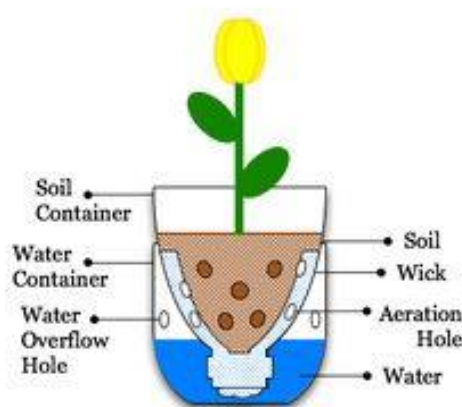
Design and Technology

Over the next few weeks, we will be researching and creating our own biomes, using what we have learnt in Geography.

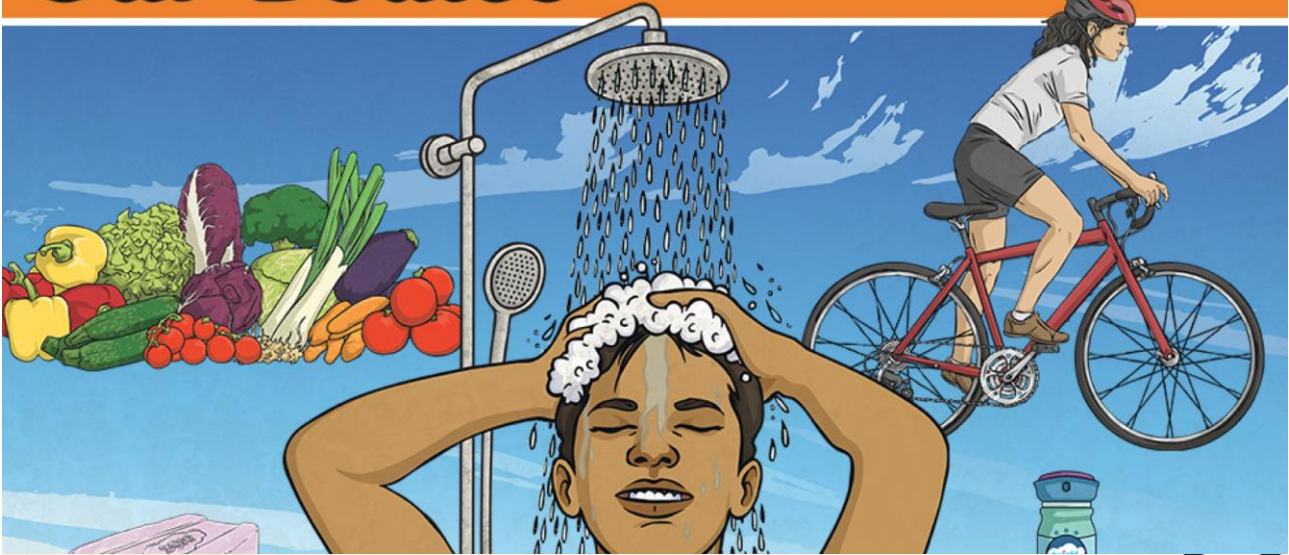
Using materials and resources you can collect easily; you will create a biome of your choice.

Use your geography knowledge organiser for key words.
Hint: Search 'biome in a bottle' or 'build a desert biome' for ideas.

Begin building your bottle biomes.



Taking Care of Our Bodies



What are healthy habits?

How can we take care of our bodies?

Taking Care of Our Bodies



Let's see how many different ways we can take care of our bodies.
Did you get any of these?

We make sure our bodies get the rest they need at night, by getting a good night's sleep every night.



We tell a grown-up if we feel unwell. They might take us to the doctor or the hospital. We might need medicine or other treatment to get better.



Precious Bodies



During our lifetime, we have one body. It needs to see us through everything we do and it's our job to take care of it along the way!

We need to consider our body's needs. This may be unique to each person, as we're all different.

Our body needs taking care of inside and out – both our physical and mental health are important.

There are always people we can talk to or get help from if we have questions or concerns about our physical or mental health.

Self-Care Checklist

There are lots of ways in which you can care for the needs of your body. Think about what you are going to do to look after your body and create your own checklist.

<input type="checkbox"/>	_____
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VIDEO: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-sikhism/zn4h382>

PE

Get plenty of fresh air and exercise, if you can

An introduction to running, jumping and throwing

Children will be involved in activities introducing running stride, basic throwing actions & simple stretches as part of a cool-down. Please note this lesson will require some physical exercise and additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson. Parents and carers are responsible for supervising activities where required and for seeking medical advice in advance if your child has a medical condition that may prevent them taking part in physical activity.

<https://classroom.thenational.academy/lessons/an-introduction-to-running-jumping-and-throwing-cgvkqc>