

W/C 08.06.20

Class - Year 6

Weekly Reading Tasks

Weekly Spelling Tasks

Continue to log onto iXL regularly for GaPS tasks

Monday-

This week our school theme is Under the Sea. To start the week, read for enjoyment whilst listening to [these sea noises](#).

Monday-

Log onto Purple Mash and check your alerts. Complete Year 6 Spelling Quiz 1.

Tuesday-

Create a true or false quiz based on the book you read yesterday. Can you test it out (remotely) on a friend who has also read the book?

Tuesday-

Log onto Spelling Shed and practice your chosen spellings

Wednesday-

Listen to and read along with [The Mermaid's Lament](#). Find the glossary in the Teach section and see if you can identify some of the terms used in the poem, for example rhyme and personification.

Wednesday-

Choose five spellings from Year 5/6 spellings. For each word, write an appropriate sentence which includes your chosen word. Check you have spelt it correctly.

Thursday-

Click on [this link](#) for a reading comprehension activity about sea adventures. Can you read the text in under 3 minutes and complete the comprehension questions.

Thursday-

Linked to our theme - Under the Sea, create a vocabulary bank about life under the sea. Use a dictionary to check your spelling. Then use a thesaurus to expand your vocabulary.

Friday-

Create a den, relax and reread your favourite story. Why is it your favourite story? Is it a particular character/s? The plot or setting? Did you reread anything this time which you had forgotten or had not taken in last time you read it?

Friday-

Creating a glossary for these sea-related words: estuary, algae, plankton, tsunami & urchin. Can you draw illustrations to represent each of these words too?

Weekly Writing Tasks

Half-term writing task 1: Write a biography about a person who inspires/interests you.

Weekly Maths Tasks

Continue to log onto iXL regularly and use the booklets you have been given.

Monday-

Who inspires you? Do you have a role model or someone you look up to? Does anybody intrigue you or make you wonder about their life? Choose a person who inspires/interests you. This person does not have to be famous - it could be a family member. Think about why they inspire you - what have they done/achieved?

Monday-

Representing Fractions

<https://www.thenational.academy/year-6/maths/representing-fractions-year-6-wk1-1>

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| <p>Tuesday- Begin to research about your chosen person. If you are using the internet to research - read, read and read some more. Check your facts using multiple sources. Do they match?</p> <p>If you have chosen a family member, think about how you can interview them or a relative to find out more. Write down your interview questions.</p> | <p>Tuesday- Understanding equivalence https://www.thenational.academy/year-6/maths/understanding-equivalence-year-6-wk1-2</p> |
| <p>Wednesday- Make notes about what you have found out or interview your relative and make notes about what they say.</p> | <p>Wednesday- Finding equivalent fractions https://www.thenational.academy/year-6/maths/finding-equivalent-fractions-year-6-wk1-3</p> |
| <p>Thursday- Read through your notes. How can the information be sorted into sections? Think about early life, early achievements, career etc. Sort the information you have into sections - start to think about sub-headings for the information and how best to arrange the information you have about your chosen person.</p> | <p>Thursday- Compare fractions less than one https://www.thenational.academy/year-6/maths/compare-fractions-less-than-one-year-6-wk1-4</p> |
| <p>Friday- Have you identified any missing information? Do you have all facts needed? Date of birth, place of birth, date and place of death (if required) Have you missed any critical points/parts of their life?</p> <p>Conduct further research into areas of weakness.</p> | <p>Friday- White Rose Hub - Challenge Friday https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Family-Challenge-Friday-22nd.pdf Complete challenges 1 -6</p> |

TOPIC TASKS - To be completed through the week

Our learning this week is based around the theme of **UNDER THE SEA**. Here are some tasks to try.

The project this week aims to provide opportunities for you to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.

- Working Together to Save Our Oceans -The BBC programme [Blue Planet 2](#) sparked an outcry about the health of our oceans and the huge threat caused by plastics, but lots of people around the world are working hard to help solve this problem. [Read about Madison Edwards](#), a 12 year old environmental activist. Do your bit to help preserve our oceans by keeping a '[plastic diary](#)' recording how much single-use plastic your family uses. [Write down one thing](#) that your family will do to use less plastic.

- Speeding Through The Seas - Sailfish are the [fastest fish in the ocean](#). Can you be just as speedy and complete the following 5 activities as fast as possible: Star jumps, tuck jumps, press-ups, squats and lunges. Record how many repetitions of each activity you can perform in 1 minute. Can you beat your personal best? Record your heart rate (beats per minute) after each activity. It is recommendation you do at least 2 hours of exercise a week.

- **Pirates: Daring Figures of History or Brutal Sea-Thieves?** - Many books have been written and movies made about pirates. But who were the real pirates of the past? Explore [these facts](#) about real pirates from history. Create a fact file or information report about what you have learned, including key dates and figures. Alternatively, create a 'wanted' poster for a pirate, including facts about his/her deeds and adventures.
- **Bioluminescence: Lighting up Our Oceans** - Many sea creatures possess a fascinating light-producing ability called [bioluminescence](#). Some fish dangle a lighted lure in front of their mouths to attract prey, while some squid shoot out bioluminescent liquid, instead of ink, to confuse their predators. [Find out about bioluminescence](#) and how [some sea creatures rely on this](#) for their survival. Choose a sea creature which uses bioluminescence (like the anglerfish) and create a poster fact sheet about it, including what bioluminescence is and how their chosen sea creature uses it.
- **Artwork to Light up Your Life** - Following on from your learning about bioluminescence, create a bioluminescent sea creature inspired piece of artwork. Based on the resources you have available at home, you could choose to express this as a [drawing](#) or as a [model](#). Use bright colours and be as realistic as possible.

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Create a script for a vlog that explains why it is our job as Christians to look after the seas and oceans. You could think about scripture that talks about the Oceans, what Pope Francis said in Laudato Si about caring for our common home, what changes we can make (and encourage other people to make) to help protect the oceans.

KS2 Reflect and Respond

When you go through deep waters, I will be with you. Isaiah 43:2

Reflect on the words of Isaiah (you could do this in silence, or read the words out loud, whilst listening to some quiet music or ask an adult to help light a candle).

What do these words mean to you? How do they make you feel? Respond to these words with a picture, a silent prayer, a written prayer, a change to your actions.

Additional learning resources parents may wish to engage with

The below are websites which are free or are offering free subscriptions during the period of school closures. Please use these to when looking for additional learning opportunities.

Classroom Secrets Learning Packs - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

Twinkl - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

www.imoves.com/the-imovement - This website is full of quick blast and brain break activities.