



Year 6 Home Learning 4th - 8th May

Lesson 1 – 30 mins per day

English

AIM: to write a report

1. **Look** at the report on pandas (see resources). **Can you spot seven features?** (Answer: title and subheadings, present tense, 3rd person, technical vocabulary, facts, opening statement, diagram/drawing/photo.)

Your task is to write a report **which includes facts about yourself, but you're imagining it's written by another person** (such as Mr Barber) to include in a whole school report. **So, all the details in your report will be factually true about you and it will be written in the 3rd person** (read the example report for ideas).

To start your report, you will need **introductory sentences** about the 'pupil' (you) and include details such as school name; class and year group; clubs 'they' have attended; whether they have an elected position such as school captain or councillor; whether they have appeared on the Roll of Honour and whether they have represented the school in a sports or musical event.

THEN, CHECK, EDIT AND IMPROVE YOUR PARAGRAPH

2. Today, you are going to write your next paragraph which has this title: (PUPIL'S NAME) FEELINGS ABOUT HIS/HER SCHOOLWORK (E.g 'Ealan's feelings about her schoolwork'.

(Now, I know you're going to say that thoughts and feelings are not normally included in reports, but these are strange times and sometimes rules are bent for a purpose!)

In this paragraph, you can describe the 'pupil's' favourite pieces of work in English, Maths, Science and other subjects, and describe which areas of work the 'pupil' (you) needs to improve on in English and Maths. As you are writing in the **3rd person**, your writing will probably sound like reported speech.

THEN, CHECK, EDIT AND IMPROVE YOUR PARAGRAPH

3. In this session, the title of the paragraph will be:

(PUPIL'S NAME) FAVOURITE EVENTS IN YEAR 6 (e.g. 'Alex's favourite events in Year 6')

Cast your mind back over all the events that have taken place in the last four terms, and think which were your favourite memories. Describe why you enjoyed them. Here are some reminders: meeting the medics, cricket experience session, class treats, moving monsters with y3, Christmas church celebration, Luna play, Bristol Old Vic visit, mocks, open afternoon, author visit or funny things that happened in your class (obviously, include any highlight that may not be on this list). **Now, remember to write your sentences in the third person.**

THEN, CHECK, EDIT AND IMPROVE YOUR PARAGRAPH

4. The last heading of your report is DID YOU KNOW?

In this paragraph, you will describe any other interesting fact about the 'pupil' (you) that may not be commonly known.

THEN, CHECK, EDIT AND IMPROVE YOUR PARAGRAPH

Remember to make sure you have not included any 1st person (I or we). Check the feature list on day 1 - is there anything missing in your report?

5. Grammar

This week, we are revising adverbs. SIMPLY, have a go at the sheet, and then, ACCURATELY mark it yourself using the answers provided (see resources section).

Resources

[panda report](#)

[example report](#)

[Grammar revision T5W3](#)

[Grammar revision T5W3 ANSWERS](#)

<p>Lesson 2 – 30 mins per day</p>	<p>Maths</p> <p>Each week, you will have 4 maths lessons and 1 arithmetic test to complete. You can choose which day to complete the arithmetic, but otherwise you should do the lessons in order.</p> <p>Bit different this week... you are being given a budget of half a million pounds to build an imaginary theme park. Each day, there is a video to explain what to do and time to make designs and to calculate your profits. At the end of the week, let us know how much you have in the bank – who will be the richest Year 6?</p> <p>Note – designing your theme park is much easier on squared paper. You can print a sheet included in the worksheets or use a page from a squared book if you have one.</p> <p>Need More?! Try these Maths puzzles Or these super extensions Maths Challenge 2 Maths Challenge 3</p>	<p>Arithmetic Test paper (and answers) Day 1 Video Independent Work Day 2 Video Independent Work Day 3 Video Independent Work Day 4 Video Independent Work All worksheets as one file for printing Week 3</p>
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Other lessons

In the resources section there is a link to an eBook about a Science experiment Mrs Sormani did with her boys at home. Can you have a go at the experiment too?

Science: Lesson 5, 6 and 7.

Lesson 5: Design your game pieces and give your game a name.

Design your game pieces. Decide what type of objects your game will use. Your game might need individual player pieces, cards, tokens, depending on the theme.

Top tip: Stick to 1 or 2 components to keep the gameplay from getting too complicated. Players who are forced to juggle cards, coins, dice, and a pen-and-paper scorekeeping system might get overwhelmed. Do you need to revise your game in order to make it slightly less complicated or could you add in another component if your game finishes too quickly?

Give your game a name. The title of your game should tie into its central theme. It should have no more than 5 words and be inventive enough to stick in the player's mind. Could you use alliteration or play on any words linked to your theme?

Lesson 6: create a rough prototype and test your game.

Create a rough prototype (if you haven't already). Use scrap cardboard to make the playing board, and turn improvised objects into game pieces. If your game involves cards, draw them roughly on paper or card. All you need for your prototype is a quick mockup that will allow you to give it a try and see how it works.

Test your game. Once you have a working prototype, ask a family member or friend (via video messaging) to trial your game. Encourage the players to share their thoughts on how the game could be improved. Take notes on the feedback you receive. Ask specific questions, such as, "Did the basic rules make sense?" or "What would have made this game more fun?"

Lesson 7: Design your final version

Designing a unique board game is a slow process, so take your time with this final stage. Remember to check your spelling and punctuation carefully and to use a ruler to draw straight lines, etc. This will make your game more appealing to play.

Now, all you have to do is to play the game with your friends and family. Find out what they enjoyed most and also what they learnt about evolution from the game.

Hopefully we will be back in school before the summer holidays so that we can test your games so keep them safe!

If you have time: design the packaging for your game. Can you create a box from scrap cardboard or from your recycling bin? Or you could design a net using the skills you learnt last week in maths in order to create a 3d container. How could you make your game stand out if it was in the shops? The design will need to be bold and clear!

	<p>Dance</p> <p>Yes, you greatest little showpeople – this week it’s all about DANCE! Seeing as we haven’t got the opportunity to be working on anything theatrical together at the moment, give your dramatic urges free rein by trying to learn this fun routine from Oti Mabuse. It’ll get your heart beating and your face smiling. Try to get some of your family involved, too – if you’re feeling really brave, you could even video your efforts!</p> <p>In the lesson, Oti covers the section of ‘The Greatest Show’ track from 0:53 to 2:57. Once you’ve practised the routine, as an extension, you could see if you can perform it just using the original song (no Oti video to follow!) - see resources for the link.</p> <p>Extension: Can you adapt what Oti teaches and add in your own moves? Can you come up with your own choreography to fill in the parts of the song that Oti doesn’t cover?</p> <p>(If you can’t get access to a screen, simply pick a 1-2min chunk of one of your favourite songs and work out your own mini dance routine to go with it – you could collaborate with a family member, or do it all by yourself – the main idea is to challenge yourself a bit and to have fun!)</p>	<p>The Greatest Show (Original track)</p>
	<p>Mrs Goulden has set up a French learning page where you can access new resources each week. Click on the link to find out more.</p>	<p>French</p>
<p>Every day, try and find time for:</p>		
<p>At least 20 minutes reading</p>		
<p>10 minutes practising spellings</p>		
<p>10 minutes practising times tables</p>		
<p>20 minutes aerobic exercise – get your heart beating a bit faster and your muscles stretching!</p>		