



Year 6 Home Learning 18th - 22nd May

Lesson 1 – 30 mins per day

English

AIM: to develop comprehension skills

1. Listen to **BBC bitesize daily lesson: To Be a Cat by Matt Haig** (24th April) The first part of today's lesson is just verbal **you do not need to write anything down until the table** at the end of the lesson.

Read all the information under 'Learn' and **while listening think about the two questions on dialogue**: is it telling us more about character? (giving character details; how they look, feel, move, think) or is the dialogue trying to move the story on? (is the speech helping to link different actions together).

Now listen to the extract.

Look at the next questions, before you listen to the next extract. Remember 'impressions' means what is your reaction/ your thoughts or feelings about what you have heard? Now listen to the extract.

Next, you can see the extract, from the first reading, written out. Using this version, follow the instructions. You are **now focusing on the direct speech** (speech within speech marks). Say the lines aloud and with expression and feeling.

Now, answer the questions.

Remember when asked 'Which had an impact on you?' it means which one affected you or influenced you? It is a strong word, so which left a stronger feeling with you?

'.. struck a chord' is saying which dialogue created an emotional response or reaction from you?

Then you are just evaluating whether you think the dialogue is successful -does it work well?

Lastly, **you are going to create a table with the headings that are given.** Look at the example and the instructions carefully so that you know what should be under each heading. **Just choose the dialogue examples that you liked or found interesting.**

Copy the speech in the first column; **decide** whether it gives character clues or moves the story along in the next column and finally **explain** how the punctuation/vocabulary/use of modal verbs/use of contractions/sentence length effect the way you read it **and** how the author is conveying-how the character feels.

Resources

To be a Cat by Matt Haig

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

The London Eye Mystery by Siobhan Dowd

<https://www.bbc.co.uk/bitesize/articles/zfx6t39>

	<p>2. First, read extract 2 carefully. Look at the questions below it which will help you complete the table.</p> <p>What impressions (feelings, thoughts, suspicions) do you get of Barney’s room from his new perspective? Just use one or two words.</p> <p>Then look for the evidence to back up your impression. Look at the example they have used. Now complete your table. You should be able to include at least five impressions.</p>	
	<p>3. Listen to BBC bitesize daily lesson: The London Eye Mystery by Siobhan Dowd (1st May) Read all the information under ‘Learn’ and while listening think about the questions.</p> <p>Next listen to the second extract and then read the written version of the first extract .</p> <p>Using a full sentence, answer the three questions about character. Remember to refer to the text to help answer the question.</p>	
	<p>4. Carefully read extract 2. Look at the instructions on how to complete the table and the filled in example.</p> <p>It is your job to explain how the writer is creating a relationship with the reader. How they are trying to get you, the reader, to see clearly what is happening in the story. So, what does the example show and why does the author want you to know that?</p>	
	<p>5. Grammar Questions Answers</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2 – 30 mins per day</p>	<p>Maths</p> <p>Back to the videos (I know you’ve missed them!)</p> <p>We are going to be revising fractions this week. It is the topic year 7 teachers always tell us they wish that year 6 would practice more. Let’s go into year 7 as the most prepared year group ever!</p> <p>Since the work is revision you may find that you don’t need to watch the whole of each video though you should always watch the reasoning practice at the start.</p> <p>Each worksheet is straight forward and so you should be able to mark them yourself using the answer sheets.</p> <p>There is also a puzzle style extension each day (with answers) and you can always try a super extension if you’re still hungry for more!</p>	<p>Day 1 Video</p>
		<p>Day 1 Questions</p>
		<p>Day 1 Answers</p>
		<p>Day 1 Extension</p>
		<p>Day 2 Video</p>
		<p>Day 2 Questions</p>
		<p>Day 2 Answers</p>
		<p>Day 2 Extension</p>
		<p>Day 3 Video</p>
		<p>Day 3 Questions</p>
		<p>Day 3 Answers</p>
		<p>Day 3 Extension</p>
		<p>Day 4 Video</p>
		<p>Day 4 Questions</p>
		<p>Day 4 Answers</p>
		<p>Day 4 Extension</p>
<p style="text-align: center;">All Worksheets for printing</p>		

	<p>Need More?! Try these Maths puzzles Or these super extensions Maths Challenge 3 Maths Challenge 4</p>	<p>Arithmetic test</p>
<p>Lesson 3 – 30 mins per day</p>	<p>Other lessons This week will have a science focus</p> <p>Science 1 <i>Task for the week: Create a comic for Year 6s about the evolution of an animal.</i> Read the Science comic about the evolution of whales (see resources) which will give you an idea of what your comic strip <i>might</i> look like. Decide on which animal you wish to focus on for your own comic. You may decide to use some of the research from your board game or to research a different animal or the evolution of humans. <i>Remember to be strategic: Part of the planning process may involve having to change the animal you decided upon if you can't find out enough information about it.</i> Start your research- remember to take notes using key words or to use a mind map to organise your ideas. If you don't have access to the internet or are having to share ICT resources in your home, there is information about the evolution of horses in the resource section which you can use instead.</p> <p>Science 2 <i>Draw a very rough outline of your comic.</i> Think about the main characters in your comic- you may decide to have a time traveller or use two characters like in the example comic. Then plan the lay out and how many boxes you will need. Also consider your audience (Year 6 pupils) and the sort of language that would be used and appropriate to be read in school. The challenge is to make your comic informative but fun to read too!</p> <p>Science 3-4 Draw your comic. Remember to press lightly as you draw so that you can rub things out easily. You can always go over the lines again or to go over the outline with a fine marker afterwards to make the pictures 'pop out'. Remember to keep going back to your research so that your comic has a scientific element. Finally- check your work carefully focussing on spelling, punctuation and grammar so that your comic makes sense.</p>	<p>Resources Lesson 1-4 Whale comic Horse research Mrs Sormani's Science E-book If you have time! https://www.bbc.co.uk/bitesize/articles/zif3rj6</p> <p>French https://padlet.com/sgoulden1/7eo1acymuojg8ytr</p>

[If you have time!](#)

*Read Mrs Sormani's Science eBook and have a go at one or two of the experiments.
*Have a go at the adaptation activities on bitesize.
There are some videos to watch and quizzes to test your knowledge.

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.

Every day, try and find time for:

At least 20 minutes reading

10 minutes practising spellings

10 minutes practising times tables

20 minutes aerobic exercise – get your heart beating a bit faster and your muscles stretching!