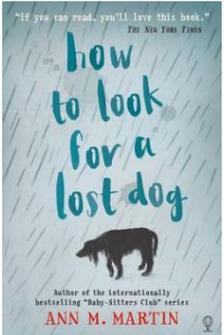
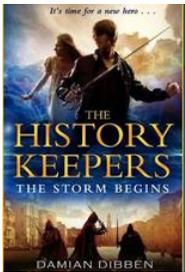


## Home working Activity Grid – Year 6 – for weeks commencing 4<sup>th</sup> and 11<sup>th</sup> May 2020

Hi everyone!  
 I hope you are all keeping well and staying safe! I can't believe that for the second week of this grid, it would have been SATs week! I have (hopefully) planned more fun and interesting activities for this unit and I think you'll enjoy both of the texts I've selected.  
 This week, I have started to get in touch with many of your Secondary schools, so even though we are at home, I am still working hard for you!  
 On Friday 8<sup>th</sup> May, it is a UK Bank Holiday to celebrate VE Day – look at some of the extra activities on this week's grid to find out more.  
 Keep in touch with our class email [y6@levendale.org.uk](mailto:y6@levendale.org.uk)  
 I miss you all very much and look forward to hopefully seeing you all soon.

Mrs Carnelly 😊

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<p>Monday 4<sup>th</sup> May</p>	 <p>For this first week, we will be using an extract from 'How to look for a lost dog' You should find the PDF file with this week's work: you don't have to print it out if you don't want to, as you can just read it on screen like last week!</p> <p>This is a short extract, so will only take you the first three days this week to read. This book is set in America, where the school system is slightly different to ours – you might notice some of the spellings are also American!</p> <p><b>Read up to the top of page 10 – to, "Rose, do you need to step into the hall for a moment?"</b></p> <ul style="list-style-type: none"> <li>Look at page 9, "If I ever think of another four-homonym group, it will be a red-letter day." What do you think Rose means by this? Think about her excitement around homophones and homonyms to help you!</li> </ul>	<p><u>SPAG activity</u></p> <p>Following on from this morning's reading, <b>create a poster giving a definition of both a homophone and a homonym</b> and describe the difference. Can you give examples of each on your poster?</p>	<p>Although we will be continuing our maths linked to White Rose Maths, how we access the videos and the learning has changed slightly this week.</p> <p>To access the learning videos, you need to go to:  <a href="https://www.bbc.co.uk/bitesize/daily/lessons">https://www.bbc.co.uk/bitesize/daily/lessons</a></p> <p>You will need to click on Year 6 and each day you will see the date and the maths video you need to access:</p> <p><b>Monday 4<sup>th</sup> May: Lesson 1 - Simplify fractions using knowledge of common factors</b></p> <p><b>*LOTS OF THIS WORK IS NOW REVISION IN PREPARATION FOR SEPTEMBER!*</b></p> <p>All of the worksheets to go with the lessons have now been sent with</p>

	<ul style="list-style-type: none"> <li>On page 9, Rose says, “I’m almost twelve because no-one is sure what to do with me in school. I’ve stayed back for two semesters, which is a total of one year.” What do you think this tells us about Rose’s teachers and her school’s understanding of her?</li> <li>At the end of your reading today, what are your first impressions of Rose? Do you think life’s easy for her? Give evidence from the text for your views.</li> </ul>		these packs – you don’t need to print them; just do your answers on a piece of paper or in a workbook.
Tuesday 5 <sup>th</sup> May	<p><b>Read the rest of the chapter.</b></p> <ul style="list-style-type: none"> <li>What do you think about the relationships Rose has with her Uncle Weldon and her Father? Use evidence from the text to support your answer.</li> <li>Why do you think Rose’s Father want Uncle Weldon to go to the meetings at school?</li> <li>What are your impressions of Rose’s Father? Can you give reasons for your answers?</li> </ul>	<p><b>Using your work from yesterday, write down some homophone/homonym sentences, e.g.</b></p> <p>I picked a rose from the garden. I planted my sunflower seeds in rows. My best friend’s mum is called Rose.</p> <p>Enjoy playing with words!</p>	<p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p><b>Tuesday 5<sup>th</sup> May: Lesson 2 - Compare and order fractions</b></p>
Wednesday 6 <sup>th</sup> May	<p><b>Re-read the whole chapter</b></p> <ul style="list-style-type: none"> <li>Why do you think Rose’s teacher and Father want her to conform and be like everyone else?</li> <li>Do you think it would help her if she did? Give reasons for your answer – think about the freedom we all have to be the person we want to be.</li> <li>Write down your personal response to this book extract and give reasons for your views – I look forward to reading some of these!</li> </ul>	<p>Following in on from your reading ‘how to look for a lost dog’, <b>can you write an introduction to yourself for your new teacher in September?</b></p> <p>What would you like them to know about you? Remember to write in the first person and think very carefully about your tenses.</p>	<p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p><b>Wednesday 6<sup>th</sup> May: Lesson 3 - Add and subtract fractions</b></p>
Thursday 7 <sup>th</sup> May	 <p>For the remainder of this 2-week block, we will be reading ‘The History Keepers: The Storm Begins by Damian Dibben’ (Don’t be put off by the cover if you think this ‘isn’t your type of book!’; I think you’ll all enjoy it &amp; remember the saying, ‘Don’t judge a book by its cover?’).</p> <p><b>Start by watching the trailer here:</b></p>	<p><b>It’s my favourite meal!</b></p> <p>Think about your favourite meal! How would you describe it to someone who’s never tasted it? Think of its appearance, how it smells and what it tastes like. Think about what makes the meal special. (Is it only served at a special restaurant or when a particular group of you</p>	<p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p><b>Thursday 7<sup>th</sup> May: Lesson 4 - Adding and subtracting mixed numbers</b></p>

	<p><a href="http://thehistorykeepers.com/">http://thehistorykeepers.com/</a></p> <ul style="list-style-type: none"> <li>• Straight after watching it, I thought of lots of things this book had in common with other stories I have read (especially Malamander!): can you brainstorm all the things you think this story has in common with others that you've read?</li> <li>• Make a list of questions you would like to find out after watching this trailer.</li> </ul>	<p>get together? Does it remind you of someone or a special time?)</p> <p><b>Plan a piece of descriptive writing to meet this task.</b></p> <p>Think about what your paragraphs may contain: it may be a starter, a main and a dessert or it might be how you feel before the meal, when you're eating it / why you're eating it and why it's special.</p> <p>Think about the expanded noun phrases and adjectival phrases you looked at last week. This piece would also be perfect to include a simile or metaphor. If you have forgotten what they are, look here:  <a href="https://www.youtube.com/watch?v=yuf3lyZ7Td4">https://www.youtube.com/watch?v=yuf3lyZ7Td4</a></p> <p>Also, which Y5/6 words can you include?</p>	
Friday 8 <sup>th</sup> May	<p>Click on this link to get the book online:  <a href="https://www.theguardian.com/childrens-books-site/2011/sep/16/booksforchildrenandteenagers-childrens-books-8-12-years">https://www.theguardian.com/childrens-books-site/2011/sep/16/booksforchildrenandteenagers-childrens-books-8-12-years</a></p> <p><b>Begin reading Chapter 1 up to 'He'd woken shortly after and found himself locked in the back of this grand car!'</b></p> <ul style="list-style-type: none"> <li>• '...then the rain had started to fall – first a few drops but quickly a deluge – ' What does the word 'deluge' tell you in this sentence?</li> <li>• What do you think happened to Jake when the man held the handkerchief to his face?</li> <li>• What are your first impressions of the two men in the front of the car? Use words and evidence from the text for your answer.</li> </ul>	<p><b>It's my favourite meal</b></p> <p><b>Describe your favourite meal for someone who has never tasted it!</b></p> <p>Spend time writing, proof-reading and editing your work: think about spelling, including a range of punctuation and varying your sentences! Could you convince me (or even Mrs Loughran) that we should eat yours?</p> <p>This is the opening paragraph of mine:</p> <p><i>My favourite meal is a roast dinner: roast beef to be exact! The taste of the succulent meat is a treat worth waiting for. This home-cooked meal (and there's only my Mum that cooks it exactly the way I like it!) is the highlight of everyone's week.</i></p>	<p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p><b>Friday 8<sup>th</sup> May: Today when you login, there will be a weekly challenge for you to try out...are you up for it?!</b></p>
Monday 11 <sup>th</sup> May	<p><b>Continue reading up to 'We are not the enemy, I promise you.'</b></p> <ul style="list-style-type: none"> <li>• What does 'though it was now past its best' mean?</li> </ul>	<p>This week, we are going to be looking at narrative writing. I would like you to start this week by watching this video:  <a href="https://www.youtube.com/watch?v=KcVixTq06bA">https://www.youtube.com/watch?v=KcVixTq06bA</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p>

	<ul style="list-style-type: none"> <li>• What do you think of the intricate design on the door handles? Does it make you want to ask any questions?</li> <li>• Today's reading ends with '<i>We are not the enemy, I promise you.</i>' Do you believe him? Why?</li> <li>• Look up the following words to help with your comprehension (use google if you don't have a dictionary!): <ul style="list-style-type: none"> <li>▪ resolutely</li> <li>▪ imperious</li> <li>▪ ascend</li> <li>▪ inexplicably</li> <li>▪ aquiline</li> </ul> </li> </ul>	<p>I hope it has given you some faith in your own story-writing abilities!</p> <p>You can choose what type of story you would like to write; choose one from the ideas below <u>or you can choose one of your own and plan your story from the opening to the ending:</u></p> <ol style="list-style-type: none"> <li>1. A mystery story: A mystery story starts with these words: '<i>Ali stood silently, looking at the door. With a slow, creaking sound, it opened. Taking a deep breath, Ali walked inside...</i>' <b>continue the story.</b></li> <li>2. An adventure story: Start with this sentence: '<i>As he crumbled the fortune cookie, he found a tiny map inside and realised it was one of his own neighbourhood...</i>' <b>continue the story.</b></li> </ol> <p>When you are planning your story, think about your opening, your characters, what dilemma they will face, how they will solve it and how the story will end.</p>	<p><b>Monday 11<sup>th</sup> May: Lesson 1 - Multiplying fractions and mixed numbers by integers</b></p>
<p>Tuesday 12<sup>th</sup> May</p>	<p><b>Read to the end of Chapter 1 - ENJOY!</b></p> <ul style="list-style-type: none"> <li>• Has your opinion of any of the characters changed?</li> <li>• What do you think of Jake?</li> </ul>	<p><b>Write the opening and build-up of your story.</b></p> <p>Introduce your character to your reader – do you want your reader to like your character or feel something different? How are you going to show this through how your character acts and what your character says?</p>	<p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p><b>Tuesday 12<sup>th</sup> May: Lesson 2 - Multiply fractions by fractions</b></p>
<p>Wednesday 13<sup>th</sup> May</p>	<p><b>Begin reading Chapter 2 up to '<i>Jupitus threw open the door and the two of them stepped inside.</i>'</b></p> <ul style="list-style-type: none"> <li>• Why does the author use the word '<i>immersing</i>' to describe how Jake looked at the paintings?</li> <li>• If you were Jake standing at the door, how would you feel? What would you do? Write a short paragraph (or discuss with an adult) to answer this using evidence from the text to back up your feelings / actions.</li> </ul>	<p><b>Continue your story – can you write the dilemma?</b></p> <p>Does your character run into a problem? How is it going to be resolved? Do any other characters appear in the story to help? How are you going to move the story forward?</p> <p>Think about adverbs of time, manner (how) and place and think about what speech you can use to move your story forward!</p>	<p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p><b>Wednesday 13<sup>th</sup> May: Lesson 3 - Divide fractions by integers</b></p>

<p>Thursday 14<sup>th</sup> May</p>	<p><b>Continue reading up to ‘Jake’s thoughts turned to the events of the week. Up until an hour ago they had seemed in no way out of the ordinary.’</b></p> <ul style="list-style-type: none"> <li>• What does the sentence, ‘<i>The room was humming with activity,</i>’ tell you about the feel of the room Jake was in?</li> <li>• What are your first impressions of the boy at the typewriter? Why? Give evidence from the text.</li> </ul>	<p><b>Finish your story.</b></p> <p>Does something unexpected happen? Do you want your readers to now feel differently about your main character? How does the ending link to the opening of your story?</p>	<p><a href="https://www.bbc.co.uk/bitesize/daily/lessons">https://www.bbc.co.uk/bitesize/daily/lessons</a></p> <p><b>Thursday 14<sup>th</sup> May: Lesson 4 - Fractions of amounts applied in context e.g. money, measures etc.</b></p>
<p>Friday 15<sup>th</sup> May</p>	<p><b>Finish reading the extract up to the end of Chapter 2</b></p> <ul style="list-style-type: none"> <li>• Jake calls his parents by their first names, ‘Alan and Miriam’, how does that strike you?</li> <li>• Write a short comparison between this extract and the first two chapters of Ned’s Circus of Marvels. Which would you prefer to continue reading? Why? Give reasons with examples where you can.</li> </ul>	<p><b>Check, proof-read and edit your story.</b></p> <p>Remember to ‘revisit your story with fresh eyes!’</p> <p>Read your story out loud (perhaps to someone at home) – is it exciting? Have you built suspense and tension in your story?</p> <p>Check your work for spelling (have you included any Y5/6 words?) and punctuation (especially speech punctuation).</p> <p>If you can, send me your finished versions – I’d love to read them! <a href="mailto:Y6@levendale.org.uk">Y6@levendale.org.uk</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/daily/lessons">https://www.bbc.co.uk/bitesize/daily/lessons</a></p> <p><b>Friday 8th May: Are you ready to login for the Friday challenge again?</b></p>

Other suggested activities:

<p><b>Science</b> <b>Evolution &amp; Inheritance</b></p> <p>Some of our traits are inherited, but animals are also able to adapt (over 100s and 1000s of years) to suit the environments they live in. Watch the video, read the information and complete the quiz!</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zxg7y4j">https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zxg7y4j</a></p>	<p><b>Topic</b> <b>Rivers – features of a river.</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8</a></p> <p>Watch the video, read the information on the webpage and have a go at the quiz! This activity will help you with your English in the next work grid!</p>	<p><b>PE</b></p> <p>Log on to: <a href="https://northfieldssc.org/ssp/physical-activity-challenge">https://northfieldssc.org/ssp/physical-activity-challenge</a></p> <p>To challenge yourself to some outdoor PE this week – click on ‘Stay Home Stay Active Activities 4th May’ once you are logged on!</p>	<p><b>PE</b></p> <p>I know how much you all like a sing and dance, so this week, go to ‘Go Noodle’ and try some of their videos...you won’t even feel like you’re exercising!</p> <p><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></p>
<p><b>Science</b> <b>STEM CHALLENGE</b></p> <p>As our unit doesn’t involve much practical Science, go to this website and see if you can find a fun investigation to do:</p> <p><a href="https://www.science-sparks.com/summer-science-challenges/">https://www.science-sparks.com/summer-science-challenges/</a></p>	<p><b>Art</b></p> <p><b>Our art topic this term is ‘really looking’.</b></p> <p>Can you find a photograph or an image that you really like of a landscape or important landmark and recreate it in any medium you like – paint, pencil crayon, collage...be creative!</p>	<p><b>French</b></p> <p><b>Practise your French greetings and, perhaps, learn some new ones!</b></p> <p><a href="http://www.jefrench.com/basic-french-lessons/basic-french-lesson-1">http://www.jefrench.com/basic-french-lessons/basic-french-lesson-1</a></p>	<p><b>Computing</b></p> <p><b>Have a go at ‘coding the news’ with this weblink!</b></p> <p><a href="https://www.vidcode.com/project/hoc-news">https://www.vidcode.com/project/hoc-news</a></p>
<p><b>Preparations for VE Day 8<sup>th</sup> May</b></p> <p>On 8<sup>th</sup> May 1945, Britain celebrated the end of World War 2. To understand why VE Day was so important, you need to understand WW2. Visit these sites to help with your research.</p> <p><a href="http://www.primaryhomeworkhelp.co.uk/Britain.html">http://www.primaryhomeworkhelp.co.uk/Britain.html</a></p> <p><a href="https://www.youtube.com/watch?v=HUqy-OQvVtI">https://www.youtube.com/watch?v=HUqy-OQvVtI</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr</a></p> <p><a href="https://www.bbc.co.uk/newsround/48201749">https://www.bbc.co.uk/newsround/48201749</a></p> <p>Can you create a timeline of important events leading up to VE Day?</p>	<p><b>Preparations for VE Day 8<sup>th</sup> May</b> <b>Spitfire Science</b></p> <p>Design and make your own Spitfire. You could make it out of paper, wood, recycled materials, etc. Test out your design. How far does it glide? Does the material used for a paper plane affect the distance it travels? Try using newspaper, card, tinfoil, etc and carry out a test.</p>	<p><b>Preparations for VE Day 8<sup>th</sup> May</b> <b>Wartime Recipes</b></p> <p>With one rationed egg and a packet of powdered milk in the larder, WW2’s home cooks had to be creative. Find out what families were eating over 75 years ago. Can you recreate any of the delicious recipes?</p> <p><a href="https://the1940sexperiment.com/100-wartime-recipes/">https://the1940sexperiment.com/100-wartime-recipes/</a></p> <p><a href="http://home.bt.com/lifestyle/eating-for-victory-try-these-real-wartime-ration-recipes-for-ve-day-11363980000968">http://home.bt.com/lifestyle/eating-for-victory-try-these-real-wartime-ration-recipes-for-ve-day-11363980000968</a></p> <p><a href="https://www.food.com/recipe/ww2-war-cake-1881">https://www.food.com/recipe/ww2-war-cake-1881</a></p>	<p><b>Preparations for VE Day 8<sup>th</sup> May</b> <b>Morse Code</b></p> <p>Watch this video to learn how Morse Code was used to send messages in WW2 <a href="https://study.com/academy/lesson/morse-code-lesson-for-kids-history-alphabet-facts.html">https://study.com/academy/lesson/morse-code-lesson-for-kids-history-alphabet-facts.html</a></p> <p>Can you try some Morse code with your friends and family?</p>