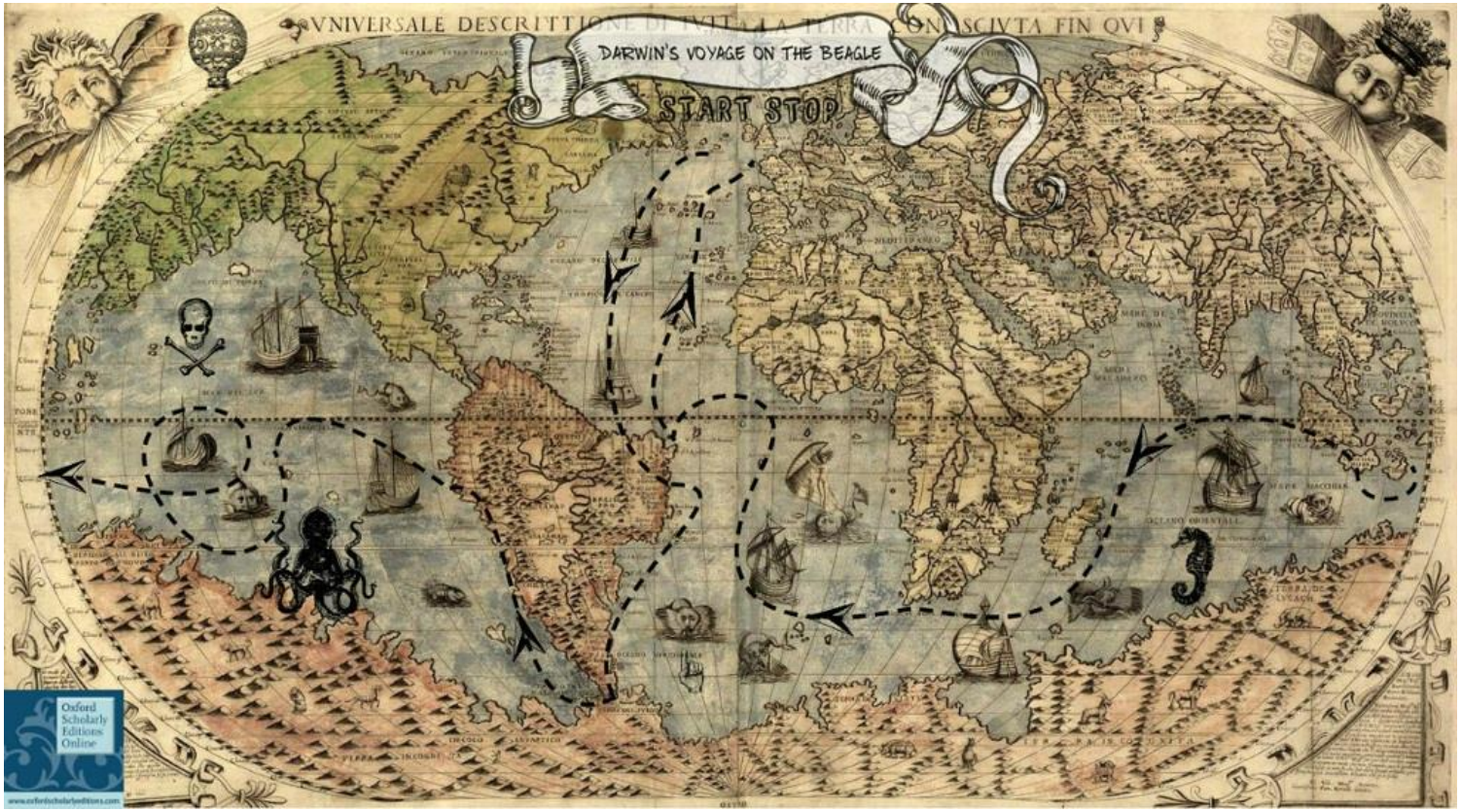
Home Learning Year 6



Name: _____

Dear Year 6,

Welcome to your learning pack! We hope that you will find plenty of things to keep you busy and learning while we can't all learn together. Don't forget to share your w to the class blogs - we really want to see what you get up to!

We know that you love learning, and we know that you will continue to squeeze every last drop of fun, excitement and interest out of each day while you can't be at school. Even though you won't be able to take your SATs, all of the learning you have done, all of your experiences at primary school, all of your kindnesses will still belong to you forever and you should all feel incredibly proud of everything you have achieved and the people you are becoming.

Yesterday in class we created works of art inspired by the image of a rainbow, and we wanted to include some images of them here for you to enjoy. Keep on being colourful, bringing sunshine and hope to your friends and family, and look forward to the sunny days that always come after the rain!

Miss Howick & Mrs Davies

Typical weekly timetable for Year 6

	8.50-9	9-9.40	9.40-10.40	10.40-11.00	11-12	12-12.30	12.30-1.30	1.30-2.55	2.55-3.20
Monday –	Mini-maths and SPaG	Whole School CW	English - SPaG	Break	Maths	Reading	Lunch	PE	Computing
Tuesday	Mini-maths and SPaG	Music	French	Break	PE	RE:	Lunch	Maths / English	KS2 CW
Wednesday	Mini-maths and SPaG	Spelling	English	Break	Maths	Reading	Lunch	Art: / DT	KS2 CW- Singing Practice
Thursday	Mini-maths and SPaG	Spelling	English	Break	Maths	Reading	Lunch	Topic	KS2 CW- Open the Book
Friday	Mini-maths and SPaG	Whole School CW	English	Break	Maths	Reading	Lunch	Science	ELLI Assembly

End of year National Curriculum objectives for Year 6:

Reading

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing

Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting & Presentation

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

Composition

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocab, Grammar and Punctuation

- develop their understanding of the concepts set out in English Appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Maths

Number and Place Value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Addition, Subtraction, Multiplication and Division

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1

- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Measurement:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Geometry

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Staying Healthy

PE

- Living room yoga
- Share your gymnastic poses
- Use Go Noodle to follow along to some dance routines
- Disney shake up games https://www.nhs.uk/10-minute-shake-up/shake-ups
- Races in the back garden
- Create your own dance routine and teach it to your family
- Plank competition! Who in your family can hold the plank position for the longest?
- Teach yourself how to juggle
- Search body coach kids on Youtube for daily, equipment-less exercises.
- Create your own fitness circuit for a professional athlete of your choice and participate in with your family members

PSHEE

- Write thank you notes to people who help you.
- Think about what you would like to do when you grow up. Draw yourself in that role. What skills will you need?
- Design a healthy balanced meal for your family – and make it!
- Consider what you can do to help people in your community, especially vulnerable members.
- Go litter-picking in your local area.
- Make cards for your friends
- Make a get-well soon card for anyone you know that is poorly.

Mindfulness

- Keep a diary of your daily activities
- Do some calm colouring
- Listen to some peaceful piano music
- Spend some time reflecting at the end of each day
- Write/draw 3 things that you are thankful for
- Describe your emotions
- Go into the garden and look at the clouds
- Do some gardening
- Guided relaxation/visualisation
- Mindful breathing

Suggested topic activities: ***Why Do People Make Dangerous Journeys?***			
History	**Science**	**Art/Design**	**Other**
Create a time line which shows the dates of key events during Henry VIII's life.	Write a letter or diary entry as Darwin, describing the things he saw/learned on his journey on the HMS Beagle or in the Galapagos.	Imagine you are Henry VIII. Write a letter to a portrait painter ordering them to paint your portrait. Make sure you explain what you want your portrait to look like!	Find out how long each of the Tudor monarchs reigned for. Create a bar graph to show your results.
Create your own poem about Henry VIII and his six wives. Can you write a verse about each wife?	Write a well-researched biography of Charles Darwin, organised into sections.	The Tudor Rose is a famous emblem of Tudor times. Can you recreate it? You could use any material you like!	Find or draw a picture of the Tudor Rose and draw the lines of symmetry on it.
Choose one of Henry VIII's wives and create a fact sheet about her.	Explore unusual characteristics eg, why don't kiwis fly? Why do kangaroos jump? How do bats 'see' in the dark?	Design a Tudor-themed Snakes and Ladders board game.	Design and make a dress for Elizabeth I. Make sure you research Tudor fashion so that your dress is fit for a queen.
Find out about your local area in Tudor times. How has it changed?	Research and present information on Darwin's finches / other animals he saw e.g. giant tortoises and iguanas that had never been seen before.	Draw a detailed picture of Hampton Court Palace.	Create a project that shows and explains how a fossil is made.
Key question: Please research the question: "Was Henry VIII a good king?" Be ready to present your research to the class and participate in a debate! We are looking for: - Evidence - A wide range of sources - Convincing language and arguments - High standard of presentation			

Suggested activities for Maths

Draw a square and break it up into different fractions. Practise adding and subtracting some of the fractions you can see.	Practise your times tables on TT Rockstars!	Make a timetable of your day using the 24-hour clock. Calculate the amount of time spent on different activities. You could draw a pie-chart to represent your day, or calculate the fraction of your day spent on different activities.
Do an investigation from the Maths activity sheets at the end of this pack, or visit https://wild.maths.org/ , https://nrich.maths.org/ , or https://www.openmiddle.com/ for ideas for more investigations.	Roll a die 3 times to create a 3-digit number. Choose five single-digit numbers, and then use the four operations to make your target number, or as close to it as you can get!	Run 50m ten times and calculate your average time. What other activities can you find an average for? For example, catches in a minute, keepy-uppies...

Suggested activities for English

Reading	Writing
Read for pleasure! Just settle in and enjoy reading a chapter from your reading book. Summarise the events you have read recently. You could bullet point what happened, create a comic strip or present the information in your own creative way. Write a book review – why not share it on the class blog? Note down any unfamiliar words from your reading. Explore the meanings of these words by using a dictionary, or reading around the sentence. You could try using new vocabulary in your own writing, or make a poster that explains the meaning of new words. Read something from around the house that *isn't* a book! Log into ReadTheory and complete some quizzes about the texts there.	Ideas for writing – feel free to share on the class blog! - Write a letter - Write a newspaper article - Write a short story - Write a poem - Produce a leaflet - Design a website - Create an atmospheric description - Write and perform a playscript Suggested topics: - Your reading book - A famous person - Something from the news - Your favourite place - A local place of interest - An issue that concerns you - An adaptation of your favourite TV programme/film

Investigate

The sum of the digits for a 3-digit number is larger than the sum of the digits for a 2-digit number.

Make the two numbers using digits 0-9 (no repeats). Minimise the difference between the numbers.

You have a pile of 1 coins and a pile of 0.1 coins.

Make 2.4

Level 1: I can find a way
Level 2: I can find different ways
Level 3: I know how many ways there are

Investigate

The sum of the digits for a 4-digit number is larger than the sum of the digits for a 3-digit number.

Make the two numbers using digits 0-9 (no repeats). Minimise the difference between the numbers.

You have a pile of 0.1 coins and a pile of 0.01 coins.

Make 0.32

Level 1: I can find a way
Level 2: I can find different ways
Level 3: I know how many ways there are

How many ways?

Complete using digits 1-9. Use the 7 as shown.

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Explain

$100 - h > 40$

$20 + h > 60$

h is a multiple of 6

List all the numbers h can be.

Complete using digits 0-9. The digit in the box with a border must be odd.

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

Complete using digits 0-9. Position the digit 1 as shown.

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Level 1: complete using digits 0-9.

□□ ÷ □ = □ remainder □

Level 2: complete, using the 7 as 2 as shown.

□□ ÷ 7 = □ remainder 2

Level 3: how many ways can level 2 be done?

How many ways?

Complete using digits 0-9. Position the digits 1, 2 and 4 as shown.

□□ ÷ 4 = □ 1/2

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

Complete the fractions using three of the number cards.

$\frac{\square}{8} > \frac{\square}{\square}$

3 4 5 6

Different ways

Fill in the gaps. Find different ways.

$\frac{5}{4} = \square\frac{1}{4}$ → ⊕ ◢

$\frac{\square}{4} = \square\frac{\square}{4}$

$\frac{\square}{4} = \square\frac{\square}{4}$

How many ways?

$$\frac{\square}{8} + \frac{1}{\square} = \frac{\square}{4}$$

The answer must be a proper fraction

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

$$\frac{1}{5} + \frac{2}{\square} = \frac{\square}{20}$$

The answer must be a proper fraction

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

$$\frac{\square}{4} \times \square = 3\frac{3}{4}$$

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

$$\frac{\square}{4} \times \frac{1}{\square} = \frac{\square}{8}$$

All three fractions are proper fractions

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Explain

100 – 5n > 60

n is a whole number

Level 1: I can find a possible value for n

Level 2: I can find the largest possible value for n

How many ways?

The average of three numbers is 9.

The difference between the smallest and largest number is 5.

What could the numbers be?

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

The average of four numbers is 13.

The difference between the smallest and largest number is 7.

What could the numbers be?

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Years 5 and 6
Statutory Spellings

Aa
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb
bargain
bruise

Cc
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd
definite
desperate
determined
develop
dictionary
disastrous

Ee
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff
familiar
foreign
forty
frequently

Gg
government
guarantee

Hh
harass
hindrance

Ii
identity
immediate
immediately
individual
interfere
interrupt

Ll
language
leisure
lightning

Mm
marvellous
mischievous
muscle

Nn
necessary
neighbour
nuisance

Oo
occupy
occur
opportunity

Pp
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq
queue

Rr
recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt
temperature
thorough
twelfth

Vv
variety
vegetable
vehicle

Yy
yacht