

# Year 6 Home Learning Grid – Week beginning 22<sup>nd</sup> June 2020

## Maths

**LO: I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.**

### Computer-based activities

#### Consolidate:

Recap on finding equivalent fractions, decimals and percentages.

Watch the videos from Summer Term – Week 6

<https://whiterosemaths.com/homelearning/year-6/>

#### Core:

<https://nrich.maths.org/pelmanisms/main.html?game=fractionsanddecimalsa&timer=on&faceup=true>

#### Extend:

<https://nrich.maths.org/pelmanisms/main.html?game=fractionsanddecimalsb>

### Non-computer based activities

#### Consolidate:

Draw a hundred square (10x10). Colour in one square. This square shows one out of one hundred is coloured in. This can also be written as  $\frac{1}{100}$  or 1% or 0.01 as it is one hundredth. See if you can repeat this process for the following fractions and write them as percentages as well as decimals:

$\frac{2}{100}$	$\frac{5}{100}$	$\frac{10}{100}$	$\frac{50}{100}$	$\frac{20}{100}$
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#### Core:

Sam spends 2 hours doing his home learning each week. He takes 10% of the time to complete his maths tasks and  $\frac{1}{4}$  of his time to complete his English work. He spends the rest of the time on the optional activities.

How much time does Sam spend on the optional activities?

Explain your reasoning.

## English

### Reading

#### 'Tales from Outer Suburbia' – Shaun Tan

This is a book containing a range of interesting short stories – we will be using it for a range of activities over the next couple of weeks.

#### Task 1:

#### NOTICING / INFERENCE

1. Look at the image below of a 'stick figure' in the story setting. Use your noticing skills to complete the statements below:



I notice that...

I can see that...

\_\_\_\_\_ tells me that...

I wonder if...

In my opinion...

2. Now look at this next picture:



What do you notice about this picture?

After 'noticing' things in the picture, explain what you can infer from them.

## English

### Writing

#### 'Tales from Outer Suburbia' – Shaun Tan

For this weeks writing task, we are going to again use 'Stick Figures' from 'Tales from Outer Suburbia' by Shaun Tan.

#### BEFORE YOU BEGIN:

Remind yourself of what was covered in English last week –

- Expanded noun phrases
- Persuasive language

#### MAIN ACTIVITY

You have heard that the stick figures are all going to be rounded up and placed in an enclosed area as some of the residents feel that they are a nuisance.

The local newspaper has called for residents to express their views about this.

I want you to imagine that you are one of the residents and you are going to share your opinion.

You will need to write **persuasively** either **for** or **against** the stick figures being enclosed.

#### STEP 1 – Plan:

1. Decide if you **agree (for)** or **disagree (against)** that the stick figures need to be rounded up and placed in an enclosed area.
2. List the reasons **why** you have made this decision
  - o Refer back to the story for 'factual' information
  - o List these as bullet points for a clear layout
  - o Link each reason to at least one piece of evidence from the text (remember to PEE!)
3. You want to share your view, but also convince others that this is correct – you will need to use persuasive

Can you make up a similar question for an adult at home where they have to convert between fractions, decimals and percentages to find the answer (and make sure you know the answer first!)

**Extend:**

Sam spends 2.5 hours doing his home learning each week. He takes 20% of the time to complete his maths tasks and  $\frac{2}{3}$  of his time to complete his English work. He spends the rest of the time on the optional activities.

- A) How much time does he spend on optional activities?
- B) What decimal of his total time does he spend on maths and on English work?

Can you make up a similar question for an adult at home where they have to convert between fractions, decimals and percentages to find the answer (and make sure you know the answer first!)

Task 2:

**THEMES and CONVENTIONS**

For this task, you will need to look at the next Dojo post for PDF titled 'READING – task 2'.

1. Look at the continuum line and the images shown. Where would each picture go on the line if it went from negative to positive and related to the way we treat the environment and landscape?

You can complete this task however you wish – you could discuss your thoughts with a family member, print the task and cut and stick the pictures on the line, you could draw your own line and then label or draw where each picture should go.

2. Think about the people in the suburb where 'Stick Figures' is set. Where do you think they would be on the continuum line? Why?

You could read the story again and see if you agree with the position you have chosen – if you change it, why?

3. If you lived there, how do you think you would respond to the stick figures?
4. Now place yourself on the continuum line – explain why you have placed yourself there. Make sure to justify your choice.

Task 3:

**THINK / THEMES and CONVENTIONS**

1. Is there a deeper meaning to this story?
2. Think about everything you have completed for reading this week – is the author trying to communicate a message through this story?
3. Create a mind map of the themes that you think are relevant to this story – explain your choices (link to evidence from the text where possible).

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**Spelling**

- Challenge words to practise:  
(Stage 6: list 26 - words ending -ible)

reversible	incredible	possible	horrible
terrible	responsible	legible	forcible
sensible	visible		

Complete the spelling task on Spelling Shed

language to help you. Make a persuasive language word bank.

**STEP 2 – Write:**

1. You need to think carefully about the following before you start writing:
  - Purpose: what is the impact your writing needs to have?
    - o **It needs to persuade.**
  - Audience: who is this piece written for / aimed at?
    - o **You are writing to your local newspaper.**
  - Form: How are you going to lay out your work for the best impact?
    - o **This will be written in the form of a letter.**
2. Before you start to write, check to see if you need to add anything to your plan and take a moment to remind yourself of what a letter should look like and include.

There will be a dojo post following this one that has a range of resources attached to help you, including an example letter and a persuasive language word/ phrase bank.
3. Write your letter – remember the basics! (capital letter, full stops and paragraphs)

**STEP 3 – Edit and improve:**

Look through your work – edit each of the following elements:

- **Spelling / word choices:**
  - o Check for muddled homophones
  - o Can you up-level any words? (Remember – we only do this if it improves the effect of our writing)
- **Punctuation:**
  - o Check basic sentence demarcation – capital letters and full stops

- Have you challenged yourself to add a greater range of year 6 punctuation?
- **Cohesion:**
  - When you read it, does it make sense?
  - Do individual sentences make sense?
  - Do all the sentences in each paragraph link together?
  - Does each paragraph link to the previous / next one?
- **Impact:**
  - Will the reader clearly understand your view point?
  - Is it persuasive?

## Science

This week you are going to do an experiment involving melting. The question you are investigating is:

**On which material will ice melt the quickest?**

You will need:

5 ice cubes

Flat surfaces made from wood, newspaper, towelling, metal and plastic.

Before you start:

- 1) **How will you make it a fair test?**
- 2) **What do you predict will happen?**

Now place an ice cube on each of the surfaces (making sure it is not in the sun).

- 3) **What did you observe?**
- 4) **Which surface caused the ice to melt the quickest?**
- 5) **Which surface caused the ice to melt the slowest?**
- 6) **Did the results match your prediction?**
- 7) **What do you think was happening?**

How about devising your own experiments involving ice?

## RE

### Justice and Forgiveness

Focusing on Christianity and Islam

#### Task 1:

I want you to think carefully about what the words 'justice' and 'forgiveness' mean to you.

Without looking up their definition, produce a mind map for each word to show what they mean and actions that demonstrate them - you can include examples of each (this can include pictures).

Now write a definition for each word – you can use a dictionary or the internet to help you.

#### Task 2:

We are now going to explore some stories from both Christian and Islam origin.

Each story will be posted in an easy-to-follow format in a dojo post to follow this one.

#### **Stories from Christianity**

1. Look at the story of The Prodigal Son:
  - Should the father give the money?
  - Where is the justice in the story?
  - Was it just to welcome the son back?
  - Was it just for the older brother?
2. Look at the story of Jonah & the Whale:
  - Is destroying a city a just punishment for not obeying God?

## Transition

On Dojo last week, you may have noticed that we began to share with you some suggestions for daily activities that would help get your child thinking about secondary school. These may help to reduce anxiety and help to answer questions.

Even if your child feels very confident about the move or feels fine because siblings will be there, the fact is they have not ever been to secondary school so they will still need to mentally prepare for it – it is a massive step and a big change.

For the remaining weeks of the Summer term, we will provide five activities per week to help with the transition process. They will be placed on this grid so that you can access them as and when you please.

If you have any questions or concerns regarding transition, please remember that we are here to help.

#### Monday:

Next year, your child will have to be more responsible for things. Work with your child to create an agreement of when they will spend time completing their homework. It might be worth discussing with your child how often they can go on their phone/computer/game console and when

- Was Jonah right to be angry with God for not punishing the people?
- Think about the different possible viewpoints. Write a short newspaper report on the events.

### Stories from Islam

1. Look at the story of The Crying Camel:
  - How does this compare to Jonah or The Prodigal Son?
  - Look at the other questions above and think about your responses – are there any similarities or differences?

Which story do you prefer and why?

#### Task 3:

Thinking about the stories that you have read and what you already know, how is justice important in each of these stories?

#### Task 4:

Now I want you to explore how you feel about justice.

For each activity below, you could respond in the form of diary writing, comic strip, or a letter to the person you feel has shown you justice / injustice.

1. Explain an experience where you feel you were treated justly.
2. Explain an experience where you feel you were treated unjustly.

#### Task 5:

Finally, we are going to explore how justice & forgiveness can be applied in your life and the lives of others.

Think about the following questions:

1. How important is justice in our lives?
2. How is justice seen in our lives? Think about school rules and expectations, as well as the consequences for not following these.
3. Research someone in history who you feel suffered an injustice. Write a diary account as this person.

#### **Extension:**

Create a piece of artwork that could be entitled 'Justice vs. Injustice'. It can be created using any resources, in any style, as long as it fits the theme.

they need to have a break from them. After discussing this with them, create a screen time agreement together that includes when and how often they can use their devices.

#### **Tuesday:**

As your child moves onto secondary school, they will learn many new things and develop new interests. It would be good to encourage your child to work on developing a new skill. This could be something they have always wanted to have a go at, such as cooking or gardening, or could be a new skill that you could explore together, such as learning first aid or DIY around the home. After working on the new skill, your child could write a blog post or an information poster about the new skill/hobby they have discovered.

#### **Wednesday:**

To support your child as they grow more independent, it might be useful for them to have a key message/messages that they want to stick by. Your child could create their own affirmation, quote or slogan that they will stick by when they are struggling with something and will offer emotional support and encouragement as they develop their independence.

#### **Thursday:**

Your child will be faced with scenarios that they will have to solve independently. Some of these will involve communicating effectively to you as parents. Look at the different scenarios and get your child to decide the best way to solve them. You might want to discuss different ways they could approach these and decide together which would be the best solution.

#### **Friday:**

There are many things you need to become an independent thinker. Get your child to create an independence plant, flower or tree. On it they should label all the things they need to help them to grow independence. What skills and attributes do they need? Your child could create this as a poster that they could hang up in their room. This page has an example of how you could present this.

## Optional Activities

- Continue to add to your fact file for transition – remember to add anything that you think would be useful for your secondary school teachers to know. What could you add to help ‘show off’ some of your skills?
- Read at least 20 minutes per day, either your own books or on Bug Club.
- Help your body to keep moving and stay fit by trying one of these exercise videos:
  - Joe Wicks PE sessions:  
<https://www.youtube.com/playlist?list=PLyCLOpd4VxBvTIWxbEMv3Hq5yQBgu8SDj>
  - BBC Bitesize for PE – you might find inspiration to try something new:  
<https://www.bbc.co.uk/bitesize/subjects/zj6pyrd>
  - Try this week’s yoga poses (2 new poses will be added each week):

### Tree Pose

#### Vrikshasana



#### Benefits

Improves balance, strengthens thighs, calves and ankles, stretches legs and chest, develops concentration.

- 1 Begin in mountain pose. (Feet shoulder-width apart, hands at your sides.)
- 2 Lift your right foot, turning your knee out; place your foot on your leg wherever feels comfortable.
- 3 Press your hands together.
- 4 Raise your arms over head and look up to your hands if possible.
- 5 Return hands to your chest and lower your right leg.
- 6 Repeat with left leg.

### Rainbow Pose



#### Benefits

Stretches arms, abdominals, spine and chest; calms the mind.

- 1 Start on your knees. Raise both hands over your head.
- 2 Drop one hand by your side, exhale and arch your arm over your body.
- 3 Hold this position.
- 4 As you bring your dropped arm back over your head, straighten your body.
- 5 Repeat on other side.

### Elephant Pose



#### Benefits

Stretches legs and back, relieves stress and calms the mind.

- 1 Bend at the hips.
- 2 Let arms hang low then clasp fingers together.
- 3 Swing arms from side to side like a trunk. Swing whole body from side to side to walk like an elephant.