Year 6 Home Learning Grid – Week beginning 8th June 2020

Maths

LO: I can use mental methods to solve multiplication and division problems.

Computer-based activities

Consolidate: Practise your times tables on Times Tables Rockstars

Core: Complete the 'Using related facts' tasks that we have set as To Dos on Purple Mash as well as:
http://www.iseemaths.com/wp-content/uploads/2020/04/28th-April-Y56-I-know...-so...pdf

Extend: Try this mental multiplication and division game for two players
https://maths.hias.hants.gov.uk/pluginfile.php/5634/mod_resource/content/1/Year%206%20-%20Mental%20calculations%20game%20-%20summer%20term%20unit%204.pdf

Non-computer based activities

Consolidate: Design a poster presenting what you think is the trickiest times table. Write up the times table and draw arrays to help you count up in multiples of that number. Write the multiplication sentence in both orders – for example 2 x 3 = 6 and 3 x 2 = 6. Use the arrays to help you write the related division number sentences – for example 6 ÷ 3 = 2 and 6 ÷ 2 = 3

Core: Because I know 3 x 4 = 12, I also know…
4 x 3 because multiplication is commutative and can be done in any order
I know 30 x 4 = 120 because it is 10 times larger than the original fact
I know 300 x 4 = 1200 because it is 100 times larger than the original fact

English

Reading

Last week we watched a film based on the story of the Three Little Pigs. This week you will be watching Roald Dahl's version from his book, 'Revolting Rhymes':
https://www.youtube.com/watch?v=F5DS2DnsJ04

1) Compare this version to the Guardian version from last week. Describe three similarities and three differences.
2) What is your favourite part of this story and why?
3) Dahl has written a surprising ending. What is the twist?
4) What effect does that have on the audience?
5) Describe the character of Little Red Riding Hood using references to story.

Additional reading:
- Read at least 20 minutes per day, either your own books or on Bug Club.

English

Writing

This week we are going to focus on some of the basics of writing. This will include features and skills that we have used during KS2 that you might just need to be reminded of and that might be useful in future writing tasks.

Task 1
Follow each of the links below to remind yourself of the following punctuation and grammar areas – each one will take you to a page where there is an explanation, example, informative video, examples to try and a quiz:

- Prepositions:
https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd

- Fronted adverbials:
https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3

- Apostrophes for contractions:
https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt

- Possessive apostrophe:
https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs

TIP – you could do one of these per day and write a few sentences for each after you have completed the online tasks.

I know 4000 x 3 = 12000 because it is 1000 times larger than the original fact

I know 12 ÷ 4 = 3 because it is the corresponding division fact

I know 120 ÷ 4 = 30 because it is ten times greater than the previous division fact

I know 6 x 4 = 24 because I doubled the 3 so it is double 3 lots of 4

I know 3 x 8 = 24 because I doubled the 4 so it is double 3 lots of 4

I know 3 x 2 = 6 because I halved the 4 so it is half of 3 x 4

<u>Can you think of a multiplication fact and other related facts that you know as a result of knowing that one fact?</u>

Extend: Can you work out which mental method has been used for the first example?

Can you use that method to solve the other problems?

Now try these. The first one has been done for you.

a	14 × 8	28	56	112	b	310 × 8			
c	23 × 8				d	52 × 8			
e	105 × 8				f	402 × 8			

Spelling

- Challenge words to practise:
  (Stage 6: list 23 - words ending /shuhl/ after a consonant letter)

influential	martial	spatial
partial	confidential	essential
substantial	potential	sequential
torrential		

- Complete the spelling task on Spelling Shed

Task 2
Write your own sentences that include at least one of each of the features listed above. This can either be random sentences or, for an extra challenge, choose a form for writing (narrative / story, report, diary entry etc.) and create a simple piece to show off your skills.

Task 3
Edit your writing (remember how you would polish your work in purple at school). When editing, make sure you pay close attention to 'the basics' – these include capital letters and full stops, but also handwriting and cohesions.

Extend challenge:
- Choose a form to write in rather than just writing sentences. As well as the features listed, think carefully about what else you can include to improve the impact of your piece.

If you haven't already, you could work through some more of your CGP workbook.

Computing – Online Safety

Are you happy with your online reputation?

Last week, we asked you to explore your digital presence. We hope that you found it interesting – maybe you have realised you actually use the internet a lot more than you thought?

This week, we want you to continue with this by thinking about your online presence – think of this as your reputation online. This is formed from all the information about you that you give out online.

Task 1
Think about your digital footprint you created last week and your actions online.
Reflect on this by answering the following questions:

PSHE - Transition

Last week, we asked you to again think about transition, particularly focusing on any questions or worries you might have.

This week we want you to think about what you would like to tell your new teachers at secondary school about yourself.

Think about:
- Subject you enjoy most
- The way you learn best
- Your personality
- Your hobbies

Optional Activities

- Write a piece of poetry about your time at Hunnyhill:
  - Remember that poetry doesn't have to rhyme (but feel free to try if you want an extra challenge!)
  - Poetry can be written in many different ways and different styles – you could think back to when you have focused on poetry in school, look at a poetry book or research online different styles
  - Try to 'show off' by adding in those important poetic devices: metaphor, simile, onomatopoeia, alliteration and personification are just some of the features you could challenge yourself to include

1. Is all the information you place online about yourself positive?
2. Are you always positive towards others online?
3. Do you always remember to keep private information about yourself private?
4. Do you use privacy settings to keep yourself and your information safe?
5. Would you be happy for your parents to see everything you do online?
6. Do you think you'd be happy if I could see everything you do online?
7. In the future, teachers and employers may carry out an online search of your name – would what they find make you feel proud?
8. Do you consider the views, opinions and ideas of others when you go online?

Task 2
Think about how you answered the questions above – make a list of positive and negative findings about your online reputation / presence.

Think
Will you now make any changes to what you do online? Will you review and change anything?

Create a fact file all about you – make sure it is something that you would be happy to pass on to your secondary school teachers.

- Linking to the English work from last week and working with someone else in your household, create a set of questions and take turns to 'hot seat. Think about the pigs and the wolf from the video you used last week – what would you ask them?

- Monday 8th June is World Oceans Day 2020 – the focus of this is to raise awareness of the need to protect our oceans and the life within them, as well as managing better the way in which we all use the oceans.
  o Many different species that call the ocean their home need our help! Research one of them and create either a poster or leaflet to let people know how they can help them have a safe home:
    ▪ Sea turtles
    ▪ Humpback whale
    ▪ Coral
  o There are sadly many factors that threaten our oceans. Research one of this risks and what can be done to reduce its impact on the ocean. Present your findings in any way you choose (poster, artwork, leaflet, PowerPoint etc.):
    ▪ Overfishing
    ▪ Pollution
    ▪ Habitat destruction
  You might find this website useful to start your research:
  https://wwf.panda.org/our_work/oceans/ocean_risk/