



Year 6 Home Learning Grid – Week beginning 6th July 2020

Maths

LO: I can convert between units of measure

Computer-based activities

Consolidate: Recap on units of measures and conversions between different units of measure by watching the videos and completing the quiz

<https://www.bbc.co.uk/bitesize/topics/z4nsgk7/articles/zqf4cwx>

Core: Try and solve the following reasoning problems that involve converting between different units of measure

<https://sereaoy.examprom.net/#qtargt>

Extend: Try and solve the following problems that involve converting between different units of measure

<https://nrich.maths.org/6055>

Non-computer based activities

Consolidate: 1m = 100cm, 1cm = 10mm, 1km = 1000m, Use these facts to complete the following:

2m = ____ cm

4m = ____ cm

5cm = ____ mm

8cm = ____ mm

9.5cm = ____ mm

____ m = 3km

____ m = 5.5km

9km = ____ m

Core: Complete the table below

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.

This week, we will be using the story 'Eric' from 'Tales from Outer Suburbia'.

Ideally, **you should not read the entire story** first – to begin with, just read the pages stated in each task. I have written when it would be most appropriate to read the entire story.

Task 1:

Read pages 8 and 9

1. What is the first impression that you get of Eric?
2. What do you think Mum mean when she says 'It must be a cultural thing' on page 9?

Task 2:

Continue reading until the end of page 11

3. What questions could Eric be asking?
4. What can we infer about Eric and the place he has come from after reading this far?

Task 3:

Continue reading until the end of page 15

5. Looking at pages 14-15, are you surprised by the way Eric leaves the family?

English

Writing

'Tales from Outer Suburbia' – Shaun Tan

For this week's writing task, we are going to use 'Eric' from 'Tales from Outer Suburbia' by Shaun Tan.

MAIN TASK

You are going to write a short narrative about the character **Eric** which will include direct speech.

I would highly recommend that you complete the reading task before starting the writing task this week.

STEP 1 - preparation:

Direct speech is the reporting of speech by repeating the actual words of a speaker, for example 'I'm going,' she said.

This week we are going to recap how to correctly punctuate speech. This is something that has been taught and used many times in Key Stage 2 so this does not involve any new learning.

- Here is a link that explains how to punctuate speech:

<https://www.bbc.co.uk/bitesize/clips/zvftsbk>

- This link has information and a further video to explain speech punctuation, as well as an activity and a quiz to help you practise:

<https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/ztcp97h>

STEP 2 - planning:

This week, we want you to choose the way you plan. As you make the move to secondary school, you will find that you are expected to make more choices with less guidance as you should be able to use your skills and knowledge to decide an appropriate method.

- Focusing on **pages 10 – 14 (not the last paragraph where he leaves)**, I would like you to write a short narrative based on the story, 'Eric'.
- This should involve a conversation between you and Eric.
- At this point in the story, Eric is looking around and asking lots of questions about all of the 'unusual' things he sees. I want you to write a narrative about a day out you have with Eric to show him around somewhere very normal to you, but that might be very strange to him (e.g. your school, a supermarket etc.).

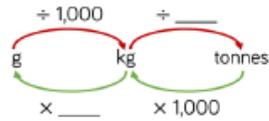
There are ___ grams in one kilogram.

There are ___ kilograms in one tonne.

Use these facts to complete the tables.

g	kg
1,500	
	2.05
1,005	

kg	tonnes
1,202	
	4.004
125	



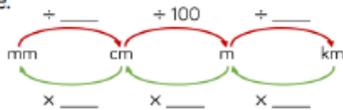
There are ___ mm in one centimetre.

There are ___ cm in one metre.

There are ___ m in one kilometre.

Use these facts to complete the table.

mm	cm	m	km
44,000			
	2,780		
		15.5	
			1.75



Extend:

Order

Order the following from shortest to longest:

400 minutes

$\frac{1}{3}$ of a day

6 hours

18000 seconds

- Why do you think he does this?
- Think about the whole story – how do you think Eric has felt about his stay? What was he thinking?

Task 4:

Read to the end (including looking at the picture on the final page)

- Are you surprised by the final page of the story?
- What does this tell us about Eric?
- Do you think there is a message or a deeper meaning to this story? If so, what and why?

Task 5:

Use the whole story for this task

- We are going to analyse the character, Eric.

Draw Eric and annotate your picture with what you have discovered about him.

You should include:

- His appearance (what he looks like)
- His personality traits (what sort of person he is)
- His actions and motivations (what he did and why)
- His emotions

I would recommend that you use different colours to identify each of the elements listed above.

Spelling

- Challenge words to practise: (Stage 6: list 28 – changing ‘-ent’ to ‘-ence’)

excellent excellence silent
 silence convenience
 evident evidence convenient
 different difference

- Remember, **Eric** is from another place / country – he doesn’t seem to know what many things are or what they are used for.
- This will be written in the style of Shaun Tan – not silly or comic, but quite serious and mysterious. Also, this can be written in **first person**.

To guide your planning, you should include as a **minimum**:

- ✓ A setting – you could include a list of ‘interesting / unusual’ objects Eric might see
- ✓ A list of questions Eric might ask
- ✓ A list of responses you could give (remember that he is asking because he doesn’t know what these things are – even if we class them as everyday items, you need to explain what they are used for etc.)
- ✓ Words to describe the way in which you both speak (remember that we **never** just use **said** – you need a range of words like ‘asked’, ‘murmured’, ‘shouted’ etc.)

Remember that this is a **Year 6 piece of writing** - you might choose to add in other writers tools that you feel are appropriate. It should not just be ‘One day, Eric said “...” and then I said “...” Make it Year 6 work!

STEP 3 - writing:

Using you plan, write your narrative.

- ❖ Please remember all of the basics (paragraphs, a range of sentences structures / length etc.).
- ❖ Remember that Shaun Tan has written **Eric** in first person (‘I.’, ‘We...’) so you need to continue this in your piece.
- ❖ Use your work from reading task 5 to ensure that **Eric’s** personal traits are the same in your story as they are in the book.

STEP 4 – edit and improve:

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

- **Spelling / word choices:**
 - Check for muddled homophones
 - Can you up-level any words? (Remember – we only do this if it improves the effect of our writing)
- **Punctuation:**
 - Check basic sentence demarcation – capital letters and full stops
 - Have you challenged yourself to add a greater range of year 6 punctuation?
 - Is all speech correctly punctuated? (If you’re not sure about this, go back to the links at the start of this task and watch the videos again to check)
- **Cohesion:**
 - When you read it, does it make sense?

- Complete the spelling task on Spelling Shed

- Do individual sentences make sense?
- Do all the sentences in each paragraph link together?
- Does each paragraph link to the previous / next one?
- **Impact:**
 - Does it have the impact you wanted on the reader?
 - Is it appropriate for the audience you wanted to read it?
 - Is it in the style of Shaun Tan? Will the reader be able to identify the similarities?

Art 'Moving On'

As we approach the end of summer term, we also are reaching a milestone for you all – the end of primary school and the start of an exciting new journey.

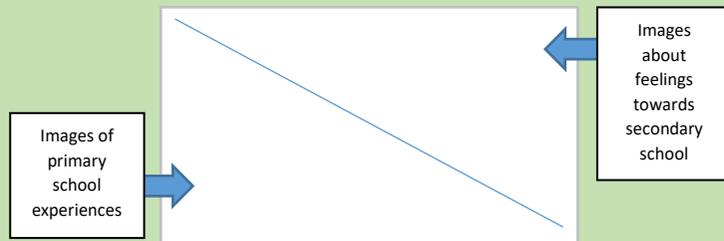
This week, I would like you to create a piece of art work inspired by 'moving on' from primary school to secondary school.

This artwork can be in any form, using any materials – be as creative as you like! You can sketch, paint, cut and stick.... The options are endless!

There is one requirement for your task –

- As you are showing 'transition' in your piece, it should have two linking sections (one representing primary, one representing secondary) – in between them, see if you can find a way to link them together (e.g. a bridge, foot prints etc.)

FOR EXAMPLE:



PSHE

Personal Safety

With our recent hot and sunny weather, I'm sure you will be heading out more and more – we are also only a few weeks away from the summer holidays now!

Also, as you get older, you will find you have more freedom to go out and about on your own and, for this reason, we are going to focus on ways that you can keep yourself safe.

We have already covered online safety during lockdown so we are now going to focus on staying safe when you are out and about.

Road Safety

This week we are going to focus on staying safe when using pavements, roads and public transport.

I regularly witness children being unsafe on the roads (particularly doing what the third child in the video from task 1 does!) and, as we move to secondary school, some of you will have longer journeys to make on your own which may also involve roads / areas that are unfamiliar to you – this is why, more so than ever, you need to make sure you are being safe.

If you aren't sure why it is important to cover this topic, follow the link below which will take you to the **THINK! Map**. This shows all real incident data from the Department of Transport and you can find your local area easily to see the impact of these incidents (we have used this in class before to help understand the importance of road safety):

<https://www.think.gov.uk/thinkmap/>

Task 1:
'Expect the Unexpected'

Transition

Daily Activities

This week's learning project focuses on your child's qualities that make them unique and special. It will give them the opportunity to reflect on what they like, dislike and excel in.

Monday:

Ask your child to think about what makes them special. What qualities do they possess which they think make them unique? Ask your child to independently write 5 down which they think are the most important. As a parent or family, you should also come up with 5 qualities which you think make your child special. Come together to compare the qualities listed and explain why each person chose the qualities they did. Your child could then write their three best qualities down, explaining why they chose these.

Tuesday:

Encourage your child to think about the qualities you discussed yesterday and what each of them mean. Can they create a piece of artwork in the shape of a star to represent their 'star qualities'? Your child can make the outline of the star using the words chosen or include their qualities within the star itself. Let them be creative in how they want to display their individual qualities.

Wednesday:

Art can be a great tool for self-exploration and self-expression. Encourage your child to create a piece of artwork which represents their personality. This could be a picture or something more abstract using materials available at home. Your child may find listening to their favourite music encourages their own expression or being

- Follow the link below and watch the video:
<https://www.think.gov.uk/resource/expect-the-unexpected/>
- Now watch it again and pause at the end of each section (each child) and make notes about:
 - What the potential danger was
 - What the cause of the danger was
 - What the outcome could have been if the child was not stopped and given advice
 - What needed to be done to avoid the danger / how to stay safe
- Take your notes and present them in a way that would advise others and help them to stay safe. This should be aimed at Year 6 children transitioning to Year 7 and the new journeys they will be making as they travel to their new school.

Task 2:

'First Journeys'

- Follow the link below and watch the video:
<https://www.think.gov.uk/resource/first-journeys/>
- Do you know exactly what your journey to secondary school will involve? If not, speak to your family about this so that you all know what the plan is.
- Follow the link below to test your skills at choosing the best route when travelling to school:
<https://www.think.gov.uk/games/take-the-lead/take-the-lead.html>
- Present your **Secondary School Travel Plan** to show you know where your secondary school is, how to get there (and how to get home), what to do if it doesn't go to plan and how you will tackle any challenges you may face along the planned route. Even if you are 'just getting the bus', your plan should include who to get to the bus stop, road crossings this may involve, what to do if the bus doesn't arrive on time or you miss the bus etc.
- Present your plan in one of the following ways:
 - Draw and annotate a map of your journey (you could use Google Maps to help you)
 - Write a set of step-by-step instructions
 - Draw a comic strip to show you at each stage of the journey

able to complete this in their bedroom if possible. Once completed, ask your child to discuss their artwork with you. What did they want to represent in this piece? How did they try to show off their personality through their artwork?

Thursday:

Children have many talents which should be celebrated. Talk to your child about the talents that they have. Together, look at the website for your child's secondary school and research which extra-curricular clubs are on offer. Can they celebrate their ICT skills at a Coding Club or their problem solving skills at the school Chess Club? If there isn't a club that suits your child's capabilities, look at alternative ways your child could practice their skills e.g. local clubs or online learning.

Friday:

Every child is unique and special. Using the template below, talk to your child about what makes them them. They can write a paragraph for each heading or draw an illustration in each section. Ask your child to consider: interests, talents, things they would like to be better at and their hopes and aims for secondary school.

Optional Activities

- Read for at least 20 minutes per day, either your own books or on Bug Club.
- Use Times table Rock Stars to work on your recall accuracy and speed
- As we are now approaching the end of the school year and your time at Hunnyhill, I would recommend that you again go online and look at the website of your new secondary school. Look at the information and videos they provide and think about your first day – are you happy that you know some of the basic information about your new school? Remember – transition has been very different this year, but everyone is going to be feeling the same because no child has visited their high school and taken part in the ‘normal’ transition process.
 - If you have any questions, please send them to us or, if you are currently attending school, ask one of the adults in their pod if they can help.
- Make a record of lockdown:
 - Although these times have been very bizarre and challenging, this has been quite a historic event. There will be a time in the future where, at school, children will learn about this strange time where normal life changed dramatically.
 - Think of a way to be creative to present ‘My Lockdown 2020’ – this could be a report, a piece of artwork – anything!
- Hunnyhill Masterchef:
 - Have a go at helping someone at home cook something amazing – make sure you ask an adult before you use anything in the kitchen!
 - Share a picture of your snack, meal or tasty treat!
 - Make a set of instructions so that the rest of the class can try it too!
- 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:

Butterfly Pose

Baddha Konasana



Benefits
Calms the body and mind, helps relieve stress, headaches and fatigue

- 1 Begin by sitting with the soles of your feet together.
- 2 Wrap your hands around your feet, keep your back straight.
- 3 Gently bounce your knees to flap your butterfly wings.

Frog Pose

Ardha Bhikasana



Benefits
Tones legs and increases hamstring flexibility.

- 1 Squat on the floor, balancing on your toes, knees spread wide, hands on the floor or out in front of you. Wherever makes you feel most balanced.
- 2 Look up and inhale. As you exhale, straighten your legs so you are in a standing position, lower your head towards your knees.
- 3 Return to the first position, then repeat.

Happy Baby Pose

Ananda Balasana



Benefits
Gently stretches inner groin and spine, calms the mind and helps relieve stress and fatigue.

- 1 Lie down on your back.
- 2 Exhale, bend your knees into your belly and hold onto your feet.
- 3 Allow your body to gently rock side to side.