



## Year 6 Home Learning Grid – Week beginning 1<sup>st</sup> June 2020

### Maths

#### LO: I can use mental methods for addition and subtraction

This week, we will be recapping on mental methods for adding and subtracting. We have covered this frequently throughout the year so it will be predominantly revision.

Mental methods for adding and subtracting include:

- Near doubles
- Partitioning
- Rounding and adjusting
- Decomposition (to bridge through ten)
- Counting on for subtraction

Choose the level that best matches your level of confidence with these methods. Look at the calculations in that level (and the numbers involved!) and decide which of the 5 methods would work best to solve the calculation. Use those methods to answer the calculations and explain why you have chosen each method.

#### **Consolidate:**

199+234	1234+1421	198+200
456+125	987-123	250-249
500+510	3421-1234	300-298

#### **Core:**

19999+234	12345+142152	1998+20000
456023+12104	98997-98995	25000-24999
50000+50001	3421789-121021	300-298

#### **Extend:**

Try the following reasoning tasks:

<http://www.iseemaths.com/wp-content/uploads/2020/03/23rd-March-Y56-5-Consecutive-Numbers-1.pdf>

### English Reading

Questions based on the short film '3 Little Pigs' - <https://www.literacyshed.com/3littlepigs.html>

1. Before you watch the film, think about what you remember of the fairy tale of 'The Three Little Pigs'. Who are the main characters? What happens? How does it usually end?

**As a traditional tale, there are many different versions of this story. This film version is probably not what you're expecting so now watch the film but be prepared for a bit of a shock!**

2. How did the film make you feel?
3. How is it different to other versions of the story?
4. How has the film maker made this version more dramatic?
5. How have they brought the story up-to-date?
6. The opening scene has a boiling cauldron. What can you infer from this?
7. The heading of the newspaper reads, 'Big Bad Wolf boiled alive'. What effect is the writer wanting to have on the reader?
8. When the pigs are taken to court, it is stated that 'their motive was financial'. What does this mean?
9. We hear lots of opinions about the event on social media platforms. What is your opinion of the wolf's murder?
10. The film is actually an advertisement for a newspaper called, 'the guardian'. What is the message they are trying to get across to the viewer?

Additional reading:

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

### English Writing

Watch this video which shows an interesting take of the story 'The 3 Little Pigs' -

<https://www.literacyshed.com/3littlepigs.html>

Think about the original fairy tale and the perspective taken in the video above.

Choose one of the options below as a form for a written piece:

- Write a recount of the story – try to outline all the key events of the story clearly in chronological order
- Write a newspaper report of the events (this should include each side of the story) – try to also add in the features of a report, as well as the correct level of formality for this format and audience
- Plan and write a balanced argument (including an introduction and conclusion) for one of these following questions:
  - *Were the pigs wrong to murder the wolf?*
  - *Did the wolf deserve what happened to him?*

#### **Extend challenge:**

- Choose a different traditional fairy tale and give it a twist!
  - Create a narrative of your tale
  - Choose one of the above tasks (if appropriate) and base it on your twisted tale
  - Select your own format for writing – show the highest of skill by creating writing to fit your selected purpose and audience

### Spelling

- Challenge words to practise:  
(Stage 6 – List 22: words ending /shuhl/ after a vowel letter)  

antisocial	official	superficial
special	artificial	social
racial	crucial	facial
beneficial		
- Complete the spelling task on Spelling Shed for UKS2 word list

### Computing – Online Safety

What does your **digital footprint** look like?

A **digital footprint** is the trail of ‘footprints’ you leave behind when you go online.

Think about how you use the internet:

- Do you visit websites?
- Do you message friends?
- Do you download music?
- Do you post photos and videos?

#### Task

Draw a footprint outline (you can find these outlines easily to copy online). Complete your digital footprint by adding all the ways you use the internet, including the websites you visit regularly.

See if someone else at home can make their own footprint – compare your digital footprint with your friends and family.

#### Think

Is everything within your footprint positive? Would you be happy for anyone to see your footprint and all the information linked to you online?

### PSHE - Transition

Just before half term, we asked you to think about how you were feeling about transitioning to secondary school. Lots of you sent us questions and worries and, to make this easy for everyone to access (as lots of you have similar worries), we created a FAQ sheet.

#### Task 1:

Read through the FAQ sheet – have your questions been answered? Do you have any new questions or concerns? Make a note of these.

#### Task 2:

Visit the website of your secondary school (the links are at the start of the FAQ document) and have a look at the information available – there should be a section dedicated to transition from year 6 to year 7.

- ➔ You may want to record useful information, facts, images, further questions or concerns – you could copy and paste into a PowerPoint, create a scrapbook or choose another format to collect together your findings

### Optional Activities

- Create a comic strip linked to the English writing task – either for ‘*The 3 Little Pigs*’ or a different tale if you completed the extend challenge
- Get active at home – ‘*PE with Joe*’ is still on every morning, but you can take part at any time of day on YouTube
- Still life drawing:
  - find an interesting object from inside your house or garden (this could be anything!)
  - take your time to carefully sketch it
  - use a pencil to carefully shade in the object – try to show its shape as you shade it in