















St John's Catholic Primary School- Learning at home planning

Year 6

Planner 2

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Daily arithmetic practice</p> <p>Week 1 – Division using formal written methods https://myminimaths.co.uk/year-6-mini-maths/</p> <p>03 Division using formal written methods</p> <p>Mon Tue Wed Thu Fri</p> <p>    </p> <p> Quick Print All 5 days</p> <p>Week 2 – Multiply by 10, 100 and 1000 https://myminimaths.co.uk/year-6-mini-maths/</p> <p>04 Multiply and divide by 10, 100 and 1000</p> <p>Mon Tue Wed Thu Fri</p> <p>    </p> <p> Quick Print All 5 days</p> <p>Digital and Analogue time</p> <p>Week 1- Revision Work through the following websites to revise digital and analogue time. https://www.bbc.co.uk/bitesize/topics/zkfycdm/articles/zcrmqtq https://www.theschoolrun.com/what-are-analogue-and-digital Look around your house for examples of where you see digital time. Then look for where you see analogue time. Which display of time is most common in your house?</p>	<p>Reading</p> <p>Comprehensions</p> <p>Week 1</p> <ul style="list-style-type: none"> Visit: https://www.literacyshedplus.com/en-gb/browse/free-resources/reading-comprehension-plus/reading-packs-ages-7-11 Select Stage 6 (Ages 10-11) Complete the first two comprehensions: <ul style="list-style-type: none"> - Robyn Hood - Rosalind Franklin and Francis Crick <p>Answers are provided at the end of each comprehension also.</p> <p>Week 2</p> <ul style="list-style-type: none"> Aim to complete at least one reading lesson on reading pus each day. <p>Continue to read daily and write in your reading record about what you have read (just like we do in school). You could also orally share what you have read to a family member.</p> <p>You can browse the FREE eBook library on oxford owl for some reading books:</p> <p>https://www.oxfordowl.co.uk/for-home/find-a-book/library-page</p> <p>Just-for-fun reading activities:</p> <p>Why not have a go at some of these suggested fun activities?</p> <p>https://www.literacyshedplus.com/en-gb/browse/free-resources/other-resources</p>

Week 2 – Problem Solving

1. Mum puts the chicken in the oven at 4:25 p.m. She let it bake covered for 10 minutes, then uncovered for 35 minutes more. What time will the chicken come out of the oven?
2. Your sister practised her dance routine for 45 minutes. She stopped practising at 4:50 p.m. What time did she start practising?
3. You worked on your homework from 4:00 p.m. to 5:10 p.m. How long did you spend doing your homework?
4. The teacher marked tests from 7:15 p.m. until 8:03 p.m. How long did they spend marking tests?
5. Your brother practised karate for 2 hours and 15 minutes. He finished practising at 6:05 p.m. What time did he begin?
6. Your neighbour began her run at 8:00 a.m. She ran for 45 minutes. She walked for a further 20 minutes. At what time did she finish her exercise?
7. Dad worked in the garden for an hour and 25 minutes. If he finished the work at 7:00 p.m., what time did he start?
8. Alex painted from 9:40 p.m. until 10:20 p.m. How long did she spend painting?
9. Helen worked on a project after school. She worked from 4:10 p.m. until 6:30 p.m. How long did she work?
10. Christina spent 35 minutes writing in her diary. If she finished writing at 8:15 p.m., when did she start?

Can you make some problem solving questions of your own?

Super Challenge

Wonky Watches

Stuart's watch loses two minutes every hour.
Adam's watch gains one minute every hour.
They both set their watches from the radio at 6:00 a.m. then start their journeys to the airport.
When they arrive (at the same time) their watches are 10 minutes apart.



At what time (the real time) did they arrive at the airport?

Daily Vocabulary

Each day you can explore a new word. Just like we do in school, think about what the word means, look it up, put it in a sentence, use it in alternative contexts, draw it, act it out and attempt to use your new words in an everyday context.

Week 1

Monday's Word: Pessimistic

Tuesday's Word: Inheritance

Wednesday's Word: Determined

Thursday's Word: Variety

Friday's Word: Ancient

Week 2

Monday's Word: Vengeance

Tuesday's Word: Accomplished

Wednesday's Word: Inevitable

Thursday's Word: Pity

Friday's Word: Revenge

Weekly Spelling/Phonics tasks (Aim to do 1 per day)

Weekly Writing tasks (Aim to do 1 per day)

Spelling

Week 1 - Plurals

Word Type	Rule	Examples
Plurals		
More than one of something.	Just add -s to the root (usually when it ends in a consonant or -e)	attempts, carriages, castles, creatures, engines, foundations, hedges, materials, pieces, selects, stripes, structures, visitors, articles, remains,
	When a word ends in -y, change y to i, then add -es	bodies, cities, families
	Some plurals change the word completely, or don't change at all...	people, feet, teeth, sheep
	Other plural rules: • If a word ends in -ch, -sh, -x or -s you need to add -es to the end • Some words ending in -f have the f changed to v then add -es, but some just add -s. • If a word ends in -o it might just get an s added (e.g. we all said our hellos, whilst polishing our halos) or it might have to have an -es (cave systems can contain one grotto, or many grottoes). Usually, it's an -s for a vowel+o at the end of the word, and -es for a consonant+o	watch -> watches thief -> thieves roof -> roofs ; hoof -> hooves video -> videos ; radio -> radios potato -> potatoes ; tomatoes

Week 2 – 'ie' or 'ei' words

Word Type	Rule	Examples
-ie- or -ei- words	i before e except after c? Kind of... It's actually, When the sound is /ee/, put i before e, unless it follows a c. For all other sounds, use -EI- ... unless you know that it's wrong.	believe, pierce <- both are /ee/ sounds
Note: This is a tricky one, since the most common words using the pattern frequently don't follow the rule... friend being the most obvious.		

Grammar & Punctuation

Week 1 – Modal Verbs

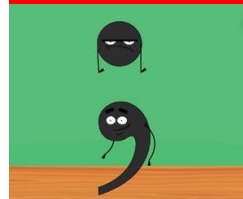
Modal verbs

must, shall, will, should, would, can, could, may, might

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

Use the website link to complete some revision on modal verbs before completing the quiz on the website above.

Week 2 – Semi-colon



<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs>

Click on the link above to watch the video clip before completing the quiz to test your knowledge of semi-colons.

Suggested writing activities:

Week 1

Viking Village

- Linking in with 'Vikings' which you began to look at last week, click on the link and watch the video clip
<https://www.literacyshed.com/vikingvillage.html>



Then complete the following activities:

- Describe the village using senses
- Create a commentary for the fly through
- Choose a building and decide who lives there. Describe that character in detail.
- Create a map of the village and add still images from the film to illustrate

Week 2

The Present

- Follow the link and watch the video clip 'The Present'
<https://www.literacyshed.com/the-present.html>



Then complete the following activities:

- Write a diary/recount as the boy. Detailing how he felt about the dog at first and how he feels now.
- Discuss why the boy feels the way he does about the dog.
- Discuss why his mother may have bought that particular dog for him.
- Write a section of dialogue between Mum and the pet shop owner, perhaps she tells him why she wants that specific dog.

Handwriting- practice your handwriting as often as you can

Your child would be expected to use continuous cursive letters:

<https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-2.html>

Science learning projects- to be done throughout the week

Evolution & Inheritance

Inheritance

Play this video, explaining what inheritance is:

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zp9f4qt>

(1) Answer these questions based on the video:



Fill in the blanks using the words:

identical - variations - inherited - offspring

1 of 2

Some characteristics, like eye colour, are passed from parents to their . These are called characteristics.

However, offspring are not to their parents. There are differences between all of us – these are called .

Check ✓

(2) Using the sorting cards in this activity pack below, make a list of the ***inherited traits*** and the ***acquired traits***.

<http://i3c3.pbworks.com/w/file/attach/76915376/AcquiredandInheritedTraitsPacketQuizActivityStudyGuide.pdf>

Using this same link above, complete the ***inherited and acquired traits quiz*** which is at the end of the activity study guide.

(3) Using Mr Men and Little Miss characters, children can create their offspring. Children can pick any of the Mr Men or Little Miss characters to do this. They will need to label and describe why they have chosen their offspring to have certain characteristics.



Extension/Challenge:

Extension Activity - Inheritance

Can you match these parents and children? Provide a reason for your choices.



Foundation subjects and learning projects- to be done throughout the week

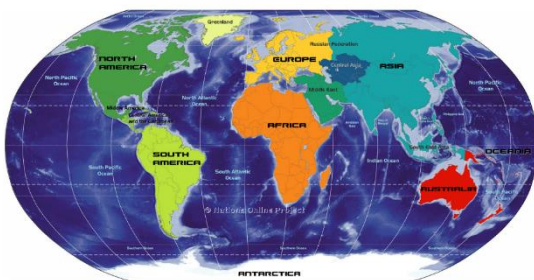
Geography

Recap

KEY VOCABULARY: Continent, Country, Europe, Africa, Asia, North America, South America, Australia

Recap the continents of the world using this online digital globe which allows you to click on each continent and read facts and information about each one.

https://www.nationsonline.org/oneworld/continents_map.htm



Task one: Recap on the World's Continents

Can you label the six continents of the world using an Atlas to support you?



Challenge: Can you add in the different oceans of the world by completing the spaces provided?

See if you can identify two countries which are found on each continent and list them.

Once complete, choose a country to research. You can find out about a variety of things:

- The climate
- Population
- Wildlife
- Flag/maps of it

- Languages spoken

Choose how you would like to present this information – you may wish to complete a spider diagram, create a poster or an information page. You may even want to make your own information book and research several continents/countries.

Learn

KEY VOCABULARY: Latitude, Longitude, Northern Hemisphere, Southern Hemisphere, Equator, Cancer and Capricorn

Lines of longitude and latitude

Watch this clip:

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>

Following the clip, you may have a go at playing the longitude and latitude game on BBC Bitesize:



Test your knowledge of
latitude and longitude

Play

Extra information can be found using this link:

<http://www.primaryhomeworkhelp.co.uk/time/latitude.html>

Answer these questions – you can record your answers on paper or you can just verbally answer them.

- What is latitude?
- What is longitude?
- How does latitude affect day length?
- What is the equator?

Challenge question: Considering where you live (the UK), can you explain how the lines of latitude impact the climate?

Art

Based on our Vikings topic, here are some ideas for some art pieces you could create, make or draw:

- Draw a Viking helmet using this online tutorial video:
<https://www.youtube.com/watch?v=aGIXSEZ7XLw>
- Draw a Viking long ship using this online tutorial video:
<https://www.youtube.com/watch?v=ot2pHYVXsXQ>
- Create your own Viking shield design

- Using materials around your house, make your own Viking collage.

R.E.- Come and See

Witnesses

Week Three

Modern witnesses to the power of the Holy spirit

Paul, Timothy, Stephen and Lydia were witnesses to the Good news of the Gospel in early days of the church.

Discuss the role of a modern witness e.g. a family member, parishioner or celebrity- someone who makes sacrifices for the things they believe in. How are their actions shaping lives?

Week Four

Ourselves as a witness

Through our Baptism and confirmation we receive the gift of the Holy spirit and are called to spread the Good News and be witnesses in our present world.

Write a report on how you are a living witness at school or at home with family and friends. Describe your actions and give reasons why you do them. Explain how your actions are shaping your life and others around you.

Additional learning resources children and parents may wish to engage with

- **PE with Joe Wicks** – Mon-Fri 9am – YouTube
- **Myleene's Music Klass** <https://www.youtube.com/channel/UCQh2wgJ5tOrixYBn6jFXsXQ>
- **David Walliams** – Every day at 11am, you can listen to one of David Walliams' World's Worst Children stories, so sit down, take a break, and enjoy 20ish minutes of pure fun <https://www.worldofdavidwalliams.com/>
- **Reading Plus** <https://student.readingplus.com/seereader/api/sec/login> Our site code is prstjoh3 and all children have their own username and password.
- **Times Tables Rock Stars**
- **Government advice and guidance on websites to use and activities to complete** <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

Teacher tips

Let the children lead their learning, if they are interested in a particular thing let them explore it and where possible make links with other things as children learn more if they enjoy it. Breaks are important- Children cannot concentrate for long periods of time and need to have time built in for them to switch off. Try PE with Joe wicks or Cosmic Yoga on YouTube to get the children moving and enable them to burn off some energy.