| St John's Catholic Primary School- Learning at home planning |  |
| :---: | :---: |
| Year 6 |  |
| Planner 5 |  |
| Weekly Maths Tasks (Aim to do 1 per day) | Weekly Reading Tasks (Aim to do 1 per day) |
| Week 1 | Reading |
| Daily Arithmetic | Reading Comprehension |
| Monday -Subtraction with decimals <br> https://myminimaths.co.uk/arithmetic-16-practice- <br> question-21/ <br> Week 1 <br> Task one Compre |  |
|  |  |
|  |  |
| Tuesday - Long multiplication $\quad$ on song lyrics |  |
| https://myminimaths.co.uk/arithmetic-16-practice-question-22/ | Follow this link and listen to Mumford and Sons |
| question-22/ $\qquad$ 'H |  |
| https://myminimaths.co.uk/arithmetic-16-practice- $\quad$ collection-6-1 |  |
| question-23/ |  |
| numbers |  |
| https://myminimaths.co.uk/arithmetic-16-practice- | Challenge: Can you make up 5 of your ow |
| Friday -Adding and subtracting fractions with different denominators |  |
| https://myminimaths.co.uk/arithmetic-16-practice-question-25/ | Task two: Words in context |
|  | Follow this link to explore vocabulary and words in context and complete the questions in the clip: |
| Using this link below <br> https://whiterosemaths.com/homelearning/year-6/ |  |
| Select Week 10 (w/c 29 ${ }^{\text {th }}$ June) and watch the daily tutorial videos which focus on the topic Ratio. Follow the instructions on each video as you watch them. |  |
| Monday (Lesson 1): Introducing the Ratio Symbol | $\pm$ |
| Tuesday (Lesson | \% |
|  | minm |
| Wednesday (Lesson 3): Using Scale Factors |  |
|  | Week 2 |
| Thursday (Lesson 4): Ratio and proportion  <br> problems Task one |  |
|  | on song lyrics |
| Friday - Friday Maths Challenge | Follow this link and listen to Nino and Vinz 'Am I Wrong?' |
| Coordinates | https://www.2starsandawish.com/copy-of-song- |
| Watch this online tutorial explaining coordinates: https://www.youtube.com/watch?v=6eX4PZJjofl | collection-6-1 |
|  | Then, complete the comprehension questions. |
| Task one - plotting coordinates |  |
| Using the online tutorial, draw your own quadrant and plot the coordinates instructed and shown on the video. | Challenge: Can you make up 5 of your own comprehension questions based on a song of your choice? |

Challenge: Can you label the $y$ axis, $x$ axis and origin?

## Task two

"Along the corridor and up the stairs"
Throughout the tutorial, this is referred to a lot. Can you come up with your own saying to help you remember how to plot and read coordinates?

## Task three - Shape coordinates

Using your knowledge of plotting coordinates, can you reveal the missing shapes?
https://www.twinkl.co.uk/resource/t2-m-2288-shape-coordinates-activity?sign in=1
*Sheets attached to the end of planner (produced by TWINKL)

## Daily Mathematical Vocabulary \& Revision

Following the sheets attached to the end of this planner, complete the daily mathematical vocabulary \& revision activity for each day.

Monday - Matching mathematical words with their definition

Tuesday - Identifying parts of 3D shapes
Wednesday - Identifying and naming different types of fractions

Thursday - Unscrambling and defining mathematical terms

Friday - Guess the 3D shape!

Week 2
Daily Arithmetic

## Monday -Long multiplication

https://myminimaths.co.uk/arithmetic-16-practice-question-26/

## Tuesday - Multiplying with decimals

https://myminimaths.co.uk/arithmetic-16-practice-question-27/
Wednesday - Multiplying decimals with multiples of 10
https://myminimaths.co.uk/arithmetic-16-practice-question-28/
Thursday -Adding three fractions together
https://myminimaths.co.uk/arithmetic-16-practice-question-29/

## Friday-Dividing fractions

https://myminimaths.co.uk/arithmetic-16-practice-question-30/

## Translation

Translation is when a shape is moved. The shape does not change - it is simply moved. Watch the video tutorial below to see this:

## Task two: Making Inferences

Follow the link to read the short extract 'Tom's Exciting Morning'
https://www.youtube.com/watch?v=luEgks4piPM
Based on this, you will firstly explore some of the key vocabulary within the text and then you will answer some inference questions.


## Daily Reading

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.
You can browse the FREE eBook library on oxford owl for some reading books:
https://www.oxfordowl.co.uk/for-home/find-a-book/library-page

## Just-for-fun reading activities:

Why not have a go at some of these suggested fun activities?

## https://www.literacyshedplus.com/en-

gb/browse/free-resources/other-resources

## 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 one

Monday's Word: Contribute
Tuesday's Word: Declare
Wednesday's Word: Narrate
Thursday's Word: Manipulate
Friday's Word: Unanimous

## https://www.youtube.com/watch?v=8Dtz5fBe7 0

- Now, follow this link below to complete the translation interactive activity: https://www.mathopolis.com/questions/q.html ?id=6720\&t=mif\&qs=6720 672167226726 3348334933508432135 2136\&site=1\& ref=2f67656f6d657472792f7472616e736c61 $74696 f 6$ e2e68746d6c\&title=47656f6d657472 79205472616e736c6174696f6e
- Use the images below to describe the translation of each shape. Write a description for each (e.g. the triangle has been translated 3 squares to the left and 5 squares up)



## Daily Mathematical Vocabulary \& Revision

Following the sheets attached to the end of this planner, complete the daily mathematical vocabulary \& revision activity for each day.

Monday - Parts of a circle
Tuesday - Roman numerals
Wednesday - Odd one out!
Thursday- Decimal places
Friday - Which number am I?

Week two
Monday's Word: Ancestor
Tuesday's Word: Peculiar
Wednesday's Word: Extensive
Thursday's Word: Obedient
Friday's Word: Elaborate

| Weekly Spelling/Phonics tasks (Aim to do 1 per day) | Weekly Writing tasks (Aim to do 1 per day) |
| :---: | :---: |
| Spelling | Writing |
| Week 1 - Common Homophones <br> Practise these words and complete a spelling test. Also, create a sentence for each word to show the difference in meanings. <br> - There/their/they're <br> - Here/hear <br> - Pray/prey <br> - Led/lead <br> - Whole/hole <br> - Scent/cent/sent <br> - Seller/cellar <br> - Which/witch <br> - Aloud/allowed | Week one - The Greatest Showman <br> Task one: Watch this video clip showing the song 'The Greatest Show' https://www.youtube.com/watch?v=pp5ZsGEgOM |

- Threw/through


## Week 2 - Common Homophones continued...

Practise these words and complete a spelling test. Also, create a sentence for each word to show the difference in meanings.

- Morning/mourning
- Piece/peace
- Steel/steal
- Profit/prophet
- Seen/scene
- Thrown/throne
- Stationary/stationery


## Grammar \& Punctuation

## Week one - Mixed questions

Using these challenge cards, complete as many of these mixed questions as you can. Answers are also provided.
https://www.twinkl.co.uk/resource/t2-e-2167-year-6-grammar-and-punctuation-challengecards

## Week two - Mixed questions

Using this link, watch the video clip and complete the grammar quiz questions as you watch!
https://www.youtube.com/watch?v=2aZioWzxYS
E
Letter writing - Your job is to look closely at the lyrics of the song and think about what each character is trying to say to each other throughout this song. Choose to be Philip Carlyle or Anne Wheeler and based on the character you have chosen, you are to write a letter from their perspective to the other one, expressing how you feel, why you can or can't be together (think about the inequalities and how people have looked upon them both together in the film).

| Week two - Influential people |
| :--- | :--- |
| This week you will choose an influential |
| person and complete a variety of different |
| writing tasks based on them: |

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

## Light

Key Vocabulary: cornea, iris, lens, light ray, pupil, rainbow, reflection, symmetry

## Week 1

## Warm up

Light Sources: https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/z2s4xfr
Follow the link above to watch the video clip, complete the activity and the quiz.

## Task

Create an information leaflet to inform year 3 pupils on how light enables us to see. Make sure your explanations of how we see are clear and easy to understand. You can include pictures or diagrams to support your explanations. You might want to include the following sections in your leaflet...

1) Introduce what the leaflet will be about
2) Explain how light travels
3) Explain how light hits an object then bounces off it into our eyes, enabling us to see
4) Give some interesting facts

Try to include the following words in your leaflet: light, source, straight, energy, beam, bounce, reflect, ray

## Week 2

## Warm up

Shadows: https://www.sciencekids.co.nz/gamesactivities/lightshadows.html
Follow the link above, read the information and complete the interactive game to create and change shadows.

## Task

## Plan to investigate: How do shadows change throughout the day?

You will carry out a pattern seeking investigation using your own shadow to investigate how shadows change shape and size throughout the day.

1) Make your prediction
2) Write a step by step method of how you will investigate this
3) What will you change?
4) What will you measure?
5) What will you keep the same?

If you are able to carry out your investigation, record and display your results.

## Week 1

## Viking Food

Using the following links to watch the video clip and carry out some research on Viking food.
https://www.bbc.co.uk/bitesize/clips/z4pnvcw\#:~.text=Vikings\ ate\ fruit\ and\ vegetables,tools\ fo r\%20hand\%20grinding\%20grain.
http://www.primaryhomeworkhelp.co.uk/viking/food.htm|

## Tasks

- Create a menu for a Viking restaurant. Think about including a selection of starters, main courses and desserts.
- Design a Viking three course meal
- What would a Viking food shopping list look like?
- Use this website to create a list of similarities and differences between how the Vikings prepared and ate their food compared to how we prepare and eat food today.
https://primaryfacts.com/357/facts-about-viking-food-farming-and-feasts/


## Week 2

## Viking Gods

Using the following links to watch the video clip and carry out some research on Viking Gods and Goddesses.
https://www.bbc.co.uk/bitesize/clips/zyy9wxs
https://vikings.mrdonn.org/gods.html
https://www.dkfindout.com/uk/history/vikings/
Tasks

- Carry out research to match up Viking Gods and Goddesses with their correct descriptions

| Name of God/Goddess | What did they do? |
| :---: | :---: |
| Thor | The "all father", God of war |
| Baldur | God of war and God of the skies |
| Hel | Wife of Thor, Goddess of harvest |
| Loki | Queen of the Viking underworld |
| Odin | Goddess of wisdom |
| Sol | Trickster and God of mischief |
| Vor | God of fertility |
| Tyr | Goddess of Sun |
| Nott | Son of Odin and God of thunder and |
| breyr | Godtle of revenge |
| Sif | God of beauty, innocence and peace |
| Vali |  |

- Chose one of the Gods or Goddesses and create a character profile. Draw the God or Goddess and make sure that you include unique facts and characteristics.
- Design and create your own Viking God or Goddess- you could use a mixture of Gods and Goddesses you have already researched
- Play 'Guess the God or Goddess' - with your family or friends in your bubble, read out facts about a God or Goddess of your choice and see if anybody can guess the God or Goddess you are describing


## R.E.- Come and See

## Common Good

KEY WORDS : justice, injustice, dignity respect, equality, difference

## Explore

For many people, some places in the world are special. For others the whole world is special. We all feel a need to look after what is special to us. Sometimes it is easy to explain why things are special. At other times it might be difficult to put into words why something is special.

## Tasks

- What are your special places and why?
- Can you recall an occasion when you were hurt or angry by the way your special place was treated by others? Why were you hurt or angry? What did you do?
- Do you know any groups who campaign because of the way people or our world are being treated today?


## Reveal

Micah was a prophet of the Old Testament. A prophet is one who hears the word of God and passes it on with courage and conviction. Micah was teaching at about the same time as Isaiah, when the people of God were having great trouble and difficulties. Micah's message was one of hope for the future. He reminded God's people about the importance of living justly. This is what he said:
'This is what the Lord asks of you - that you act justly, love tenderly and walk humbly with your God.'

Micah 6:8

## Task

Reflect on current issues in the world where people need to be treated with justice and love? (e.g. people who have been effected by coronavirus). Write a letter to your M.P. highlighting these issues and making suggestions for how we can act justly making links to Micah's message.

## Respond

Thinking about all that you have previously read and discussed, answer the following questions.

- How can children be encouraged to value and care for creation?
- Why do we, as adults and children, need to work towards justice for all?


## Prayer and Reflection

Share and reflect upon this prayer.
Creator God, in your hands you hold the depths of the earth and the heights of the mountains, for all creation belongs to you.
Grant us grace to cherish your world and wisdom to nurture its resources.
Save us from the desire to control what is not ours and the impulse to possess what is not ours
and the impulse to possess what is there to share.
Amen.
(Annabel Shilson-Thomas/CAFOD)

## Transition Activities

- Write a poem to represent your time in St John's
- Set yourself targets and goals to achieve in year 7
- Write some comparisons between St John's and your new school - think about how they are similar and how they are different
- Does your new school have a mission statement? Write it out and think about the ways you can follow and live out this mission statement in your new school.
- Reflect on your year in year 6 and complete the grid below


We wish all year 6 the best of luck for your exciting new journey. You have all been a delight to teach and we will all treasure the memories made in this very unique year. We will miss you all very much at St John's.

## Additional learning resources children and parents may wish to engage with

- PE with Joe Wicks - Mon, Wed \& Sat 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.

Week One

## Shape Coordinates

## Activity 1


A. $(2,2)(8,2)(8,-2)(2,-2)(2,2)$
B. $(-7,5)(-7,8)(-3,5)(-7,5)$
C. $(-7,-2)(-9,-4)(-7,-6)(-5,-4)(-7,-2)$
D. $(5,-4)(3,-6)(5,-9)(7,-6)(5,-4)$
E. $(4,9)(2,6)(7,6)(9,9)(4,9)$ $\qquad$

A. $(3,-3)(3,-6)(7,-6)$
B. $(-7,-3)(-9,-6)(-2,-6)(-4,-3)$
C. $(-3,0)(-5,2)(-7,0)(-5,-2)$
D. $(0,4)(3,7)(9,7)(6,4)$
E. $(-5,4)(-8,4)(-8,6)(-6,8)(-4,6)$

Challenge: Translate shape A 4 left and 4 up. Write the new coordinates. ( , ) ( , ) ( , )

A. $(0,-2)(4,2)(9,2)(5,-2)(0,-2)$
B. $(-9,-8)(0,-8)(-3,-5)(-6,-5)(-9,-8)$
C. $(5,-9)(9,-6)(7,-6)(5,-4)(3,-6)(5,-9)$
D. $(3,5)(7,5)(5,9)(3,5)$
E. $(-7,5)(-5,7)(-3,6)(-3,9)(-7,9)(-9,7)(-7,5)$

## Monday

Match these mathematical words with their correct definition:


The top number of a fraction

## Capacity

The bottom of a shape or 3D object, which an object rests on

## Even number

A type of triangle with two equal base angles

Numerator
The volume of substance that a container will hold

A number that is divisible by 2 (can be divided by 2)
Isosceles

A number that is less than zero.

## Tuesday

## Complete this diagram below with these three words: Face, vertex and edge



## Now match the three definitions:



The point/corner where two lines meet


A single flat surface


The line between two faces

## Wednesday

There are 3 types of fractions: Proper fractions, improper fractions and mixed numbers.

Proper fractions - the numerator is smaller than the denominator Improper fractions - the numerator is larger than the denominator Mixed Number - made up of a whole number and fraction

Task One: Label these fractions below:


## Task two: Identifying different types of fractions

Circle the proper fractions:

| $\frac{2}{3}$ | $\frac{7}{6}$ | $8 \frac{2}{7}$ | $\frac{6}{17}$ | $\frac{8}{5}$ | $9 \frac{1}{3}$ | $\frac{8}{7}$ | $2 \frac{1}{9}$ | $\frac{11}{4}$ | $\frac{9}{10}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\frac{12}{14}$ | $5 \frac{4}{7}$ | $\frac{10}{6}$ | $\frac{4}{5}$ | $\frac{9}{13}$ | $8 \frac{1}{11}$ | $\frac{15}{16}$ | $\frac{4}{8}$ | $\frac{3}{5}$ | $6 \frac{6}{7}$ |

Circle the improper fractions:

| $2 \frac{3}{4}$ | $\frac{8}{3}$ | $\frac{5}{2}$ | $\frac{6}{7}$ | $\frac{8}{9}$ | $2 \frac{3}{8}$ | $7 \frac{1}{6}$ | $\frac{10}{6}$ | $\frac{7}{2}$ | $\frac{1}{6}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\frac{3}{4}$ | $\frac{9}{7}$ | $9 \frac{1}{2}$ | $\frac{4}{3}$ | $8 \frac{1}{4}$ | $\frac{6}{5}$ | $\frac{3}{8}$ | $\frac{6}{9}$ | $\frac{9}{7}$ | $\frac{15}{14}$ |

Circle the mixed numbers:

| $\frac{7}{11}$ | $3 \frac{1}{9}$ | $\frac{11}{3}$ | $\frac{9}{8}$ | $\frac{9}{10}$ | $6 \frac{8}{9}$ | $\frac{1}{2}$ | $\frac{4}{3}$ | $\frac{12}{13}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $2 \frac{7}{8}$ | $\frac{4}{7}$ | $\frac{3}{5}$ | $\frac{7}{5}$ | $\frac{6}{12}$ | $5 \frac{2}{5}$ | $\frac{10}{7}$ | $9 \frac{5}{6}$ | $\frac{2}{7}$ |

## Thursday

Unscramble these mathematical words and write a definition for each.

## E.g.

gniteaev $=$ Negative $=$ A number less than zero

1) DDO
2) ULIMPTYL
3) ERPMI UBRENM
4) OZIHRATLON
5) QSREUAD

Q1)

- I have 6 faces.
- I have 8 vertices.
- I have 12 edges.
- My faces are all the same shape.

I am a $\qquad$

## Q2)

- I have 1 curved face.
- I have 2 circular faces.
- I have 0 vertices.

I am a $\qquad$

## Q3)

- I have 1 curved face.
- I have 0 vertices.
- I have 0 edges.

I am a $\qquad$

## Q4)

- I have 6 faces.
- I have 8 vertices.
- 4 of my faces are rectangles.
- I have 12 edges.

I am a $\qquad$
Q5)

- I have 1 curved face.
- I have 1 circular face.
- I have 1 vertex.

I am a $\qquad$

## Monday

## Parts of a circle.

Learn these three parts of a circle:


## Complete these sentences:

The circumference is

## The diameter is

## The radius is

Try drawing your own circle or finding a circular object in your house or school to label the circumference, radius and diameter.

## Roman Numerals

There are seven roman numerals you have to know. To remember them you can use an acronym to help you.

## E,g, I Value Xylophones Like Cows Do Milk

| Value |  | I | V | X | L | C | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | A

Can you make up your own acronym to remember them in order?
Complete:
$\underline{L}=$
$\underline{C}=$
IE
$\mathrm{M}=$
D =
$\underline{\mathrm{V}}=$
$\underline{X}=$

Challenge: Can you write these numbers using roman numerals?
$250=$
$300=$
$16=$
$580=$

## Odd one out

This activity is all about mathematical discussion. Look at these different mathematical scenarios and discuss which is the odd one out and why.

## EXAMPLE



- 1 is the odd one out because it is the only odd number
- 10 is the odd one out because it is the only multiple of $10(10 \times 1)$
- 8 is the odd one out because it is the only multiple of $4(4 \times 2)$
- 10 is the odd one out because it is a double digit number
- 2 is the odd one out because it is the only even prime number


## Your turn!




## Thursday

## Decimal places

Recap on the name of the three places after the decimal point:

## Complete

 these decimal and place value questions:

Look at this number:
3,592.74

Write the digit that is in the hundreds place.
$\square$ 1 mark

Write the digit that is in the hundredths place.
$\square$ 1 mark

Look at this number:

## 29,372.483

## Write the digit that is in the thousands place

$\square$

Write the digit that is in the thousandths place


1 mark

Look at this number:
826.145

Write the digit that is in the tens place


1 mark

Write the digit that is in the tenths place


## Friday

## What number am I? (Riddles)

Based on these descriptions of the properties of numbers, can you guess which number is being described?

## Question 1

## What is the number?

- The number has three digits.
- The ones digit is double 4.
- The hundreds digit is an even number bigger than 5 but smaller than 7.
- The tens digit is half the ones digit.


## Question 2

## What is the number?

- The number has four digits.
- The tens digit is the same as 8-8.
- The thousands digit is seven more than the tens digit.
- The ones digit is the number of sides of a square.
- The hundreds digit is the same as the tens.

Question 3

## What is the number?

- The number has five digits.
- The ones digit is an even number that is bigger than 6 but smaller than 9 .
- The ten thousands digit is the same as 800 divided by 100.
- The hundreds digit is the same as $2 \times 2 \times 2$.
- The tens digit is half of 10 .
- The thousands digit is the same as 50-20-20-5.

