

Year 6 Contingency Plan - Week 4 (w/b 27.04.20)

CHILDREN ARE TO COMPLETE THE TASKS IN THEIR HOME LEARNING BOOKS

There is no need to print off any resources unless you wish to.

Subject	Work at home ideas
Reading	<p>Online: Daily Reading Plus activities https://student.readingplus.com/seereader/api/sec/login</p> <p>Offline: Daily reading of Reading Book You may read some of your own books. Please record this in your Reading Records.</p> <p>See resource for ideas when reading.</p>
Spelling	<p>Online: https://spellingframe.co.uk/ Children can choose activities to complete.</p> <p>Offline:</p> <p>Suffixes</p> <p>There is a selection of worksheets to work through:</p> <p>Day 1 – read over the information sheet and make notes (you can create a poster if you want to). Day 2 – ‘Dots and Dashes’ Day 3 – Word changers Day 4 – Choose the right word Day 5 – ask someone to test you on some of the words that you have been learning.</p>
English	<p>SPaG</p> <p>Offline:</p> <p>Please work through the following activities:</p> <ul style="list-style-type: none">- Verbs- Adjectives- Conjunctions- Modal verbs part 1 and 2 <p>You may find the following link useful: https://www.bbc.co.uk/bitesize/articles/z4y492p there are</p>

some alternative / additional activities for verbs and modal verbs too.

English

Online: (optional daily challenge)

The following website contains videos of famous authors setting you a 10-minute writing challenge. Choose one that you like the look of and away you go!

<https://authorfy.com/10minutechallenges/>

Offline:

Write a balanced argument about the statements below. These can be completed in any order and one should be completed each day:

- **Should girls be allowed to play football with boys?**
- **Should dogs be banned from parks?**
- **Should school uniform be compulsory?**
- **Should all children be entitled to pocket money?**
- **Should children be limited to one hour's access to the internet per day?**

You should plan the arguments for and against (you could use a list or a mind map) before you start writing. You may want to have a discussion with your family first.

Think about how you structure your arguments – look at the documents to help you (you may decide not to use these). There is an example about Homework being banned.

Maths

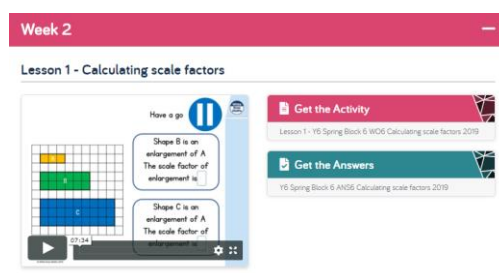
Visit the following website:

<https://whiterosemaths.com/homelearning/year-6/>

Select 'Week 2'.

Here you will find a selection of video clips about **ratio** and **angles**. Please work through one video and the relevant activity each day – these need to be completed in the correct order. The activities and answers are provided on the same webpage.

If you do not have a protractor, please just estimate!



The screenshot shows a webpage titled 'Week 2' with a sub-header 'Lesson 1 - Calculating scale factors'. On the left, there is a video player with a play button and a progress bar. The video content shows a grid with three shapes: a small yellow square (A), a larger green square (B), and a large blue square (C). Text boxes next to the shapes ask for the scale factor of enlargement from A to B and from A to C. On the right side of the page, there are two buttons: 'Get the Activity' and 'Get the Answers', both with document icons. Below the buttons, the text 'Lesson 1 - Y6 Spring Block 6 WOS Calculating scale factors 2019' and 'Y6 Spring Block 6 ANS5 Calculating scale factors 2019' is visible.

	<p>Here is an overview of the week: Lesson 1 – Calculating scale factors Lesson 2 – Ratio and proportion problems Lesson 3 – Measure with a protractor Lesson 4 – Introduce angles Lesson 5 – Calculate angles</p> <p>Once you have completed the activity, you should then carry out some of the revision activities below. Remember, you should be spending an hour each day on maths.</p> <p>Revision:</p> <p>Option 1 Each document includes a brief explanation regarding how to carry out the activity. There is then a selection of questions for you work through (you can choose the levels). Each document includes answers. These activities include both arithmetic and problem-solving skills.</p> <p>Day 1 – Factors and Multiples Day 2 – 3D Shape Day 3 – Prisms and Pyramids Day 4 and Day 5 – Year 6 Quiz. Complete this in 2 parts – 14 Qs each day. The answers are in a separate document.</p> <p>Option 2 Continue with the revision document from last week.</p> <p>Don't forget these websites:</p> <p>Times Table Rock Stars – 10 mins https://play.ttrockstars.com/ Battles will be set on a regular basis.</p> <p>Prodigy Maths (just for fun) https://play.prodigygame.com/</p>
Science	<p>Electricity</p> <p>offline:</p> <p>Work through the questions about electricity. You can find the answers are at the end of the document.</p> <p>You can use the internet to help you.</p>
Topic	<p>Offline: Flooding</p>

	<p>Create a 'Flood Plan' for your family (a bit like the fire evacuation plans you have talked about in the past when firemen have come to visit the school).</p> <p>Think about:</p> <ul style="list-style-type: none"> - What you would do in preparation for a flood. - Would you have a 'flood kit'? - What would you do during a flood? <p>You can include text and images.</p> <p>The following website might help:</p> <p>https://www.weatherwizkids.com/weather-safety-flood.htm</p>
PE	<p>Online:</p> <p>The Body Coach Short routines such as the link below could be carried out daily.</p> <p>Super Movers This website has a variety of simple routines and allows you to revise key areas.</p> <p>https://www.bbc.co.uk/teach/supermovers/ks2-collection/zr4ky9q</p> <p>Offline:</p> <p>A Thousand Steps</p> <p>How many different ways can you complete a thousand steps? Can you think of a new way each day? Try these to get started: walking, jogging on the spot, marching, hopping from foot to foot, side-stepping, backwards and forwards in a square, galloping.</p> <p>Challenge: Complete a thousand steps a day, every day for 10 days!</p>
Art	<p>Offline:</p> <p>Practise sketching hair. You can sketch your own hair by looking in a mirror or sketch somebody else's.</p> <p>Use the document for guidance.</p> <p>Online:</p> <p>There are plenty of tutorials available online. Here is just one example:</p>

	<p>https://www.youtube.com/watch?v=LKuZfeeNNBM (don't worry if you don't have all of the equipment – a pencil is just fine).</p>
DT	<p>Ongoing activities.</p> <p>You have a choice of 5 projects to carry out over the next few weeks. You have been asked to design and make one of the following.</p> <ol style="list-style-type: none"> 1. Soap dispenser 2. PPE face mask 3. Nutritious food 4. Protective and practical apron 5. Transportation device e.g. a trolley <p>This week's options have been highlighted. The tasks for the next few weeks are available to see how the task progresses.</p> <p>Each 'project' is also available in its own document in a larger font.</p> <p>If you are unable to make the item in a few weeks' time, don't panic - you can always design something else instead.</p>
Computing	<p>Online:</p> <p>Activity 1:</p> <p>Watch Episode 2: Who's Magnus? www.thinkuknow.co.uk/8_10/watch/.</p> <p>Answer the questions on the document.</p> <p>Offline:</p> <p>Activity 2: What is OK to share?</p> <p>Work through the activity sheet, answering questions about what is and is not okay to share.</p>
Music	Use kitchen utensils to make a musical instrument or a mini

	<p>band / orchestra.</p> <p>Can you 'play' a tune?</p> <p>You may like to use it on Thursday at 8pm when we clap for the keyworkers!</p>
French	<p>Offline:</p> <p>Revise the colours using the PPT (this may be new to some of you).</p> <p>Colour the rainbow. If you can't print the template, you can draw your own and label the colours in French. If you haven't got colouring pens or pencils, please write the French and English words.</p>
RE	<p>Offline:</p> <p>Explore the following statement:</p> <p>It is better to worship in a Cathedral or Church because it is 'the House of God'.</p> <p>Do you agree or disagree? Explain your thinking.</p> <p>You may want to think about how we worship at school or the current lockdown that we are all experiencing. Think about all the features of a church that you looked at last week.</p>
PSHE	<p>Transition</p> <p>The following video clip gives you an insight to life at secondary school.</p> <p>https://www.bbc.co.uk/bitesize/articles/zj2grj6</p> <p>Task: How are you feeling about secondary school?</p>