



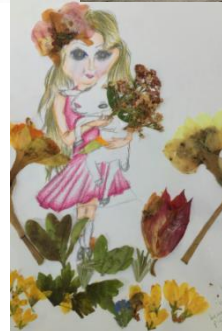
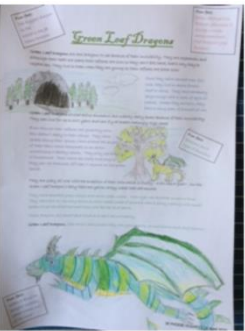
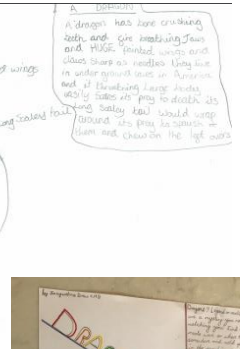
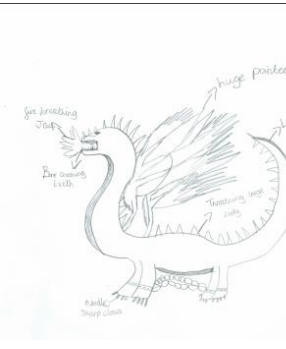
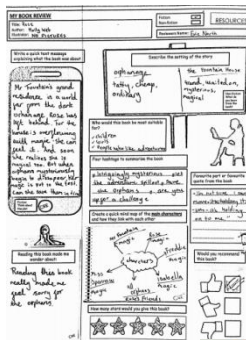
# Year 6 Suggested Home Activities

## Week Beginning 4.5.2020



Welcome to Week 3 of Term 5! Thank you very much to everyone who has shared some of their activities this week – we have enjoyed seeing the pictures of work and videos that have been sent in thus far so please keep them coming.

### Virtual Wonder Wall



### THE LIFE OF A DRAGON

**Appearance & Ability**  
Dragons have large, scaly wings, sharp, vicious claws, a long, spiky tail and a colourful flame of fire. The advantage of these features is the ability to fly and breathe fire. Other traits that dragons have is breathing under water and breathing in the dark. All of these abilities help the dragon to catch food and defend their offspring from any predator that came along.

**Habitat**  
The typical habitat for a dragon is high up on a rocky mountain in a dark cave. Some dragons live under water to hide from their prey. This helps because it is easier for the dragon to catch their dinner without being spotted.

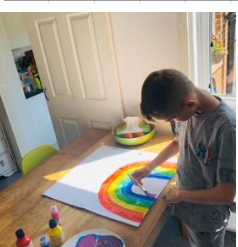
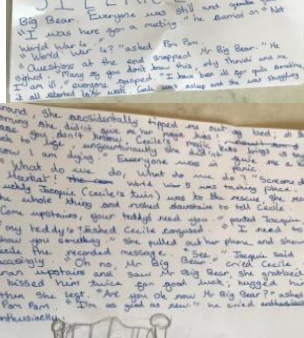
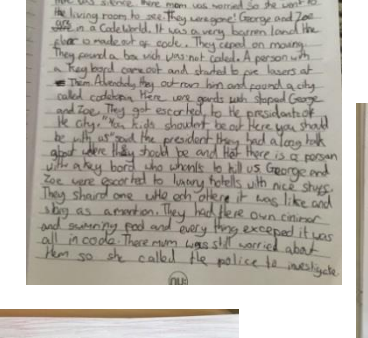
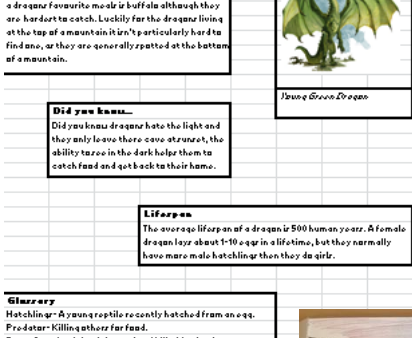
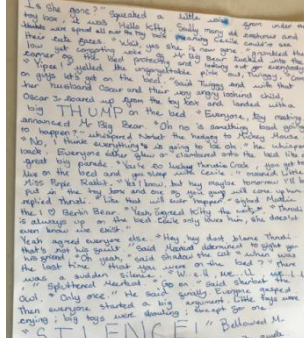
**Diet**  
The average diet of a dragon is sheep, deer, cows, buffalo, goat and many other large mammals. One of a dragon's favourite meals is buffalo although they are hard to catch. Luckily for the dragons living at the top of a mountain it isn't particularly hard to find one, as they are generally spotted at the bottom of a mountain.

**Did you know...**  
Did you know that there are 20 different species of dragon.

**Did you know...**  
Did you know dragons hate the light and they only leave their cave at night, the ability to see in the dark helps them to catch food and get back to their home.

**Lifespan**  
The average lifespan of a dragon is 500 human years. A female dragon lays about 1-10 eggs in a lifetime, but they normally have more male hatchlings than they do girls.

**Glossary**  
Hatchling: A young reptile recently hatched from an egg.  
Predator: Killing another for food.  
Prey: An animal that is hunted and killed for food.



There is a new vlog online with Mrs Allen and Mr Beard. We will continue to release a different video each week to show our faces, celebrate successes from the week and share information. Hopefully our newsletters are continuing to provide you with activity ideas which can be adapted or changed slightly to fit your interests and home schooling set up. Keep up the great work!

### **Physical and Emotional Well Being**

- **Exercise**

We are sure that many of you are enjoying taking part in the daily Joe Wicks workout at home. This goes live at 9am Monday – Friday and the link can be found here:

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

*Have you tried any different forms of exercise this week? Maybe walked or cycled in your local area? Please share any forms of exercise you like to do – it may inspire somebody else to try something new!*

- **PSHE**

During this difficult period, many of you will have had to show resilience; perhaps you may like to use the resource below as a reflective tool. In order to access the activity you will need to roll a die to be given a reaction and then another roll to choose a scenario:

<b>Reaction</b>		<b>Scenario</b>	
1	Taken a break from something	1	In class
2	Looked at something in a different way	2	At home
3	Learned from your mistakes	3	during a club
4	Seen the funny side to something	4	On the playground
5	Been kind to yourself	5	Somewhere with family
6	Worked hard at something	6	Somewhere with friends

Now you have generated a reaction and scenario, can you reflect on an experience or time when you have had to demonstrate resilience? For example, you roll a two for your reaction and a one for the scenario. Now, can you reflect on a time where you have had to **look at something in a different way in class**? You may not wish to be given a set scenario and have a different place or time when you have reacted a certain way to show resilience and that is also fine. We hope that the tool will help generate some valuable discussions.

***Remember – there are other lovely activities on the ELSA website to support with emotional well-being:***

<https://www.elsa-support.co.uk/roll-a-positive-question/>

## Suggested Daily Activities

### Maths

#### Times Tables Rockstars

Well done to all of you who have been interacting with Time Table Rockstars – we saw a big increase in children interacting with the resource this week. As a year group we had more children have a go this week and we're sure it will impact on our 'heat map' grid. Remember the whole purpose of the tool is to improve our personal skills, not to compare with others. Here is our 'heat map' for our recall time (as classes) on the different multiplication facts since last week. Notice – we recommend that you allow a maximum of 20 minutes a day





## Optional tasks:

Below are also some extra activities you can complete if you wish. Please feel free to share some answers with us through photos, written answers or scanned copies of your work.

### Activity 1 – Construct

#### Throughout history architects

#### **Construct**

Throughout history, architects have used reflective symmetry when designing buildings.

Look at these buildings. For each one, find examples of reflective symmetry. Be sure to look for examples in particular architectural features such as columns and windows, as well as in the building as a whole.



Taj Mahal,  
Agra, India



St Paul's Cathedral,  
London, UK



Palace of the Winds,  
Jaipur, India



Using postcards, travel brochures, books and magazines, make a collection of buildings that show reflective symmetry.

Can you find examples of reflective symmetry in your school or home?



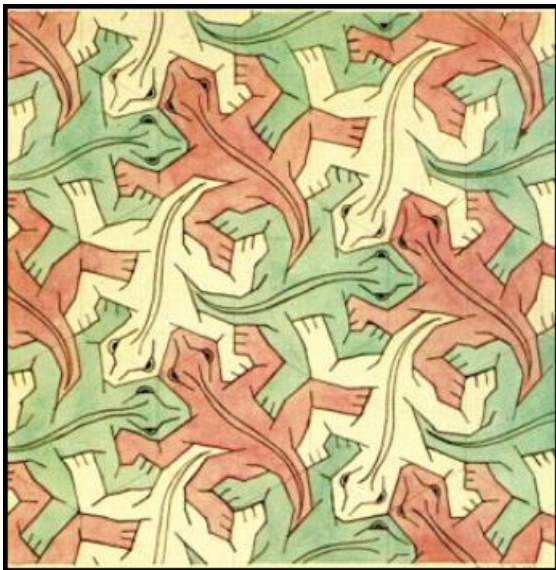
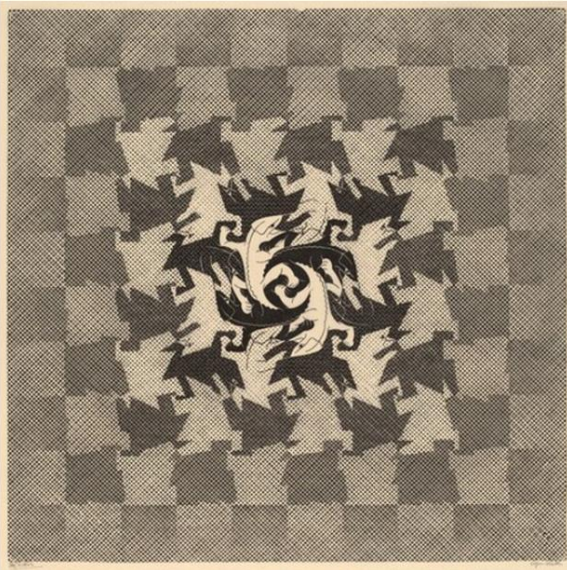
### Activity 2 – Puzzle pack

## MATHS PUZZLE BOOK VOLUME ONE

The link below will take you to a puzzle books to have a go at. We will post a new one each week. They were created and adapted by Douglas Buchanan.

<https://dcbeagle.com/Maths%20Puzzle%20book%20Vol%201.pdf>

### Activity 3 – Tessellation Art



#### **The Arts Roundup**

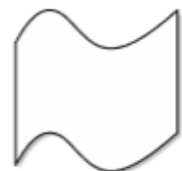
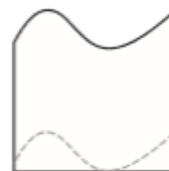
The Dutch artist Maurits Escher used many tessellations in his work. He often used methods based on mathematics.

Make a tessellation using one of Escher's methods.

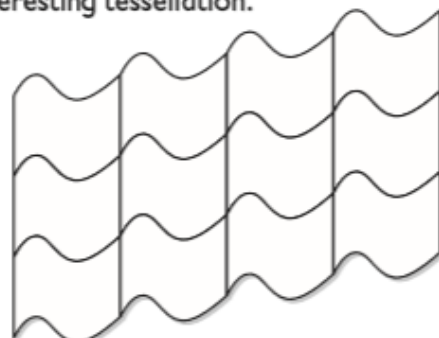
- Take a square and draw an interesting design along one side.
- Copy this design onto the opposite side and cut it out.

The result will be a tessellating template.

For example:



Using your template, make translations to create an interesting tessellation.



Decorate your tessellation with contrasting colours.

## English

### Spelling

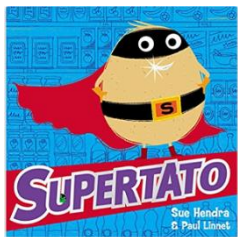
Well done to all of you who have completed the set games on Spelling Shed this week. On the school league table, 6NA have moved up to second place and 6MB have progressed to sixth. Keep up the great work! Your new spelling list (below) will go live on Monday and we will give you another league table update in next week's newsletter. *Notice – we recommend that you allow a maximum of 20 minutes a day.*

**Challenge Words List 5: aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough**

### Reading

It's great to hear that children have continued 'quizzing' with their Accelerate Reader books from home – keep it up! Don't forget that there are a huge number of books available to access at <https://readon.myon.co.uk/index.html>. We'd love to hear what you've been enjoying and whether you'd have any recommendations to other pupils.

### Creative Writing Task – The Kitchen Takeover



*"Some vegetables are frozen for a very good reason. Don't believe me? Then keep reading."*

Above is the opening paragraph of popular children's book **Supertato** by **Sue Hendra & Paul Linnet** and it will be the theme for our creative writing task this week. For those who haven't read the story, there is a link to it being read below:

<https://www.youtube.com/watch?v=QlaMeNmTG6c>

Your task is to create your own kitchen-based piece of writing where good defeats evil, inspired by the popular children's story. You could even create a comic strip which will appeal to a younger audience. Remember, all great authors take inspiration from somewhere and the hope is the structure of 'Supertato' will enable you to complete the challenge. If you choose to go in a completely different direction with your inspiration, that is fine too.

### Session 1 – Generating Ideas

To begin you need to generate the lead character in your comic. Have a look around your kitchen for inspiration. Find a collection of different foods or utensils which you think would make for an interesting story, for a comic or video animation.

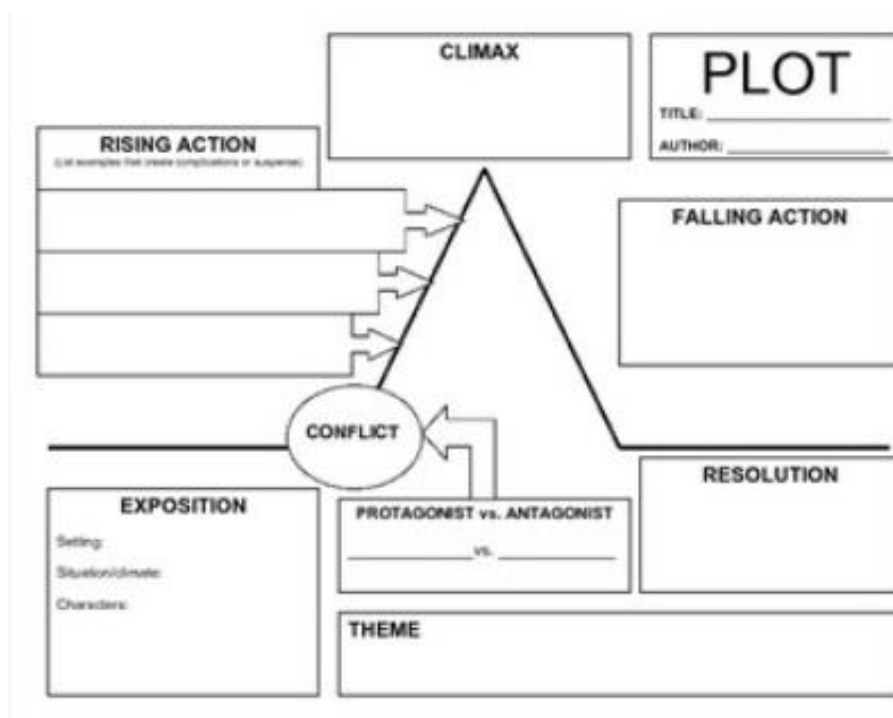
Complete the table below to generate the characters in your story:

Object	Name	Type of character	Adjectives (alliterate with the name)	Role in the story

Finish by creating an image of your character(s). Feel free to present this in any media including computer generated images.

***Please note – you will need a hero and villain for the next session.***

## Session 2 – Planning a Narrative



Here is an idea of a planning mountain for your comic strip.

***Try plotting the key events from the model text we have used with the story mountain before changing it to fit in with your narrative.***

## Session 3 – Word Work

Vile	Gallant	Intrepid	Shady
Plucky	Wicked	Courageous	Bold
Nefarious	Fearless	Atrocious	Crooked
Corrupt	Brave	Valiant	Gutsy

Here is a bank of words which could be used to describe a hero or a villain.

**Activity 1** - Sort the words in to the table below:

Hero	Villain

**Activity 2** – Write the words on to flash cards and turn them over on the table, shuffle them around so they are jumbled. Turn a card over and use the word in a sentence for the characters you created in session 1.

#### **Session 4** – Character description

Create a descriptive paragraph for the hero and villain you created in session 1. You may choose to use some of the words you sorted in Session 3 also. Can you include the figurative language skills also.

***(Reminder – we looked at these during the dragon sessions a few weeks back)***

Use the written example to help:

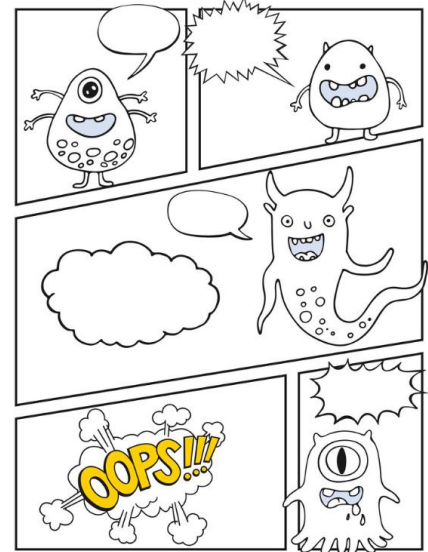
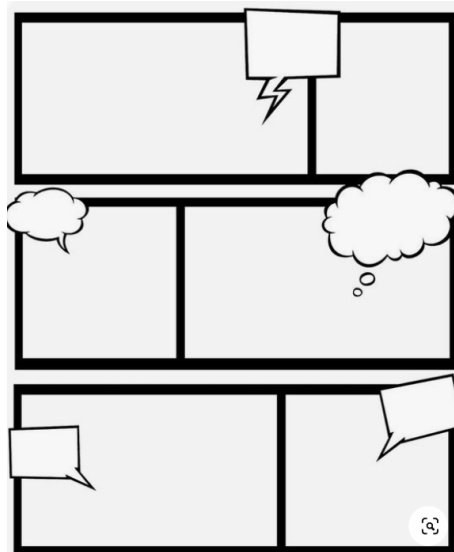
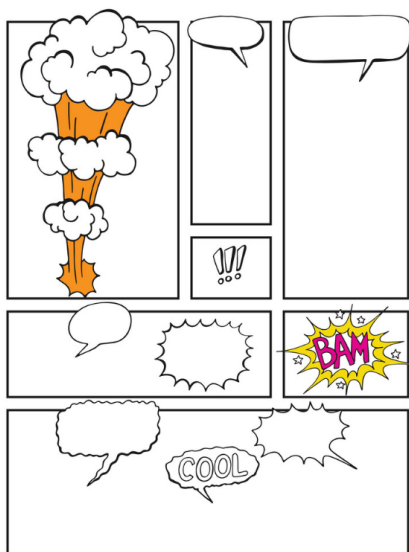
#### Crink

Deep inside the darkest cave lived a crooked creature known as Crink; this nefarious villain is desperate for world domination. Covered from head to toe in grotesque white pimples and crusty mud soaked skin, you can smell Crink before you can EVEN see him. On the very top of his head lives a family of lice that play all day in his bright green, unwashed hair. His enormous muscles escape from his tiny clothes which are soaked in sweat. Not only is Crink disgusting he also has a terrible attitude.

#### **Session 5** – Creation

Now it's time to bring all of your plans together in your final piece. Please feel free to share any of your final products and we hope you have enjoyed the writing challenge for this week.

If you are making a comic, think about the design, here are a few prompts to help:





## Topic

**Excellence Challenge** – Mr Tibbles, Mr Taylor and Mrs Long have set you the challenge of sharing examples of how you demonstrate excellence (<https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/pupil-work>). In the video, Mr Tibbles is displaying his musical talents and Mr Taylor has set you the challenge of sending in examples of how you are developing any pre-existing skills or whether you have learned anything new. Please share them with us. We have thoroughly enjoyed watching the videos that have been sent in so far and we certainly welcome more.


## **Mythical Beast Challenge**

Mrs Smith and Mrs Allen have created a brand new challenge. Will you embark on a new, mythical quest? The full details of the challenge can be found on the school website. We look forward to seeing your entries.

### Your Quest...

This week, Mrs Smith and Mrs Allen are setting the pupils of Bridge & Patixbourne Primary School a new art and writing quest with a mythological theme.

Design your own creature using dice to decide the features your creation will have and use your artistic skills and descriptive techniques to bring it to life!



## **The Great Debate**

We know many of you enjoy a good debate in class, so this week we thought we would raise some questions for you to have a think about.

- TV should be banned for under 11's
- All animals should live in zoos to prevent extinction
- Computers are good for you
- A school day should start at 7am and finish at 1pm.



You may wish to make a balanced argument, taking in both sides or strongly feel either for or against it and choose to reflect on that particular viewpoint. If you would like to join in with the class debate, you could write a letter, create a PowerPoint, mind map your ideas or create a poster... there is no 'correct way' of doing it. Please feel free to send some in and we post your entries.



### **Finally...**

Last week, in the school newsletter, we informed you all about the potential changes to our residential trip and that we sadly had to cancel our year group production. We are all so sad about this news, as we are sure you are too, but please be assured that we will see each other again; we will be able to create memories which may be slightly different than we had all anticipated but that will not stop them from being just as special.

Stay strong, keep safe and take care!

Best wishes,

The Year 6 Team

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