



# Selwood Weekly Learning Guide

## WEEKLY LEARNING GUIDE

Week Commencing: **18<sup>th</sup> May 2020**

We know that family well-being is the priority at this time. Whilst we cannot provide regular feedback on work completed, this guide helps organise learning around normal family routines. Our website has lots of resources to help with learning at home and this guide helps pick out some activities for the week. We hope you find it useful but of course, it is your choice if you wish to use it.

### 30 Minutes of Exercise

For example, PE with [Joe Wicks](#) from 9 - 9.30am. This is a great way to start the day. See the PE subject page on our website for more ideas.

### Reading

At least 20 minutes each day. There's a lot you can do and explore just by reading, which helps develop reading comprehension:

#### **Talk about it.**

- Were there words that were unfamiliar? If so, Explore them! What does the dictionary say? (Yes. The internet can help!)
- What does the word mean and what other words mean something similar?
- How can you use this word every day? Set a challenge to use it 5 or 10 times per day and make it a competition!
- Talk about characters and how they must be feeling
- Take it in turns to read a chapter. You'll be surprised how much they listen and learn from how you read...
- Exaggerate the words and make each other laugh!
- Act out a scene from the book
- Turn it into a comic strip
- Make a video of the scene. Who gets the Oscar?!

### (MFL) Linguascope:

Learn a new word in each language! Log on to [Linguascope](#) and click on the word of the day.

### Literacy and Numeracy practice

Up to 45 minutes on each. See our subject pages for resources, activities and tasks, or follow the suggestions in this guide. For Numeracy, please see information below regarding My Maths access.

### Focused learning activities

Choose up to 2 of these per day from this guide. These sessions can last from 30 minutes to an hour.

### Give free time to relax and play

Use this time in a way that best suits your children and your family, to help break up the day's structured activities and provide time to play, explore and be creative.

### Challenge Tasks

The school will frequently publish a challenge task on the school website.



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Subject	Year 6				
	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	<p><b>This week will be using the Home Learning – Year 6 Literacy – Week 5 - Superheroes.pdf - you can print this out or type right into it on screen!</b></p> <p><a href="https://www.selwood.somerset.sch.uk/curriculum/subjects/english">https://www.selwood.somerset.sch.uk/curriculum/subjects/english</a></p> <p><u>Task 1:</u> Watch the video on the first page to get an idea of the types of stories generally found in superhero comic books.</p> <p><u>Task 2:</u> Create your superhero – you can draw and label this if you like or use the sheet provided as a prompt.</p>	<p><u>Task 1:</u> Create a supervillain – you can draw and label this if you like or use the sheet provided as a prompt.</p> <p><u>Task 2:</u> Complete the SPaG features lesson about newspaper articles <a href="#">here</a>.</p>	<p><u>Task 1:</u> Create a city setting for your superhero and supervillain – get creative with this!</p> <p><u>Task 2:</u> Complete the SPaG mat.</p>	<p><u>Task 1:</u> Watch the video about ‘How to create a comic book’.</p> <p><u>Task 2:</u> Create your comic strip; you can use the template provided, a digital device or draw your own frames onto a piece of plain paper. Remember to plan out your plot carefully before you begin (could you be inspired by the lockdown?)</p> <p><u>Reading:</u> Login to Accelerated Reader. Click <i>Accelerated Reader Articles</i> – Use the search box to search for: <i>Dog Named a Hero for Alerting Deaf Boy to Fire</i></p> <p>Read the text then take the quiz.</p>	<p><u>POW-WOW Task:</u></p> <p>Write something of your choice around the theme of superheroes. Use the suggestions on the Day 5 page and the pictures to help you come up with a writing idea. <u>Today you could write:</u> You can carry on with your comic from yesterday if you need more time, you could write a superhero story or play, you could write a theme song for your superhero or you could write a newspaper article about the events in the city.</p>
Numeracy	<p><a href="#">Click here for this weeks Maths Challenge!</a></p> <p>Questions 1-10 are aimed at students up to year 6, and questions 11-20 are aimed at students in years 7 to 9. They are all multiple choice and in the real test would have to be completed with only a pencil and rough paper (no ruler, calculator or other Mathematical bits of equipment!). When you submit your answer click “Get score” to find out how many got correct. <i>We will publish a link to the solutions to this problem in next week's Learning guide.</i></p> <p><a href="#">Click here for the Solution to lasts weeks Honeybee problem</a></p>				



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**Home Learning Update:** Some of you may have noticed that White Rose is now requiring a subscription to access their full activities. We are looking into our options, but will be using BBC Bitesize this week instead. We will still be including an Alternate Activity each day – which is MyMaths or Corbettmaths Primary. The MyMaths lessons will be set for your child and will appear on their individual portal (contact school for login details).

[mymaths.co.uk](http://mymaths.co.uk) covers all topics. We are using this regularly to set students work and give feedback. Contact the school for your child's login details.  
[www.corbettmathsprimary.com](http://www.corbettmathsprimary.com) has videos and worksheets on almost all KS2 topics and skills, as well as 'Five a Day' Starter tasks with four levels of challenge.  
<https://whiterosemaths.com/homelearning/> Since NEW full activities are not available, It may be helpful to review lessons from years 4 and 5.

**Warm Up:**  
[Corbett 5 A Day](#)  
 Choose May 17<sup>th</sup> and level!

**Main Activity:**  
**Multiply Fractions/Integers**  
[Multiply Fraction/Integer Video](#) (Watch both videos)

[Activity 1](#)  
[Activity 1 - Answers](#)

[Activity 2](#)  
[Activity 2 - Answers](#)

**Alternate or Extra Practise:**  
[MyMaths - Starting to Multiply Fractions](#)

**Warm Up:**  
**TTRockstars Arena X 10**  
[TTRockstars Login](#)

**Main Activity:**  
**Multiply Fractions/Fractions**  
[Multiplying Fractions Video](#)

[Multiplying Fractions - Activity](#)

[Multiplying Fractions - Answers](#)

**Alternate or Extra Practise:**  
[Multiplying Fractions Extra Questions](#)

**Warm Up:**  
[Corbett 5 A Day](#)  
 Choose May 19<sup>th</sup> and level!

**Main Activity:**  
**Dividing Fractions/Integers**  
[Divide Fractions by Integers - Video](#) (Watch both videos)

[Activity 1](#)  
[Activity 1 - Answers](#)

[Activity 2](#)  
[Activity 2 - Answers](#)

**Alternate or Extra Practise:**  
[MyMaths - Multiply/Divide Fractions Intro](#)

**Warm Up:**  
[Corbett 5 A Day](#)  
 Choose May 20<sup>th</sup> and level!

**Main Activity:**  
**Fractions of an amount**  
[Fraction of amount Video](#)  
 (Scroll to Week 4, Lesson 4)  
[2 More Videos to Watch](#)

[Activity 1](#)  
[Activity 1 - Answers](#)

[Activity 2](#)  
[Activity 2 - Answers](#)

**Alternate or Extra Practise:**  
[MyMaths - Fractions of Amounts](#)

**Warm Up:**  
**TTRockstars Arena X 10**  
[TTRockstars Login](#)

**Challenge:**

**Work your way through the 7 different challenges at the link below. How many of them can you complete?**

[Challenges](#)

### Activity (up to 1 hour per week on each activity)

- Design 3 ideas for your own Aboriginal inspired final piece. Use your own symbols that you designed last week. [See PowerPoint](#) for details.
- Draw your favourite design on A5 or A4 paper ready to paint/colour next week.

**Art**

**OR**

Select a drawing task from the [art school's webpage](#).



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<b>Computing</b>	<p>Moving on from last week (Top-Trumps) this is lesson 2 we are now looking at Databases: You need to look at the Computing Home learning Yr6 Look at worksheet Planet Facts Database Task 1</p> <ul style="list-style-type: none"><li>• Open the ppt</li><li>• Choose a Planet</li><li>• Play the ppt in turns</li><li>• Complete and finish with Plutol Facts Database task 2</li></ul>
<b>Drama</b>	<p>The theme is based on a West African trickster story. Pupils will explore through acting how to become a human version of a spider. They will also improvise and ending to a scene which they can watch on an animated cartoon of the story. The links are: <a href="https://www.unicorntheatre.com/Anansi">https://www.unicorntheatre.com/Anansi</a> - how to act like a spider <a href="https://www.youtube.com/watch?v=o_VPnwAsQDg">https://www.youtube.com/watch?v=o_VPnwAsQDg</a> - an animated version of the story</p> <p>A full description of all activities is given in the subject area.</p>
<b>Geography</b>	<p>BBC Bitesize has some great 'mini lessons' on Map skills. They're important skills you'll need for when you start Geography in Year 7. Watch the clips and test yourself! <a href="#">BBC Bitesize: Map Skills</a></p>
<b>History</b>	<p style="text-align: center;"><b>Year 6 History Week beginning 18<sup>th</sup> May 2020.</b> Who should be King of England 1066? Go to School website and follow links to History subject page.</p>
<b>Languages</b>	<p>Theme: Clothes Last week, you started to learn vocabulary to name items of clothing in French. This week, you can revise this vocabulary and learn some simple phrases to be able to write sentences describing what people are wearing. First, log on to Linguascope. Go to Beginner – self + family – clothes 1 and clothes 2. If you want, complete the introductions for clothes 1 + 2 in English first and then switch to the French. Practise and revise the vocabulary by playing the different games and activities. If you didn't write the vocabulary last week, copy down the vocabulary in French as you complete the introduction and add the English meaning too. <a href="#">Click here</a> to go to the MFL page on the school website to log on to Linguascope. Now, watch the video, "Not again Farley!". This video will revise some items of clothing you will already know. You will also hear these phrases: Je porte = I am wearing Il porte = he is wearing Elle porte = she is wearing <a href="#">Click here</a> to watch the video, "Not again Farley!"</p>



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	<p>You can then choose from these activities:</p> <p>Make new vocabulary cards for the phrases je porte, il porte and elle porte. Use these and the clothes vocabulary cards you made last week and see how many different sentences you can make. E.g. Je porte un t-shirt et un short.</p> <p>Draw or find pictures of famous people/cartoon characters and write some simple sentences in French to describe what he/she is wearing.</p>
<b>Music</b>	<p><b>Option A:</b> If you have access to an instrument at home, select one the piece of music in your year group on the music page and practise this to improve your confidence and fluency. -Extension: Can you compose your own lyrics for a new verse?</p> <p><b>Option B:</b> Follow these instructions to take part in the Selwood Virtual Choir!</p> <ol style="list-style-type: none"><li>1. Find the track in the 'Virtual Choir' section of the music page by clicking <a href="#">HERE</a></li><li>2. Select the low or high part depending on the pitch of your voice (the first track is lower, the second is higher)</li><li>3. Listen to and learn you part using the MP3 track and lyrics provided</li><li>4. Record a video of yourself singing along to this track (with headphones on so just your voice is recorded)</li><li>5. Send this in to the home learning email address for your video to feature in the next Selwood Virtual Choir video! <i>(Videos may need to be uploaded to a dropbox/drive account and the link sent via email if file size is too large).</i></li></ol>
<b>Religion, Philosophy and Citizenship</b>	<p><b>Year 6 section four of the project - Islam</b></p> <p>Muslims are expected to follow five main rules. These five rules are called The Five Pillars of Islam.</p> <p>Watch the clip. Write the name of each pillar and draw a symbol or image to go with it. Remember that Muhammad and God (Allah) shouldn't be drawn in any form.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty">https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty</a></p> <p>EXT: What five rules would you create to help improve life for people during the covid-19 pandemic?</p>
<b>Science</b>	<p><b>Classification</b></p> <p>Living things can be sorted into groups, or classifications, by asking a series of 'yes or no' questions. This will help you identify what type of animal you're looking at. <a href="#">Why do we classify?</a></p> <p><b>Task:</b> Create a classification (question) key, for between 5 to 8 different invertebrates of your choice. Remember that an invertebrate is an animal which does not have a backbone. You can find many invertebrates in your garden, these include insects, worms and spiders. These small creatures are often commonly known as 'minibeasts'.</p> <p><b>Use these links to BBC bitesize to help you with this task:</b></p> <p><a href="#">What is classification and identification?</a></p> <p><a href="#">What is an invertebrate?</a></p>



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	<p><b>Fun facts</b></p> <ul style="list-style-type: none"><li>• Invertebrates make up 97% of the creatures living on Earth</li><li>• Minibeasts are a great source of protein</li><li>• Insects are a very sustainable source of food and may become more widely eaten in the future</li><li>• Invertebrates have been living on our Earth for about 550 years!</li></ul> <p><b>Extension task:</b> Find out some fun facts for the invertebrates you used in your key. Share these with a member of your household. Can you think of an invertebrate for every letter (A-Z) of the alphabet?</p>
<b>Technology</b>	<p>Skateboard design. Watch the video that shows you how someone designed and made his own graphic for a skateboard. <a href="https://www.youtube.com/watch?v=aurzzaIHu2Y">https://www.youtube.com/watch?v=aurzzaIHu2Y</a></p> <p>Can you design your own skateboard on paper? You could make it a really different shape and style to what is already being designed and sold in the shops. Think about making it eye catching and a statement. Try using colour to give it real impact. Once you have finished, how about making a model of it in card to the real size, maybe using an old cardboard box to cut out the deck shape from.</p>