**Home Learning for Year 6**

Below is the expected home learning weekly timetable for your child. Please check the year group page for additional resources/website links. If you have any questions please contact the class teacher on ‘Class Dojo’.

**Week commencing: Monday 11th May**

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| **St Ignatius Home Learning Weekly Timetable** |
| Allocated time | Resource/Activity | Access |
| **Daily Reading- 30 mins** | **Individual reading books** **AND** read **Salamander Dream****Test Base-** | **Active Learn** (Children have log in details in their homework books.):[eBook of *Salamander Dream*](https://www.activelearnprimary.co.uk/resource/236923)  |
| **Daily Spelling/Phonics** | Click on **Year 5 and 6** and practise **Spelling Rule 32 -** Then move to the next rule each day up to rule 36.Test Base- Complete the questions.  | <https://spellingframe.co.uk/>This website has free access. No password needed- Click on year group.Test Base link-<https://aanoeua.exampro.net/> |
| **Daily Times Tables** | This week 11 x tables | See <https://www.timestables.co.uk/>This website has free access. |
| **Daily Sumdog- 30 mins** | See **assigned** **Challenge** set on Sumdog named- “” | <https://www.sumdog.com/user/sign_in>Username and password included in home learning pack |
| **Twice Weekly Grammar** | See **assigned** activities on the websites.Spag.com- **Direct speech punctuation (A)**Active Learn- **Grammar Test**Revise direct speech punctuation | **spag.com** Website:[www.spag.com](http://www.spag.com) **Active Learn** Website:[Pilot’s Licence 4.15](https://www.activelearnprimary.co.uk/resource/236929) |
| **Maths- Daily** | White Rose- Maths  | <https://whiterosemaths.com/homelearning/>See Lessons 1-5 on Summer Term Week 4 - see next page for more details! |
| **English- Daily** |  | See daily lesson below! |
| **Topic** | Viruses! Bacteria! Fungi! Have a read of the ‘Pathogens\_info’ Powerpoint presentation on the website (see ‘Additional Resources’ section. Then you can draw a ‘wanted’ poster about a virus of your creation (It doesn’t have to be Coronavirus!) | <https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |

**Maths Lessons- Monday-Friday**



**Please click on the links below that will take you straight to the activities on White Rose Home Learning. For each lesson there is a**

* **Video**
* **Activity**
* **Answer Sheet**

HOW TO USE THE LESSONS

**Just follow these four easy steps…**

1. Click on the set of lessons for your child’s year group.
2. Watch the video (either on your own or with your child).
3. Find a calm space where your child can work for about 20-30 minutes.
4. Use the video guidance to support your child as they work through a lesson.

JOIN IN THE DAILY MATHS!

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| **Monday - Lesson 1 – Multiply fractions by integers**Go to **Summer Term Week 4** -Lesson 1 on the following website: <https://whiterosemaths.com/homelearning/year-6/> Challenge- See Problems of the Week | See School Website “Support Resources” Week 5<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> | See School Website “Support Resources” Week 6<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |
| **Tuesday - Lesson 2 - Multiply fractions by fractions**Go to **Summer Term Week 4** -Lesson 2 on the following website: <https://whiterosemaths.com/homelearning/year-6/> Challenge- See Problems of the Week | See School Website “Support Resources” Week 6<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> | See School Website “Support Resources” Week 6<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |
| **Wednesday - Lesson 3 – Divide fractions by integers**Go to **Summer Term Week 4** -Lesson 3 on the following website: <https://whiterosemaths.com/homelearning/year-6/> Challenge- See Problems of the Week | See School Website “Support Resources” Week 6<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> | See School Website “Support Resources” Week 6<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |
| **Thursday - Lesson 4 – Fractions of an amount**Go to **Summer Term Week 4** -Lesson 4 on the following website: <https://whiterosemaths.com/homelearning/year-6/> Challenge- See Problems of the Week | See School Website “Support Resources” Week 6<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> | See School Website “Support Resources” Week 6<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |
| Test Base- Maths test | For both questions and answers[**https://PUGILAE.exampro.net**](https://pugilae.exampro.net/)[**https://DUQUJUE.exampro.net**](https://duqujue.exampro.net/) |  |

**English Lessons- Monday- Friday**



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| Monday | Think about how you have changed in the past three years (what new friends or new interests do you have?).Read pages 33-61. *What do we learn about Hailey from this section?* (She hasn’t seen Salamander for a long time; she has new friends, etc.) Take feedback and create a Role on the Wall for Hailey.Look back at pages 2-21. Compare how Hailey is presented here with how she is presented in the section you have just read. *What similarities are there? What differences? How has her relationship with Salamander changed?*Write a paragraph explaining the similarities and difference.  | **Challenge:***How does Hailey feel about seeing Salamander again? What does Salamander feel about Hailey’s new friends? What are their feelings about each other?* |
| Tuesday | 3 Bs Before Me: Read the letter on page 63. Check understanding of the term ‘adolescence’. Reflect on Hailey’s changing experiences and discuss why she might have forgotten Salamander. *How might the story continue?*Read pages 63-73 and discuss the events shown. *How can you tell Hailey is older now? Why does Hailey go to see Salamander again? What does she mean by ‘I’m leaving for school’?* (‘I’m going to university’) *Why do you think Hailey wants to tell Salamander one of her stories?*Look at pages 74-97. *What is Hailey’s story about? Why do you think Hailey is crying on page 88? Did you like the ending?*Main TaskCompare the stories Salamander tells to Hailey (pages 22-28 and 47-56 of the eBook) with the story Hailey tells to Salamander. Use ‘Telling stories’ ([F PCM 6.3.4](https://www.activelearnprimary.co.uk/resource/261769)) to help you to consider what each story is about and its possible meanings and interpretations, as well as the similarities and differences between them. | **Challenge:**Write your own short summary of Hailey’s story |
| Wednesday | Re-read page 22, where Salamander begins his story about Minnow. You are going to continue this story in the traditional story format presented on this page. *What will be missing when we write our stories in a traditional format?* (e.g. how the setting and characters look) *How can we give the reader a clear picture in their mind?*You need to integrate dialogue to convey character and advance the action.Main TaskUse ‘Story planner’ ([F PCM 6.3.9](https://www.activelearnprimary.co.uk/resource/261774)) to create a plan for their retelling of Salamander’s story about Minnow. | Can you explain what the main differences between a graphic novel and a traditional novel are.  |
| Thursday | Yesterday you started retelling Salamander’s story about Minnow in a traditional story format. Today you will continue the opening of the story presented on page 22. Focus on how to use sentence structure and punctuation to create a powerful opening (e.g. *Diving beneath the waves with a splash, I followed Minnow as he swam ever deeper. Down, down, deeper down I swam; then I saw where a caddis case lay deserted on the river bed ...*). Main task:Create your own paragraphs to retell the scene shown on pages 23-24.  | Can you us semicolons to separate and link clauses. |
| Friday | Could you use alliteration, similes and metaphors in your retelling of the story? How could we show, rather than tell, that Salamander and Minnow are frightened by the snake-like creature, through actions/thoughts/dialogue (e.g. *Minnow shivered as we sheltered behind a rock; a dark, twisting shadow hovered in the waters above us. ‘Do you think ...’*).Main taskEdit/uplevel your retelling to include figurative language/show not tell in your work. Or if you have already used these techniques lots underline where they appear.  | What are the pros and cons of traditional stories versus graphic novels? *Which do you prefer to read?* |