**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 8th June**

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| **St Ignatius Home Learning Weekly Timetable** |
| Allocated time | Resource/Activity | Access |
| **Daily Reading- 30 mins** | **Individual reading books** **AND eBooks mentioned here.****Test Base comprehensions** | [https://UYZOYEV.exampro.net](https://uyzoyev.exampro.net/)[https://TUEEKER.exampro.net](https://tueeker.exampro.net/)[https://AIWUXUH.exampro.net](https://aiwuxuh.exampro.net/) |
| **Daily Spelling/Phonics** | Click on **Year 3 and 4** and practise **Spelling Rule 11-15.** Can you put them in sentences? | <https://spellingframe.co.uk/>This website has free access. No password needed- Click on year group. |
| **Daily Times Tables** | This week 8 x tables | See <https://www.timestables.co.uk/>This website has free access. |
| **Daily Sumdog- 30 mins** | See **assigned** **Competition** set on Sumdog named- “Unit- Expressions and Equations” | <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 **Word Families**Active Learn **Silent Letter** and **ough Words**Test Base **Nouns** | **spag.com** Website: [www.spag.com](http://www.spag.com) **Active Learn** Website: [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) **Test Base** Website: [https://BAXOAOU.exampro.net](https://baxoaou.exampro.net/) |
| **Maths- Daily** | White Rose- Maths  | <https://whiterosemaths.com/homelearning/>See Lessons 1-5 on Summer Term Week 9 - see next page for more details! |
| **English- Daily** | It's **Word Detectives week**! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules. | See daily lesson below![www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) |
| **Topic** | **Science**You will be driving a rover on Mars! Your aim, as an astronaut, is to collect information about Martian rocks. A rover requires algorithms (instructions) to function. Make sure you can give clear instructions!To infinity, and beyond!**History**Do you want to recap your knowledge on Castles from Year 5? Watch a lesson online!**Computing**Can you follow the instructions in the right hand column? | <https://spaceplace.nasa.gov/explore-mars/en/> <https://www.youtube.com/watch?v=DucGdZUgu2k>1. First join my classroom:

<http://scratch.mit.edu/signup/vwrc9536m> 2. Then watch the tutorial on how to use Scratch.<https://scratch.mit.edu/projects/401334818/editor>1. Try out a Starter Project or two!

<https://scratch.mit.edu/starter-projects>3. Can you create an imaginary world and share it in the classroom?  |

**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 – Finding a rule**Go to **Summer Term Week 6** -Lesson 1 on the following website: <https://whiterosemaths.com/homelearning/year-6/> Challenge- See Problems of the Week | See School Website “Support Resources” Week 9<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> | See School Website “Support Resources” Week 9<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |
| **Tuesday - Lesson 2 – Forming expressions**Go to **Summer Term Week 6** -Lesson 2 on the following website: <https://whiterosemaths.com/homelearning/year-6/> Challenge- See Problems of the Week | See School Website “Support Resources” Week 9<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> | See School Website “Support Resources” Week 9<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |
| **Wednesday - Lesson 3 – Substitution**Go to **Summer Term Week 6** -Lesson 3 on the following website: <https://whiterosemaths.com/homelearning/year-6/> Challenge- See Problems of the Week | See School Website “Support Resources” Week 9<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> | See School Website “Support Resources” Week 9<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |
| **Thursday - Lesson 4 – Solve simple one-step equations**Go to **Summer Term Week 6** -Lesson 4 on the following website: <https://whiterosemaths.com/homelearning/year-6/> Challenge- See Problems of the Week | See School Website “Support Resources” Week 9<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> | See School Website “Support Resources” Week 9<https://stignatiuscatholicprimary.co.uk/key-information/online-learning/year-6-home-learning> |
| Test Base- Maths test | For both questions and answers[https://PYPIBAD.exampro.net](https://pypibad.exampro.net/) |  |

**English Lessons- Monday- Friday**



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| Monday | **Homophones*** Look at ‘Word Detectives’ ([WD ITP 6.2](https://www.activelearnprimary.co.uk/resource/236708)) You are going to be detectives investigating different spelling rules.
* Research what the difference is between ‘practice’ and ’practise.’

**Answer: ‘**Practice’ is a noun (e.g. ‘I have been to football practice’).* ‘Practise’ is a verb (e.g. ‘I practise playing the piano’).Research what the difference is between ‘advice’ and ‘advise.’

Main TaskComplete ‘Trouble at breakfast!’ ([WD PCM 6.1](https://www.activelearnprimary.co.uk/resource/236895)), choosing the correct words to complete the text.After 10-15 minutes, 3 Bs Before Me: Why did they choose the words they did? Why would the other words have been confusing? Choose one pair of homophones, either from this sheet or your own spelling mistakes, to create a poster for the Class Story on Class Dojo that will help you to know which word to use. **Send the photo of your work to your class teacher.** | **Challenge**Can you explain the difference between ‘advance’ as a noun and ‘advance’ as a verb? Write sentences using both words to support your explanation. |
| Tuesday | **The ‘ei’ after ‘c’ rule*** Have you heard of the rule ‘’i’ before ‘e’ except after ‘c’’? E.g. be**lie**ve, re**cei**ve
* You are going to be detectives and test whether or not this rule always works. Can you write a more detailed version of the rule?
* **Top Tip:** The rule ‘’i’ before ‘e’ except after ‘c’’ only applies to words where the sound in question is /i:/ and there are still exceptions to this (e.g. ‘seize’, ‘caffeine’ and ‘protein’).

Main taskUse ‘’i’ before ‘e’ except after ‘c’’ ([WD PCM 6.2](https://www.activelearnprimary.co.uk/resource/236896)) to investigate the rule. Cut out the word cards and sort them into groups that share the same spelling or the same sound. If you cannot print the sheet, copy them into a table with to sort them.Answer:Does the letter ‘c’ always have the spelling ‘ei’ after it? Does this spelling ever come after other letters? You should think about the sound that the ‘ei’ or ‘ie’ makes. | **Challenge**Can you explain the ‘’i’ before ‘e’ except after ‘c’’ rule? Give examples to support your explanation. |
| Wednesday | **The ‘ough’ letter string** * You are going to encounter one of the trickiest spellings in English today! Write the letters: ‘ough’. Why do they think this is so tricky? Write some examples of words with ‘ough.’

**Answers:**‘ought’ (rhymes with ‘port’)‘rough’ (rhymes with ‘stuff’)‘cough’ (rhymes with ‘off’)‘though’ (rhymes with ‘go’)‘through’ (rhymes with ‘too’)‘thorough’ (rhymes with ‘duller’)‘plough’ (rhymes with ‘how’)Read aloud the sound that is made in each word and come up with an action to represent each one (e.g. the action of an oar in water for the ‘ough’ in ‘ought’). Be creative! Main task1. Find one or two more example words for each of the seven ‘ough’ sounds (e.g. ‘ought’ = ‘bought’ and ‘thought’).2. Write a short piece of text that includes at least one example of each sound. The funnier the text the better, although it must make sense.3. Create a short sketch of your text. | **Challenge**Can you read your short texts aloud to someone else at home? Make sure you pronounce the ‘ough’ words correctly. |
| Thursday | **Silent letters** * There are some words that have letters that cannot be predicted from the pronunciation (known as ‘silent’ letters).
* Write the words ‘doubt’, ‘island’, ‘lamb’ and ‘knock’. Circle the letter in each word that cannot be heard.
* In some words, these letters would have been pronounced hundreds of years ago, which is why they are still present in the spelling. For example, the initial ‘k’ in ‘knock’ used to be pronounced.

Main taskComplete ‘Silent letter seekers!’ ([WD PCM 6.3](https://www.activelearnprimary.co.uk/resource/236897)). Find examples of words that have silent letters in them and write these in the correct column in the table. Use your own knowledge, dictionaries and your own reading books to search for examples.Then write a sentence using as many of the words as you can, then make a poster of your sentence. **Send a photo of the poster to your teacher to add to the class story on class dojo.** | **Challenge**Can you explain what silent letters in words are? Give examples to support your explanation. |
| Friday | **‘–ant’ / ‘–ance’ / ‘–ancy’ and ‘–ent’ / ‘–ence’ / ‘–ency’*** Look at ‘Spot the difference’ ([WD ITP 6.1](https://www.activelearnprimary.co.uk/resource/236668)) and read out the words on each screen. What do you notice about the words?

**Answer**: You should spot that the endings on each screen all sound the same, but are spelled in two different ways.* There are some rules to help you choose which spelling to use, but that not all words follow a rule. You are going to investigate some words that do and some that do not.

**Top Tips:** * Use the ‘–ant’ endings if there is a related word ending in ‘–ation’ or ‘–antial’ (e.g. ‘observant’ and ‘observation’; ‘substance’ and ‘substantial’).
* Also use the ‘–ant’ endings after a hard ‘c’ or ‘g’ (e.g. ‘significant’ and ‘elegant’).
* Use the ‘–ent’ endings if there is a related word ending in ‘–ental’ or ‘–ential’ (e.g.‘accident’ and ‘accidental; *‘*consequence’ and ‘consequential’)
* Also use the ‘–ent’ endings after a soft ‘c’ or ‘g’ and after ‘qu’ (e.g. ‘magnificent’, ‘urgent’ and ‘frequent’).
* There are lots of words that do not follow a rule. You will need to learn these individually.

Main taskComplete ‘Spelling agents’ ([WD PCM 6.4](https://www.activelearnprimary.co.uk/resource/236898)). Can you come up with examples for the five rules given on the PCM, using a dictionary if necessary?Build up your word lists. Then, write them into a short text. | **Challenge**Can you write a list of words that don’t follow these rules? |