

Home Learning Tasks – Year 6

Week beginning: 29/06/2020

English tasks:

- Read through each of these author's profiles on their websites

<http://jennifergraybooks.com/about-me/>

<https://www.juliadonaldson.co.uk/about.htm>

<https://www.anthonchorowitz.com/about>

As you read, make notes about each author. What are the three most important facts about each author?

Which of the three author profiles do you think is the most formal? Which do you think is the least formal? Give reasons for your answers.



Now you are going to plan and write your own profile all about yourself. You are going to write in an informal style. (You must write your profile carefully. Just because it is informal, your writing still needs to be clear).

- Read two more books on Bug Club.

a

Put a tick to show whether 'me' or 'I' should be used in these sentences:

	me	I
Sarah and ___ both had a swimming lesson.		
My uncle drove Robbie and ___ to the party.		

b


Should these words end in -cious or -tious? Use a dictionary if you need to.

preten_____

face_____

c

Underline the object in this sentence.



The Olympic table tennis player hit the ball with precision and skill.

d


Underline the relative pronoun in this sentence.

The boy had had non-stop hiccups for almost three weeks, which was a new world record.

e

Forgetful Mr Whoops is very confused about main and subordinate clauses. Can you help him by saying which is underlined in this sentence?

Mother was thrilled because the children had cleaned their rooms.



f

Read these words:

transcribe describe

Tick what you think the root word 'scribe' means:

to write

to give detail

to predict

Fuss Fuss Fuss

James Carter

Hey everybody, listen, yo!
here's a tale you might just know
it's all about the 3 Bears 3
and the fussiest girl you ever did see
who went by the name of Little Miss G

Now G was out in the woods one day
when after a while she lost her way
and deeper and deeper into the wood
she followed the smell of something good

Soon she came to a dreamy cottage
and three hot bowls of creamy porridge –

Fuss Fuss Fuss!

One too lumpy, one too hot
but one just right – she scoffed the lot!

Fuss Fuss Fuss!

Next 3 chairs – and two weren't right
the other she broke – it served her right!

Fuss Fuss Fuss!

Next 3 beds, it was number 3
where G took a nap so peacefully

Fuss Fuss Fuss!

The bears came back before too long
crying 'What the ding dong's going on?!?'
and finding G in the tiny bed
it made those 3 Bears 3 see red

'Hey Goldie girl, you keep it real –
you can't just barge in here and steal
our food! – you go and cook some more
you lazybod – you know the score'

Never before in the dreamy cottage
had tastier bowls of creamy porridge
been cooked (by the bears or anyone)
so the bears said, 'G – it'd be such fun

to open a diner!' they did, it was cool
and G's food made those wood folk drool
and the fussiest girl you ever did see – went
Fuss Fuss Fuss?

well, no actually –

the fussiest girl you ever did see
cooked porridge ever after (quite happily)

Read the poem Fuss Fuss Fuss and answer the following questions

- *What fairy tale is the poem based on?*
 - *How does the first line grab the reader's attention?*
 - *Can you think of two reasons why Goldilocks might be called a "G" in the poem?*
 - *How does the poem twist the original fairy tale ending?*
 - *What is the refrain? Why were these words chosen?*
-
- Please write a letter to a resident of Catherine Godfrey house giving them hope and optimism for the coming year. Let them know that as a school we will be there to support them!

Maths Tasks:

- Complete the Mathematics tasks set by your teacher

Quick Fire Questions

- **What is the total of the first five odd numbers?**
- **The next number is ? 1,3,6,10,15,21**

- What is the largest prime number below 50?
- Which is the biggest? 80mm 8.5cm 0.81m
- Which square numbers below 100 are also even numbers?
- True or False $200\text{mm} = 2\text{m}$
- What is the area of a square of side length 20cm ?

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 1. \quad \boxed{6} \boxed{0} \boxed{4} \boxed{} \boxed{8} \boxed{1} \boxed{} \\
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 4. \quad \boxed{8} \boxed{1} \boxed{} \boxed{1} \boxed{} \boxed{1} \boxed{7} \\
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 5. \quad \boxed{6} \boxed{8} \boxed{} \boxed{} \boxed{3} \boxed{4} \boxed{5} \\
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 6. \quad \boxed{7} \boxed{3} \boxed{} \boxed{1} \boxed{1} \boxed{} \boxed{9} \\
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 7. \quad \boxed{6} \boxed{} \boxed{7} \boxed{9} \boxed{0} \boxed{1} \boxed{} \\
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 8. \quad \boxed{9} \boxed{0} \boxed{9} \boxed{} \boxed{9} \boxed{} \boxed{8} \\
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- Conduct a shape investigation from your own home! Go through each room in your house methodically and find as many 2D and 3D shapes as possible. List these and see which shape is in your house the most! For a real challenge try to find shapes that are within shapes too. Note these down!
- Become a MMM Machine! Mean, Median and Mode are very important in order to understand data. Create a set of data with 20 different values, such as a month of the

year and the temperature each day in that month. Find the mean, median and mode of this data. For a real challenge, make sure the mean is a decimal number!

'Other' Tasks:

RE: Talk about the phrase 'that's not fair'. Discuss what it means and why it upsets people when something unfair happens? Explain how fairness is about everyone having an equal share of something or being treated exactly the same.

For instance, fairness would mean giving each person the same sized slice of cake, even if they have already had one. Justice is more than fairness. Justice might mean taking into consideration whether one person has had nothing else to eat that day and giving them a bigger slice of cake than someone who has just had dinner. Being just does not always mean being fair.

Ask the children to think of a time when they have been treated unfairly and jot it down on wipe boards or paper. Ask them to consider if the incident they thought of was unjust or just and why.

Discuss with the children using the following questions.

SOME KEY QUESTIONS

- Q How and by whom were you treated unfairly/unjustly?
- Q Why do you think it happened?
- Q How did the unfairness/injustice make you feel?
- Q What could the person have done differently to make the incident fair/just for you?
- Q Why do you think it is important to consider what is good for other people?

Explain that CAFOD, the Catholic Agency for Overseas Development, works to help stop injustice and unfairness around the world (globally) and to build a world which is a just and good place for everyone to live.

ACTIVITY

Play the Banana Split game – this game draws out issues of fairness and injustice and shows the reality of “who gets what” from the sale of bananas.

After the activity, discuss with the children the following questions:

- Q Was the situation fair? Why? Why not?
- Q Was the situation just? Why? Why not?
- Q Why do you think injustice and unfairness exist in the world?
- Q How did you feel about the situation/role you were in?
- Q How will your feelings affect your behaviour in the future?
- Q In what ways could the situation be improved, in order to have a more fair and just world for the good of all?

As an additional activity, you could play the *World Value* auction activity (available on the CAFOD website cafod.org.uk/comeandsee).

REFLECTION ON SIGNIFICANCE

'Treat other people as you would like to be treated yourself...'

How does this sentence make you feel?

Why is it important to treat everyone with justice?

What can I do to act justly and fairly at school and at home?

How do I need to change?

Geography/History: The Mayan people were very focussed on pleasing their gods. They had lots of different gods for many different areas of their lives. Research 'Mayan gods' and find your favourite looking god. Create an information leaflet on this god and draw a diagram of him/her. These look very unusual so you have artistic licence to add or leave bits out as you see fit!

Science: When you exercise your pulse picks up drastically and your body burns fat quicker. Think of five ways of exercising and complete two minutes of each each day, counting your heart rate for one minute afterwards. Make a note of this every day using a tally chart. Create a bar chart/line graph at the end of the week to show how your heart rate differs between each event. This way we will be able to see which activities you find the easiest and which you find the hardest!

PSHE:

Starting a new academic year is a time for you to say farewell to current teachers and classmates and hello to many new faces. It is important for you to cherish your favourite memories at St Peter's. Create a drawing or art piece of your special memory and email these into us. You may choose to draw a favourite lesson, a funny moment with friends, a school trip, your favourite teacher or some you were proud of.

Art: The Eiffel Tower is a national symbol of France and brings in millions of tourists to the country each year. Research in books and online what the Eiffel Tower looks like in both day and night time. Recreate a famous Eiffel Tower picture putting your own twist on it. You can use colours or cuttings to decorate your very own Eiffel Tower. Go to BBC Bitesize for ideas!

French: After you have completed your Art task and it looks suitably amazing, research this enormous monument more and find ten words or phrases that describe it. When you have found these words or phrases add these to your artwork for this week. Again, check BBC Bitesize for ideas of how this could look.

Computing: Complete the "ToDo" tasks set on purple mash.

PE: Tune in at 9am every day for Joe Wicks' daily P.E. lesson. Do this later in the day if you can't make it at 9am. Tune in to Mr Russell's Instagram page on Monday, Wednesday and Friday.

Suggested websites

PurpleMash (Logins in Home Learning Books)

Mathletics (Logins in Home Learning Books)

Twinkl (Free Resources available)

YouTube: Cosmic Kids, Just Dance, Kidz Bop

BBC Bitesize

Horrible Histories

Oxford Owl

Oak National Academy

Remember to ask your parents to email us your work! We would love to see what you have been up to! We really miss you. Stay safe.