

Year 6 Weekly Homework Week 4

Rights Respecting Articles: Article 3 - *The best interests of the child must be a top priority in all decisions and actions that affect children*

Article 38 (war and armed conflicts) - *Governments must do everything they can to protect and care for children affected by war and armed conflicts.*

Global Goal 4- Good Health & Wellbeing

MATHS

Times Tables 1-12

<https://www.timestables.co.uk/>

<https://mrnussbaum.com/speed-math-online-game>

DC

[Maths Games](#)

Maths: Osik's Set

Monday: [Describe a sequence https://vimeo.com/452511896](https://vimeo.com/452511896)

Tuesday: [Continuing linear and non Linear sequences](#)

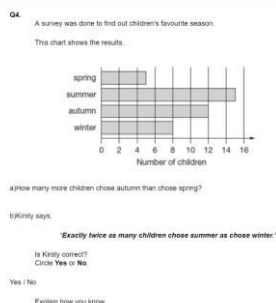
Wednesday: [Finding the formula for a linear sequence](#)

Thursday: [To use the nth term to find a term in a sequence](#)

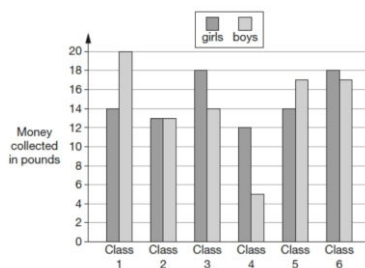
Friday: [To use the nth term to find if a number is within a sequence](#)

Maths: Helen's set

Monday - To interpret bar charts. Use our skills and knowledge about reading scales from last week to interpret the data in bar charts.



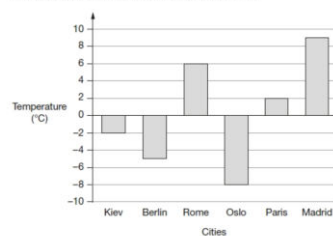
Q5. Six classes at Windward Primary School collected some money. The chart shows how much money the boys and girls collected.



a) In Class 4, how much more money did the girls collect than the boys?

b) How many classes collected more than £30?

Q6. Greater Depth This graph shows the temperature in six cities on one day in January.



a) Which city was 4 degrees warmer than Kiev?

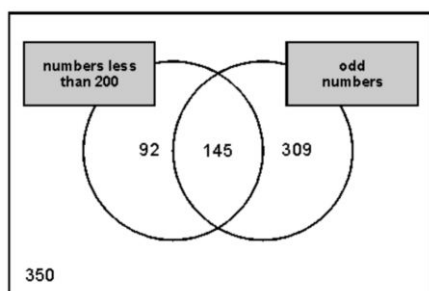
b) What was the difference between the temperature in Oslo and the temperature in Berlin?

Tuesday - To interpret venn diagrams. You will also need to remember what factors and multiples are to be able to complete these questions. We have learned about this in Maths before so if you are not sure then look in your CGP book.

Q3. Write these numbers in the correct places on the Venn diagram.

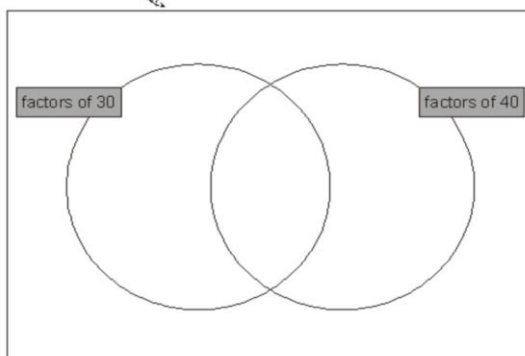
Some numbers are already placed.

99 170 221



Q4. Write these numbers in the correct places on the diagram.

5 6 7 8

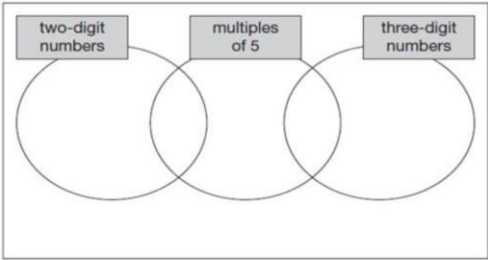


Q5 Greater Depth

Here is a diagram for sorting numbers.

Write **each** number in its correct place on the diagram.

2 20 201 2000



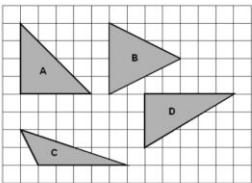
Wednesday - To interpret carroll diagrams. You will also need to remember what quadrilaterals, regular shapes and irregular shapes, right angles, obtuse angles and acute angles are to be able to complete these questions. If you are not sure then look in your CGP book.

Q3. Here is a diagram for sorting numbers.

Write **one** number in each white section of the diagram.

	less than 1000	1000 or more
multiples of 20		
not multiples of 20		

Q5. Here are four triangles drawn on a square grid.



Write the letter for each triangle in the correct region of the sorting diagram.

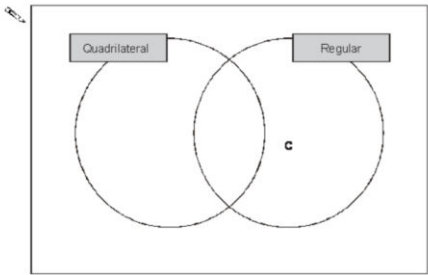
One has been done for you.

	has a right angle	has an obtuse angle	has 3 acute angles
is isosceles	A		
is not isosceles			

Thursday- To interpret charts and graphs - Use our skills and knowledge about reading scales from last week to interpret a mixture of charts of graphs which have been studied in the data handling unit. These examples are unusual and different to the ones that have already been covered but involve the same skills and knowledge to interpret them.

	Regular	Not regular
Quadrilateral	A	B
Not a quadrilateral	C	D

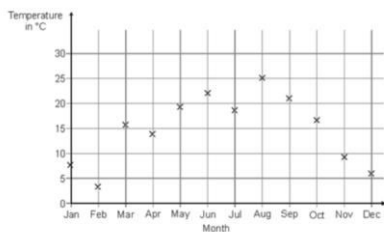
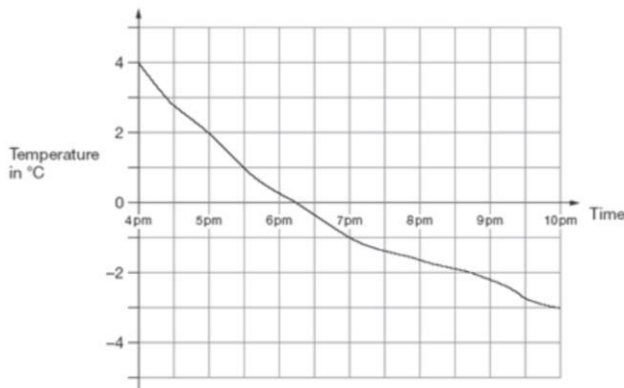
Use this information to write the letters A, B and D in the Venn diagram below



Q4. This graph shows the outside temperature from 4pm to 10pm of a day in winter.

Q2. Abbie takes the temperature outside at midday on the first day of each month.

The graph shows her results from January to December.



How many months on the graph show a temperature between 10°C and 20°C? At what time was the temperature -2°C?

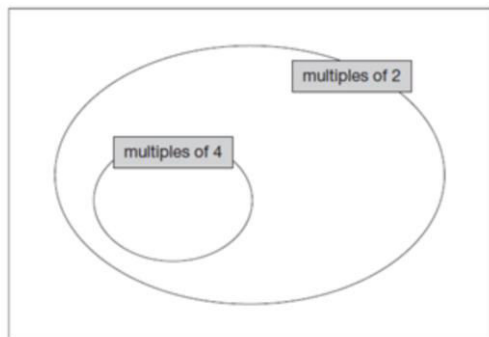
Find the difference in temperature shown on the graph between July and August.

How many degrees did the temperature drop from 5pm to 7pm?

Q5. Here is a Venn diagram for sorting numbers.

Write each number in its correct place on the diagram.

0 11 12 13

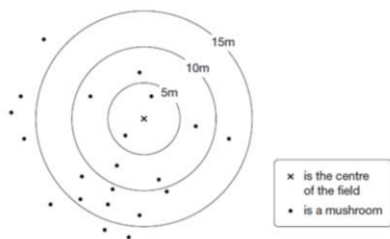


Friday - To interpret charts and graphs - carrying on from the work yesterday. Use our skills and knowledge about reading scales from last week to interpret a mixture of charts and graphs which have been studied in the data handling unit. These examples are unusual and different to the ones that have already been covered but involve the same skills and knowledge to interpret them.

Qu 7. Here is a diagram for sorting numbers.

Q6. Class 6 did a survey of mushrooms growing in a field.

The diagram shows the distances of mushrooms from the centre of the field.



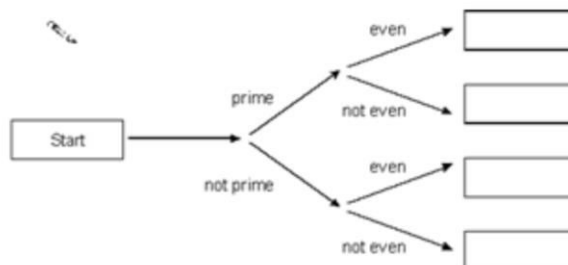
How many mushrooms were more than 10 metres from the centre?

What **fraction** of the mushrooms were less than 10 metres from the centre?

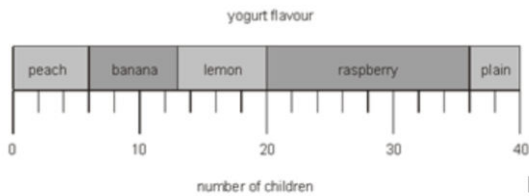
Write these three numbers in the correct boxes.

You may not need to use all of the boxes.

9 17 20



Qu8 40 children each chose their favourite flavour of yogurt. This chart shows the results.



How many children chose **lemon** yogurt?

How many more children chose **raspberry** than **plain** yogurt?

Maths: Asma's set

Monday: <https://classroom.thenational.academy/lessons/improper-fractions-part-1-c4tkac>

Tuesday : <https://classroom.thenational.academy/lessons/improper-fractions-part-2-64upad>

Wednesday: <https://classroom.thenational.academy/lessons/fractions-problem-solving-c9k38d>

Thursday: **Multiplying Fractions**

<https://www.youtube.com/watch?v=V3sW3wtUuYc> - Watch the video then complete the calculations below

1. $\frac{3}{4} \times \frac{1}{4} =$

2. $\frac{2}{3} \times \frac{1}{3} =$

3. $\frac{1}{5} \times \frac{2}{5} =$

4. $\frac{4}{9} \times \frac{5}{9} =$

5. $\frac{4}{6} \times \frac{3}{6} =$

Friday: **Multiplying fractions**

1. $1 \frac{3}{8} \times \frac{1}{2} =$

2. $\frac{1}{2} \times 2 \frac{2}{6} =$

3. $\frac{1}{2} \times 3 \frac{1}{3} =$

4. $\frac{1}{4} \times 4 \frac{1}{7} =$

5. $4 \frac{2}{3} \times \frac{1}{4} =$

Amena's set Maths

<https://classroom.thenational.academy/units/place-value-00b7>

LITERACY

Spelling

official special artificial partial confidential essential initial financial commercial provincial

Monday - to retrieve key information from the text. We will be reading a poem called ‘Spinner’ and answering questions about it like last week.



SPINNER

Secret and swift,
Light and small,
The Spinner rakes my garden
Wall to wall,
For shadowed caves between the stones
And leafy holes within the hedge,
A guttering tunnel, dark and damp,
An empty pot on a window ledge.
Each greyish, brownish, blackish place
Is laced with threads too fine to see
'I have my secrets,' Spinner says
And waits, expectantly.

Cold dark comes,
Frost lies white,
Thickens over my garden
Until the night
Thins
And day begins.

Suddenly under the primrose sun
Spinner's secrets known.
Every webbed and shadowed place,
Beautiful with diamond lace
Is shown.

Owen Durn

1. What is the spinner?
2. 'is laced with threads too fine to see'
What do you think these threads are?
3. What time of day does the spinner do its work?
4. What time of day is the spinner's work first discovered?
5. 'diamond lace'
What do you think this is?

Answer the following questions

1. What creature is this poem about?

2. Look at verse 1.

What sorts of places does the Spinner look for?

3. Look at verse 2.

What two changes take place that give the Spinner's secrets away?

1. _____
2. _____

4. The last line of the poem is: **Is shown**.

What would you see if you were there?

- 5 Find five words to do with darkness in the first verse of the poem.

1. _____
2. _____
3. _____
4. _____
5. _____

Tuesday - to retrieve key information from the text. We will continue to answer questions about the poem called ‘Spinner’ from yesterday’s lesson.

6. ...beautiful with diamond lace. (verse 3)

What does the word diamond tell you about the webs?

7. The second verse of the poem is different from the first and third verses.

Write down one main way in which it is different.

8. What are the main contrasts the poet makes in the first and third parts of the poem?

9. In the second part of the poem we read:

... the night Thins

Explain what these words mean and why you think the poet chose the word (3 marks)

Use the PEE model for this question.

Point - I think ...

Evidence - The evidence suggests that ...

Explanation - The tells me that ...

Wednesday - to retrieve key information from the text. We will be reading a poem called 'My Shadow' and answering questions.

My Shadow By Robert Louis Stevenson

I have a little shadow that goes in and out with me And
what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow Not at
all like proper children, which is always very slow For he
sometimes shoots up taller like an india rubber ball, And he
sometimes gets so little that there's none of him at all

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see, I'd
think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up, I
rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head, Had
stayed at home behind me and was fast asleep in bed.

Questions:

1. Who is 'he' in the poem?
2. What do we call the device we use to give human characteristics to something that isn't human?
 - a. Simile
 - b. Metaphor
 - c. Personification
 - d. Ellipsis
3. How many rhyming couplets are there in the poem?
Give one example to backup your answer.
4. Does the language in the poem tell us that this is an old or modern poem?
Give one example to backup your answer.
5. In the final verse, why had the shadow 'stayed at home'
 - a. His shadow went to bed late the night before.
 - b. His shadow doesn't like buttercups.
 - c. His shadow is too lazy to get up.
 - d. The sun wasn't up so the narrator wouldn't be able to see their shadow.

Thursday - to retrieve key information from the text. We will answer more questions about the poem from yesterday called 'My Shadow' and.

1. Why is the way the shadow grows 'not at all like proper children'?
2. Use the text to explain what a coward is.
3. Who does the boy mean when using the word 'nursie'?
4. In the final verse, which line gives the scientific reason as to why the boy can't see his shadow when he goes outside? Explain your choice. (PEE model)
5. What does the word 'notion' mean on line 5?

Friday - Big Writing - to edit a diary entry from the point of view of Rose Blanche. Look at the diary entry that you wrote last week in Big Writing. Use the success criteria to edit your diary.

SC:

1. first person
2. past tense
3. informal/chatty style
4. modal verbs
5. noun towers
6. sentence types

Literacy- Osik's set

Monday - to retrieve key information from the text. We will be reading a poem called 'Giants' and answering questions about it like last week. [Giants Lesson 1](#)

Tuesday - to retrieve key information from the text. We will be reading a poem called 'Giants' and answering questions about it like last week. [Giants Lesson 2](#)

Wednesday - to retrieve key information from the text. We will be reading a poem called 'The Evacuee' and answering questions about it like last week. [The Evacuee](#)

Thursday - to retrieve key information from the text. We will be reading a poem called 'The evacuee' and answering questions about it like last week. [The Evacuee](#)

Friday - Big Writing - to edit a diary entry from the point of view of Rose Blanche. Look at the diary entry that you wrote last week in Big Writing. Use the success criteria to edit your diary.

Literacy Asma's set

Monday:

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe;
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

Annotate the poem:

What is the rhyming pattern?

What is the theme?

Is the poet for or against the war? Use evidence from the poem to support your answer.

Tuesday: To analyse and compare

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe;
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

Wednesday:

LI: to read and analyse

The Listeners by Walter De La Mare

'Is there anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head
And he smote upon the door again a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.
But only a host of phantom listeners
That dwelt in the lone house then
Stood listening in the quiet of the moonlight
To that voice from the world of men:
Stood thronging the faint moonbeams on the dark stair,
That goes down to the empty hall,
Harkening in an air stirred and shaken
By the lonely Traveller's call.
And he felt in his heart their strangeness,
Their stillness answering his cry,
While his horse moved, cropping the dark turf,
'Neath the starred and leafy sky;
For he suddenly smote on the door, even
Louder, and lifted his head:-
'Tell them I came, and no one answered,
That I kept my word,' he said.
Never the least stir made the listeners,
Though every word he spake
Fell echoing through the shadowiness of the still house
From the one man left awake:
Ay, they heard his foot upon the stirrup,
And the sound of iron on stone,
And how the silence surged softly backward,
When the plunging hoofs were gone.

The Drum (John Scott)

I hate that drum's discordant sound,
Parading round, and round, and round:
To thoughtless youth it pleasure yields,
And lures from cities and from fields,
To sell their liberty for charms
Of tawdry lace and glitt'ring arms;

When Ambition's voice commands,
To die and fall in foreign lands.

that drum's discordant sound,
ing round, and round, and round:
it talks of ravaged plains,
rning towns and ruin'd swains,
ngled limbs, and dying groans,
dow's tears, and orphans moans,
that Misery's hand bestows,
a catalogue of woes.

What is the theme of the poem?

Where is the setting?

What is the rhyming pattern?

Find 2 examples of alliteration

Find an example of a metaphor

Thursday:

LI: to summarise

Re- read the poem 'The Listener' and summarise the main events of the poem.

Then answer the following: Which of the poems you have read over the last two weeks is your favourite and why? Support your answer with evidence from the text.

Friday:

LI: to edit our Rose Blanche story

Edit and improve your writing from last week. Use the following S/C

SC:

1) first person, past tense and informal/chatty

2) modal verbs - surely, must, perhaps, ought to etc.

3) precise adjectives and expanded noun phrases

4) use sentence types e.g. de:de; emotion word, comma;

5) Some; others; short sentences for effect; question tags (...isn't it?)

6) sentence openers - ly, -ed, -ing, As..., When..., Despite, Although...

7) use !, ? " " : ;

8) extension: senses - feel, hear, see, smell

SPaG: Helen's Set

Monday - contractions - write the contracted forms of words such as should not - shouldn't or I have - I've.

Write the contracted forms of these words.

- | | |
|---------------|---------------|
| 1. cannot | 8. she will |
| 2. should not | 9. he will |
| 3. have not | 10. they will |
| 4. are not | 11. I will |
| 5. do not | |
| 6. did not | |
| 7. shall not | |

Tuesday - word classes

Identify the following words in the sentences below:

verb (v)
noun (n)
adjective (a)
adverb (adv)
preposition (p)

1. I shivered as the cold breeze went inside my coat.
2. The aeroplane sped noisily down the long runway.
3. Young children played happily beside the old swings.

Wednesday - there, their or they're

Add the correct word to each sentence - there, their or they're.

1. Look over _____ at the park.
2. The children put on _____ coats before playtime.
3. I wonder what _____ having for lunch.
4. Smiles lit up _____ faces.
5. _____ are thirteen children in the group.
6. _____ listening to music on the radio.

Thursday - questions

Write a question which would go with these answers.

1. I like to play football.
2. Today it is very sunny.
3. We are having pasta for lunch.

Friday - apply the SPaG which has been taught so far to Big Writing.

SPaG: Osik's Set

Monday: coordinating and subordinating conjunctions

Tuesday: Write questions to the given responses.

Wednesday: pronouns

Thursday: plurals

Friday: Apply all your skills through Big Writing.

SPaG: Asma's Set

Monday: homonyms

Tuesday: antonyms and Synonyms

Wednesday: apostrophes for contraction and possession

Thursday: Questions, statements or commands

Friday: Application of this weeks SPaG to use in Big write edit

Reading <https://classroom.thenational.academy/units/reading-for-pleasure-82f2>

Amena's Set LITERACY

<https://classroom.thenational.academy/units/honey-and-trouble-character-23fa>

Reading

<https://www.storylineonline.net/>

<https://stories.audible.com/discovery>

<https://classroom.thenational.academy/units/hidden-depths-exploring-the-deep-by-chloe-rodes-f720>

Science

LI: To recognise reflection and how can we use it?

<https://classroom.thenational.academy/lessons/what-is-reflection-and-how-can-we-use-it-6mt3gd?step=2&activity=video>

History

LI: Use grid references

These are the three types
of contact you may receive.
Prepare yourself - T

Secret communication

Live drop

This is a risk because it involves meeting in person, and it has to be so brief that even the most watchful enemy agent won't notice it. The package needs to be passed between agents as they walk past each other. It's known as "brush contact". Timing is vital, as is a crowded place like a station or a busy shopping street to offer cover. The potential for error is high, so make sure you practise!



<https://www.youtube.com/watch?v=xF7YAwG3Q8s> Watch the video on coordinates then find the coordinates below

Railway
Grant Park
Forres Golf Club
Raysvale Park
Leachcoil Hospital



DT/Art

<https://www.youtube.com/watch?v=CWvazSz-Eos>

Watch the video and create your own periscope. Make sure it is bright and bold.

Music

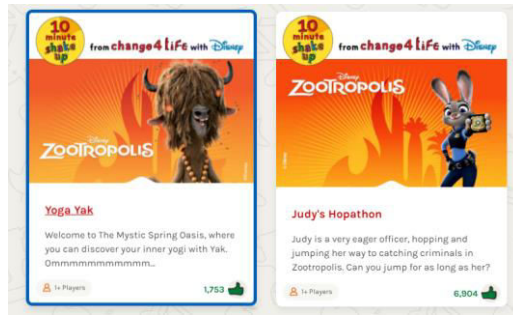
<https://towerhamlets.box.com/s/ugyccnoug70ntg8ivplwyrvmnz9iaab>

RE

LI: to understand Humanist beliefs about life and death

<https://classroom.thenational.academy/lessons/what-do-humanists-believe-about-life-and-death-6cvkjc>

PE 10 minute shake up



BADU BOOTCAMP CHALLENGE

https://www.eventbrite.co.uk/x/badu-bootcamp-tickets-137274191803?aff=odeimcmailchimp&mc_eid=d3066a3217&mc_cid=c4d745a022