Year 6 Weekly Homework Week 6

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 **DC**

https://www.timestables.co.uk/l Maths Games

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

Maths: Osik's Set

Monday: Find pair of values RS
Tuesday: Solve Equations RS
Wednesday: To express missing number problems algebraically RS
Thursday: To express and solve a missing number problem algebraically RS
Friday: To assess knowledge of algebra

Maths: Helen's set

Monday - **Solve problems involving the relative size of two quantities (Part 1)**
https://classroom.thenational.academy/lessons/solve-problems-involving-the-relative-size-of-two-quantities-part-1-68r6ac

Tuesday - **Solve problems involving the relative size of two quantities (Part 2)**
https://classroom.thenational.academy/lessons/solve-problems-involving-the-relative-size-of-two-quantities-part-2-61k68d

Wednesday - **Solve problems involving ratio**
https://classroom.thenational.academy/lessons/ratio-problems-c5hk4r

Thursday- **Find the value of missing angles**
https://classroom.thenational.academy/lessons/find-the-value-of-missing-angles-6cr3je

Friday - **Compare and classify triangles**
https://classroom.thenational.academy/lessons/compare-and-classify-triangles-6mu6at

Maths: Asma's set

Monday: https://classroom.thenational.academy/lessons/fractions-divide-a-proper-fraction-by-an-integer-6tjkgd

Tuesday: https://classroom.thenational.academy/lessons/fractions-multiply-and-divide-with-improper-fractions-74tk8c
Wednesday: https://classroom.thenational.academy/lessons/fractions-solve-fraction-problems-with-the-four-operations-cgrk0d

Thursday: https://classroom.thenational.academy/lessons/fractions-multiply-and-divide-with-improper-fractions-74tk8c

Friday: https://classroom.thenational.academy/lessons/fractions-and-decimals-70tp4c

Amena's set Maths

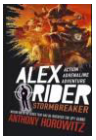
https://classroom.thenational.academy/units/shape-and-patterns-8ccf

LITERACY

Spelling

official special artificial partial confidential essential initial financial commercial provincial

Literacy- Helen's Set - Spy Story: Stormbreaker



Monday - LI: To use show not tell in a story

Today write the first section of your Stormbreaker story using your plan. Use 'show not tell' to describe how Alex Rider is feeling during this scene. You can use the word bank below to help you and remember to include all of the sentence types that we have been learning:

Vocabulary for the Junkyard	**Vocabulary for Chapter**
trough claw - arcade game compact compacted compressed crusher smash collapse squashed cemetery coffin buried Deforest destroyed shattered extinct huge metal fingers chopped Annihilated	deliberately metallic plain to see. grinding scrabbling shattering relentlessly piston fractured yanked jerked swung
the metal felt cold the roof buckled Three huge metal fingers tore through the skin of the car ... like a fork through eggshell ..the car was yanked off the	

Ly opener

Fronted adverbial

Noun, who/which/where

Complex sentence

Emotion word, comma

Short sentence

Rhetorical question

2A sentence

SC: Stormbreaker
1.Person
2.Tense
4.Modal verbs
7.Show not tell
8.Cohesion between paragraphs
9.Sentence types

Tuesday - LI: To use similes when writing a story

Today write the second section of your Stormbreaker story using your plan - the crane scene. Use similes to describe what is happening during this scene. You can use the word bank below to help you and remember to include all of the sentence types that we have been learning:

Vocabulary for the Junkyard	Vocabulary for Chapter
trough claw - arcade game compact compacted compressed crusher smash collapse squashed cemetery coffin buried Deforest destroyed shattered extinct huge metal fingers chopped Annihilated	deliberately metallic plain to see. grinding scrabbling shattering relentlessly piston fractured yanked jerked swung
the metal felt cold the roof buckled Three huge metal fingers tore through the skin of the car ... like a fork through eggshell ..the car was yanked off the	

Ly opener

Fronted adverbial

Noun, who/which/where

Complex sentence

Emotion word, comma

Short sentence

Rhetorical question

2A sentence

SC: The crane paragraph

1. Tense
2. Person
3. Similes
4. Modal verbs
5. Show not tell - how is he feeling?
6. What can you see?
7. Sentence types

Wednesday - LI: To use sentence types when writing a story

Today write the third section of your Stormbreaker story using your plan - the crusher scene. Use the new sentence type 'Sound! Clause' and short sentences in your writing. An example of a Sound! Clause sentence is : **Crash! The teeth of the crusher bit into the car.**

You can use the word bank below to help you and remember to include all of the sentence types that we have been learning:

Vocabulary for the Junkyard	Vocabulary for Chapter
trough claw - arcade game compact compacted compressed crusher smash collapse squashed cemetery coffin buried Deforest destroyed shattered extinct huge metal fingers chopped Annihilated	deliberately metallic plain to see. grinding scrabbling shattering relentlessly piston fractured yanked jerked swung
the metal felt cold the roof buckled Three huge metal fingers tore through the skin of the car ... like a fork through eggshell ..the car was yanked off the	

Sentence types:

Noun, who/which/where

Complex sentence - including if

Emotion word, comma

2A sentence

-ly opener

Fronted Adverbial

Short sentence

Rhetorical question

Sound! Clause

SC: The Crusher Paragraph

1. Person
2. Tense
3. Modal verbs
4. Show not tell - how is he feeling?
5. What can he see?
6. Personification
7. Simile

8. Sentence types:

Thursday - LI: To use show not tell in a story

Today write the final section of your Stormbreaker story using your plan - the ejector seat scene. Use 'show not tell' to describe how Alex Rider is feeling during this scene. You can use the word bank below to help you and remember to include all of the sentence types that we have been learning:

Vocabulary for the Junkyard	Vocabulary for Chapter
trough claw - arcade game compact compacted compressed crusher smash collapse squashed cemetery coffin buried Deforest destroyed shattered extinct huge metal fingers chopped Annihilated	deliberately metallic plain to see. grinding scrabbling shattering relentlessly piston fractured yanked jerked swung
the metal felt cold the roof buckled Three huge metal fingers tore through the skin of the car ... like a fork through eggshell ..the car was yanked off the	

Sentence types:

Noun, who/which/where

Complex sentence - including if

Emotion word, comma

2A sentence

-ly opener

Fronted Adverbial

Short sentence

Rhetorical question

Sound! Clause

SC: The Ejector Seat Scene

1. Person
2. Tense
3. Modal verbs
4. Show not tell - how is he feeling?
5. What can he see?
6. Personification
7. Simile
8. Sentence types:

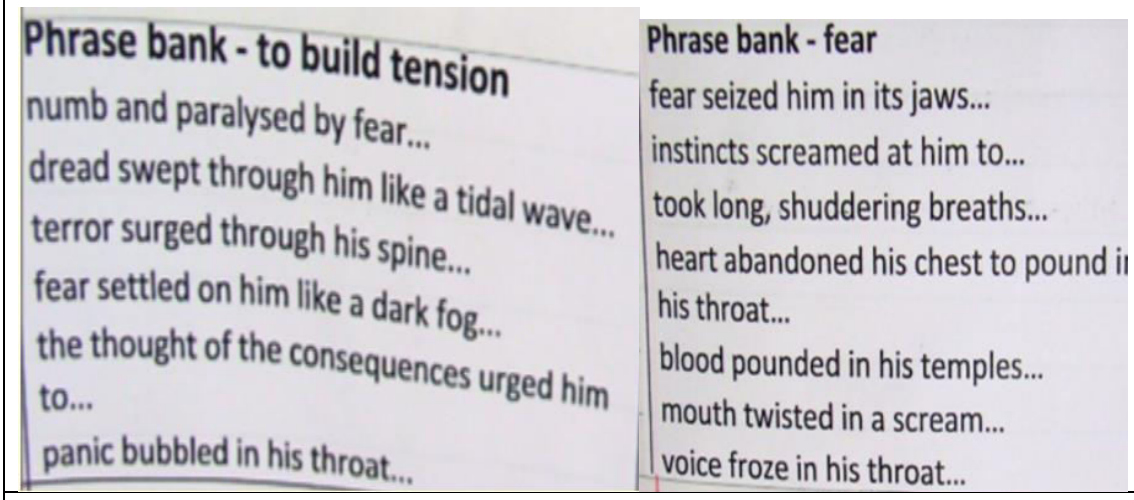
Friday - To edit using dialogue to move action on

Look at your Big Writing form last week. Use the success criteria to edit and improve your work.

Success Criteria:

1. Tense - past
2. Person - third
3. Dialogue
4. Show not tell
5. Sentence types

Use show not tell

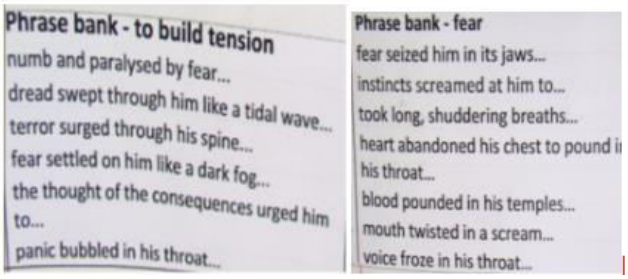


Literacy- Osik's set

Monday: RD Slides
Tuesday: RD Slides
Wednesday: RD Slides
Thursday: RD Slides
Friday: To edit using dialogue to move action on

Look at your Big Writing form last week. Use the success criteria to edit and improve your work.

Task: write a conversation that takes place between the characters.
What would be said and where?
Use action and dialogue to move the story on.
What do the characters look like, what actions take place, facial expressions etc ?
Use show not tell



Literacy Asma's set

Monday: to use show not tell to build tension in a story

Story parts			
1. Footsteps coming closer; dog charging at Alex; jumping into car thinking he is safe	2. Crane crushing through roof and yanking the car off the ground	3. Being dropped into the crusher and trying to escape	4. Ejecting himself from the car; thinking he's safe; meeting new villain

Word bank

dismantle crane claw recycle scrap metal
headlights blinkers taillights seats mirrors
hubcaps crusher body shell damage dirt
debris diesel metallic engines grinding

SC
1. appropriate detail
2. precise language
Modal verbs (should, would, could, etc)
3. fronted adverbials (All of a sudden, Out of nowhere, At that moment, Without warning...)
4. sentence types: short sentence for effect, ellipsis, rhetorical question
5.Simlies/ metaphor
6. show not tell

Write Scene one of the Stormbreaker story using your plan. Use short sentences, precise verbs/ nouns and adverbs, show not tell to your description. Also include dialogue in your writing

Tuesday: LI: to build tension in a story using show not tell

Today write the second section of your Stormbreaker story using your plan - the crane scene. Use ellipses, short sentences, fronted adverbials to describe what is happening during this scene. You can use the word bank. Remember to include all of the sentence types that we have been learning. Use precise language and ensure descriptions are specific.

Phrase bank - fear
fear seized him in its jaws…
instincts screamed at him to…
took long, shuddering breaths…
heart abandoned his chest to pound in his throat…
blood pounded in his temples…
mouth twisted in a scream…
voice froze in his throat…

SC
1. appropriate detail using precise language (word bank, thesaurus)
2. sentence openers (adverbials, -ly, -ing, -ed, As, When...)
3. sentence types: short sentence for effect, ellipsis, De:de
4. show not tell (phrase bank)
5. metaphor/simile/personification
6. punctuation ; - ! ?

Wednesday:

LI: to build tension in a story

Today write the third section of your Stormbreaker story using your plan. Describe the motion of the crane, how Alex feels, what the crane does etc - Use de:de, expanded nouns, fronted adverbials, 'Sound! Clause' and short sentences in your writing. Ensure you use a variety of punctuation in your writing (: ; ! - () , .)

Phrase bank - fear
fear seized him in its jaws…
instincts screamed at him to…
took long, shuddering breaths…
heart abandoned his chest to pound in his throat…
blood pounded in his temples…

mouth twisted in a scream…
voice froze in his throat…

SC
1. appropriate detail using precise language (word bank, thesaurus)
2. sentence openers (adverbials, -ly, -ing, -ed, As, When...)
3. sentence types: short sentence for effect, ellipsis, De:de
4. show not tell (phrase bank)
5. metaphor/simile/personification
6. punctuation ; - ! ?

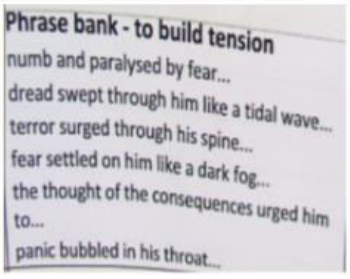
Thursday: to use show not tell to write a story
Today write the final section of your Stormbreaker story using your plan - the ejector seat scene. Use 'show not tell' to describe how Alex Rider is feeling during this scene.

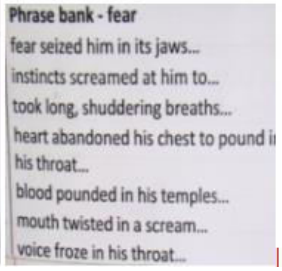
Phrase bank (show not tell)
panting heavily
everything was a blur
flicker of hope ignited in his body
uttered a shriek of terror
let out a sigh of relief
body felt sore with bruises
fear pumped through his veins
fear swelled up in his chest

SC
1. show not tell (feelings)
2. adverbials
3. short sentences for effect
4. ? !
5. metaphor/simile/personification

Friday:
To edit using dialogue to move action on
Look at your Big Writing form last week. Use the success criteria to edit and improve your work.

Task: write a conversation that takes place between the characters.
What would be said and where?
Use action and dialogue to move the story on.
What do the characters look like, what actions take place, facial expressions etc ?
Use show not tell





SPaG: Helen's Set

Monday - punctuation

Add the correct punctuation to these sentences.

1. Terrified Alex hid behind the silver BMW
2. Suddenly he heard voice coming from inside the shed
3. Alex who was shocked to find his uncle's car crouched down so that he could not be seen
4. Within seconds of him hiding two men appeared
5. Why was his uncle's car here
6. Without hesitation he dived into the car

Tuesday - similes

Similes are used to compare using as or like. An example from our Stormbreaker story is: Three huge metal fingers tore through the skin of the car like a fork through eggshell.

Complete these similes.

The metal claw punctured the roof like ...

His heart pounded like ...

Alex slid down in his seat like ...

His legs froze like ...

His stomach lurched like ...

The sound of metal grinding was as --- as ----

Wednesday - Sound! Clause sentences

An example of a Sound! Clause sentence is : **Crash! The teeth of the crusher bit into the car.**
Now find the Sound! Clause sentence in the paragraph below.

Crash! The car was dropped into the sinister, snickering crusher. Alex kicked the door repeatedly trying to escape, hoping the door would swing open…
But it didn't. Alex was running out of time as the crusher was hungrily closing its teeth to devour the car. Suddenly, Alex accidentally triggered the LED screen; it took him one second to figure out what to do.

Think of other words that you could use as the sound in a Sound! Clause sentence. Write two Sound! Clause sentences.

Thursday - mixed questions

1. **Match each punctuation mark to the correct sentence.**

. ? !

a. Get out of the house
b. Where are my trainers
c. It is half past ten in the morning

2. Highlight the adverb in this sentence.

I've never seen a racing car that can grow wings and fly away.

3. Add punctuation to the sentence below so that it is correct.

The teacher asked his pupils Is Marcus ill today

Friday - apply the SPaG that has been taught to your Big Writing.

SPaG: Osik's Set

Monday: punctuation

Tuesday: adverbials/similes
Wednesday: Sound! Clause sentences
Thursday: modal verbs
Friday: Apply all your skills through Big Writing.

SPaG: Asma's Set

Monday: https://classroom.thenational.academy/lessons/to-explore-using-the-simple-past-present-and-future-tense-c5h32d

Tuesday:

Modal Verbs

Activity One:

Identify the modal verb in each sentence below.

1) Steve could get some chicken.

2) Aaron ought to go home.

3) Barry won't be having chips tonight.

4) Harry may go to the cinema later.

Activity Two:

Rewrite each sentence, changing the modal verb so that the possibility/ probability in the sentence is different.

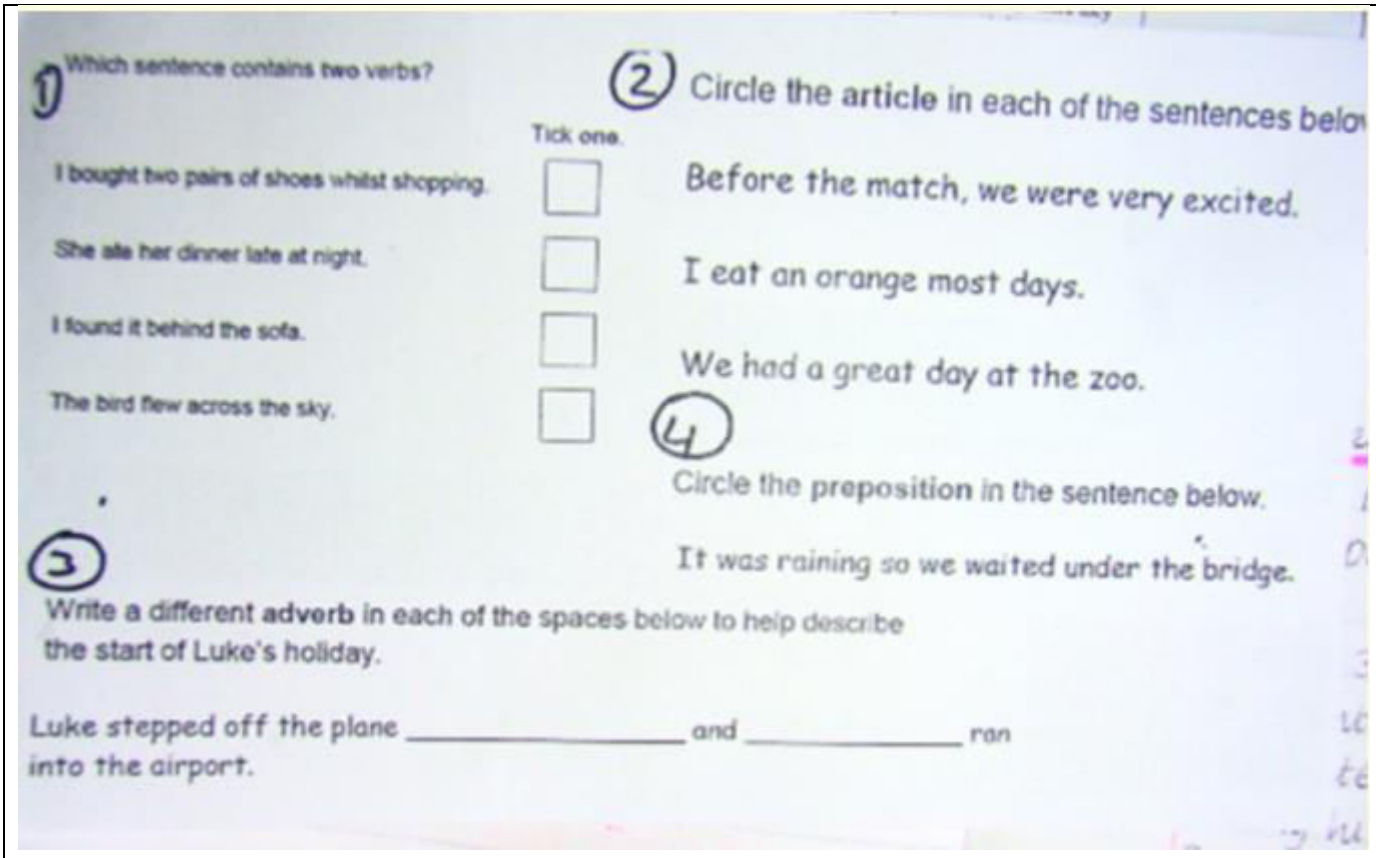
1) Steve could get some chicken.

2) Aaron ought to go home.

3) Barry won't be having chips tonight.

4) Harry may go to the cinema later.

Wednesday:



1 Which sentence contains two verbs?

Tick one.

I bought two pairs of shoes whilst shopping. ☐

She ate her dinner late at night. ☐

I found it behind the sofa. ☐

The bird flew across the sky. ☐

2 Circle the article in each of the sentences belo

Before the match, we were very excited.

I eat an orange most days.

We had a great day at the zoo.

4 Circle the preposition in the sentence below.

It was raining so we waited under the bridge.

3 Write a different **adverb** in each of the spaces below to help describe the start of Luke's holiday.

Luke stepped off the plane _____ and _____ ran into the airport.

Thursday: https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd

Friday: https://classroom.thenational.academy/lessons/to-develop-our-knowledge-of-the-function-of-a-colon-6hjk0t

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

Amena's Set LITERACY

https://classroom.thenational.academy/units/explanation-how-beans-grow-980b

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 understand how we see light

https://classroom.thenational.academy/lessons/how-do-we-see-light-cnk3ac

History

LI: To research important figures in the history of computing using secondary sources.

You will create a presentation on one of these people. You have been provided with a source. If you use any other secondary sources, which you are allowed, ensure they are mentioned within your work. Make sure you

use a range of taught sentence types.

T- Charles Babbage
TT- George Boole
TTT- Ada Lovelace andAlan Turing

Questions to look for:
Who was....?
Early Life
Why is.....important?
Computing facts

Alan Turing: https://classroom.google.com/u/0/w/ODA2MjI4OTM5NzBa/t/all
Charles Babbage: https://classroom.google.com/u/0/w/ODA2MjI4OTM5NzBa/t/all
George Boole: https://classroom.google.com/u/0/w/ODA2MjI4OTM5NzBa/t/all
Ada Lovelace: https://classroom.google.com/u/0/w/ODA2MjI4OTM5NzBa/t/all

You can also use Kidrex: https://www.alarms.org/kidrex/
Kiddle: https://www.kiddle.co/

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.app.box.com/s/xhn0q7358tp11v0zwwah2xvrls0f3b06/file/772025793938

RE

LI: What are Humanist goals for society

https://classroom.thenational.academy/lessons/what-are-humanists-goals-for-society-6mtkjd

PSHE

LI: to express myself

Rachel- Child Mental Health Week video

https://www.loom.com/share/47b1c951a78044219d11cc5ada007ef4

Draw your feelings video

https://www.youtube.com/watch?v=STdJ__8ORyE&feature=youtu.be

Using either 2d paint, Purple Mash or pencils and paper, complete the activity in the

clip above. Once you have completed your picture and have annotated what each colour means to you, complete the SA below.

SA: What did you learn today and what did you do? How easy or difficult was it to think about your feelings and express yourself?

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