

Year 6 Weekly Homework Week 2

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: Mim's Set

Monday: [Name parts of a circle](#)

Tuesday: [To solve practical problems involving circles](#)

Wednesday: [To interpret mean as an average](#)

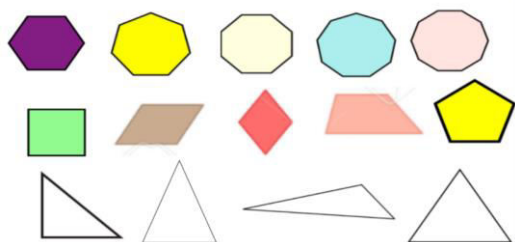
Thursday: [Comparing and classifying 2D shapes](#)

Friday: [To recognise 3D shapes](#)

Maths: Helen's set

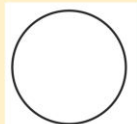
Monday - Understand the properties of 2d shapes

Name these shapes. Identify the properties of these shapes. What can you remember?



This shape is a ...

The properties of this shape are ...
equal sides
parallel sides
perpendicular sides
equal angles



This shape is a ...

The properties of this shape are ...
equal sides
parallel sides
perpendicular sides
equal angles



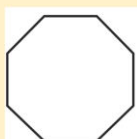
This shape is a ...

The properties of this shape are ...
equal sides
parallel sides
perpendicular sides
equal angles



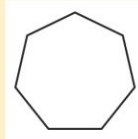
This shape is a ...

The properties of this shape are ...
equal sides
parallel sides
perpendicular sides
equal angles



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The properties of this shape are ...
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parallel sides
perpendicular sides
equal angles



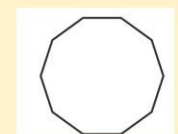
This shape is a ...

The properties of this shape are ...
equal sides
parallel sides
perpendicular sides
equal angles



This shape is a ...

The properties of this shape are ...
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parallel sides
perpendicular sides
equal angles



This shape is a ...

The properties of this shape are ...
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parallel sides
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Tuesday - Compare and classify triangles

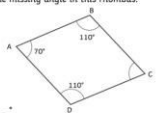
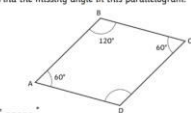
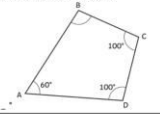
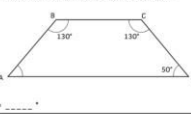
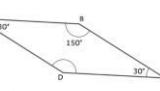
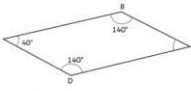
<https://classroom.thenational.academy/lessons/compare-and-classify-triangles-6mu6at>

Wednesday - Compare and classify quadrilaterals

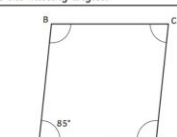
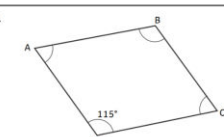
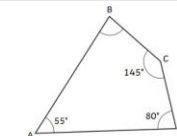
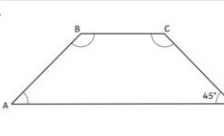
<https://classroom.thenational.academy/lessons/compare-and-classify-quadrilaterals-71h38c>

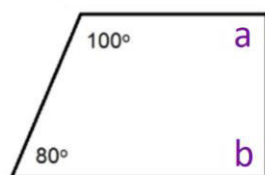
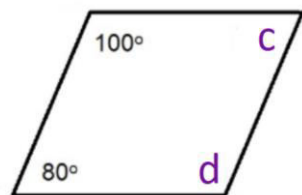
Thursday - Find the value of missing angles in quadrilaterals.

Calculate the missing angles:

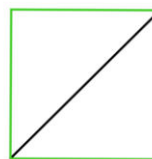
1. Find the missing angle in this rhombus:  C = _____°	2. Find the missing angle in this parallelogram:  D = _____°
3. Find the missing angle in this kite:  B = _____°	4. Find the missing angle in this trapezium:  A = _____°
5. Find the missing angle in this rhombus:  D = _____°	6. Find the missing angle in this parallelogram:  C = _____°

Calculate the missing angles:

1.  D = _____° A = _____°	2.  A = _____° B = _____°
3.  B = _____°	4.  B = _____°



Next Step:

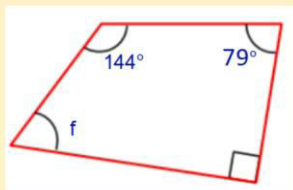


How does this representation of a square help us to reason about the sum of its internal angles?

Friday - Find the value of missing angles in quadrilaterals.

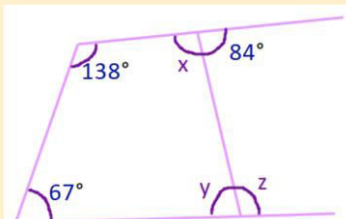
Question 1

Calculate the size of angle f.



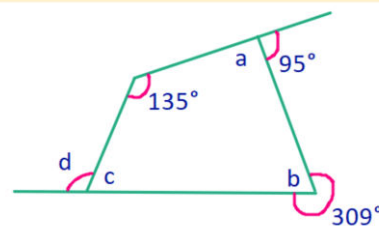
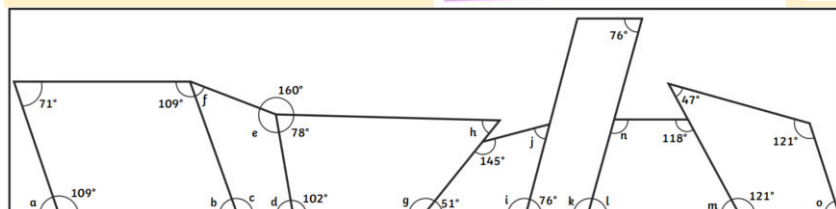
Question 2

Calculate the size of angles x, y and z.



Question 3

Calculate the size of angles a, b, c and d.
Hint: work them out in alphabetical order.



a = _____°	b = _____°	c = _____°	d = _____°
e = _____°	f = _____°	g = _____°	h = _____°
i = _____°	j = _____°	k = _____°	l = _____°
m = _____°	n = _____°	o = _____°	

Maths: Asma's set

Monday: <https://classroom.thenational.academy/lessons/ordering-decimals-6gt66r>

Tuesday: <https://classroom.thenational.academy/lessons/fractions-and-decimals-70tp4c>

Wednesday: <https://classroom.thenational.academy/lessons/understanding-percentage-6gvpad>

Thursday: <https://classroom.thenational.academy/lessons/percentage-as-a-fraction-and-decimal-6mrk0r>

Friday: <https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-6xh36d>

Amena's set Maths

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

LITERACY

Spelling

fasten hasten glisten moisten nestle thistle whistle wrestle bustle soften

Literacy- Helen's Set - Spy Gadget: Explanation

Monday - To Identify the feature of an explanation text



Think of famous spies that you know.

Spies have gadgets - these are special tools that they have to help them do their job.

Can you think of any spy gadgets?

Multifunction Games Console: Explained (Stormbreaker, Alex Rider)



Multifunction games consoles are a common feature in homes all over the world. The question is: how do they work? In this explanation you will discover the workings of a specific console, the M16 multifunction games console, which was developed for Alex Rider to take with him to Port Tallon. As well as playing games, it was designed to: copy documents, set off a smoke bomb, detect bugs and see through walls.

What are the main parts?

The covert functions of the device are made up of two main parts: a microphone and a scanning device.

The microphone, which is located at the top of the console, is sensitive enough to pick up conversations up to one hundred metres away. They can even detect conversations behind concrete or metal walls.

The scanning device is concealed behind the back-lit screen and can be used to take digital pictures of documents.

How does the console work?

The covert functions (which only operate when the unit is already on) are accessed by pressing the start button three times. Opposite the microphone, the start button can easily be located. Otherwise the console operates as a fully featured 32-bit games machine, with full colour graphics and stereo sound. Conveniently, the batteries for the games console last for up to 25 hours when in use or two-hundred and fifty in standby mode. When not in use, the console can easily be stored because of its compact size.

Other covert function software under development for future missions include: a sophisticated voice-stress analysis package to use as a lie detector, a concealed laser to stun an approaching enemy and an electromagnetic pulse generator which can be used to destroy electronic circuitry.

Did you know?

During the development stage of the product, one hundred spies were invited to trial the gadget. The results of this trial indicate that 85% of users would recommend the multifunction games console to their spy network.

What an amazing feat of engineering!

For more information visit: www.consoles.com

Success Criteria

1. person
2. tense
3. vocabulary
4. sentence types
5. organisation of the text

Identify these features.

Tuesday - To Plan an Explanation Text

<https://www.youtube.com/watch?v=wqIFiTOi6QQ>

The Neuralizer



The spies in Men in Black use The Neuralizer to wipe a person's memory and replace it with a new one. Watch the video clip and plan an explanation about how this gadget works.

Explanations

Title 		
What is this about? 	What is the Neuralizer?	
What it needs/what is happening? 	What are the main parts of the Neuralizer?	
What happened/s/ how it works and why 	How does the Neuralizer work?	
Something interesting/ Wow/What happens next? 	Did you know ...?	

Wednesday - To write the title and 'what is is about' sections of an explanation.

Title 		
What is this about? 	What is the Neuralizer?	

Use your sentence types from SPaG when writing these sections. Where could you use them? Look at the example text from Monday 'The Multifunctional Games Console: Explained' to help you. Remember to look at your plan so that you know what to write.

Success Criteria: Explanation

1. third person
2. present tense
3. organisation of an explanation: subheadings, paragraphs
4. technical vocabulary: spy, gadget, multifunctional, device, located, function, compact, covert, trial, indicate, professional
5. formal style - no contractions
6. sentence types - Noun, who/which/where with brackets, The question is ...

Thursday - To write the what it needs/what is happening section of an explanation

What it needs/what is happening? 	What are the main parts of the Neuralizer?	
--	--	--

Use your sentence type from SPaG when writing these sections. Where could you use them? Look at the example text from Monday 'The Multifunctional Games Console: Explained' to help you. Remember to look at your plan so that you know what to write.

Success Criteria: Explanation

1. third person
2. present tense
3. organisation of an explanation: subheadings, paragraphs
4. technical vocabulary: spy, gadget, multifunctional, device, located, function, compact, covert, trial, indicate, professional
5. formal style - no contractions
6. sentence types - Noun, who/which/where with brackets, List sentence with a colon, complex sentence, fronted adverbial, ly opener

Friday - Big Writing: To write a spy story

Today we will be writing a story in the style of the Stormbreaker chapter 'Heaven for Cars'. Instead of being set in a scrapyards like Stormbreaker, we are going to choose a different setting that we are familiar with: Whitechapel market and Whitechapel station. You can also think of a new name for your main character or you can still use Alex Rider.

Character is in danger, looking for an escape route

Thinks he/she is safe but finds him/herself in a new, more dangerous situation

Tension builds as the character tries to escape - will they survive?

Character escapes but is faced with a new problem - cliffhanger



Here is some key vocabulary to help you:

bustling shoppers
 merchants, stalls
 crept inside
 he ventured forth
 he buried his face into his cupped hands
 he examined his surroundings
 luminous glow edged nearer and nearer
 the ground beneath him started trembling
 parallel tracks
 metallic monster
 luminous glow
 gasping for air
 ducked
 leaped
 bolted
 hurtled
 screeched

Success Criteria:

Think about the follow:

1. What person is this written in?
2. What tense is this written in?
3. How is the character feeling?
4. Show not tell
5. Similes
6. Personification
7. Dialogue
8. Which sentence types can you include?

Literacy- Mim's set

Monday: [Slide](#) [Recording Document](#)

Tuesday: [Slide](#) [Recording Document](#)

Wednesday: [Slide](#) [Recording Document](#)

Thursday: [Slide](#) [Recording Document](#)

Friday: Big Writing: To write a spy story [Slide](#) [Recording Document](#)

Literacy Asma's set

Monday: LI: to break conventions in writing

Extract 1

From Chapter 3

The flag fluttered again and, seeing it, Alex went over to the window. The pole jutted out of the building exactly halfway between rooms 1504 and 1505. If he could somehow reach it, he should be able to jump on to the ledge that ran along the side of the building outside room 1504. Of course, he was fifteen floors up. If he jumped and missed there would be about seventy metres to fall. It was a stupid idea. It wasn't even worth thinking about.

Alex opened the window and climbed out. It was better not to think about it at all. He would just do it. After all, if this had been the ground floor, or a climbing-frame in the school yard, it would have been child's play. It was only the sheer brick wall stretching down to the pavement, the cars and buses moving like toys so far below and the blast of the wind against his face that made it terrifying. Don't think about it. Do it.

Alex lowered himself on to the ledge outside Crawley's office. His hands were behind him, clutching on to the window-sill. He took a deep breath. And jumped.

A camera located in an office across the road caught Alex as he launched himself into space. Two floors above, Alan Blunt was sitting in front of the screen. He chuckled. It was a humourless sound. "I told you," he said. "The boy's extraordinary."

What do you notice about this extract?

Whose voice is the story being told in?

Are there any places where the author addresses the reader?

Can you find examples of the character talking to himself? Which person is this done in?

What devices have been used to create suspense?

I think that.....because...

In my opinion..... because...

The devices used to create suspense are.....

Write the last section of the Stormbreaker scene.

SC

1. Break the conventions (character talks to himself in 3rd person)

2. If sentence

3. Start with And..., But...

4. short sentences for effect

5. precise language description to slow the pace down

6. modal verbs (might, would)

Remember you must introduce a new character. Use the S/C below to introduce the villain Alex runs into once he jumps down from the crane.

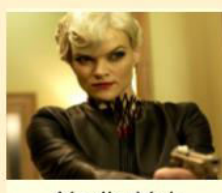
Within seconds, something came into Alex's view. A tall, bulky man loomed over him, gazing at him with his narrow-slit eyes. Alex lifted his gaze and took in a set of black tree trunk-like legs that disappeared underneath a three-quarter length leather coat, that hung lazily over a set of broad shoulders, coming to rest at a set of beady eyes. His face was round and of a mauve shade: he might have been around 50 years old. The man - who wore a gold, heavy-set chain with a pendant that read, Walrus - had a cigarette lazily hanging out of the corner of his mouth. His two protruding front teeth made him look menacing to Alex. Suddenly, he lunged towards Alex, his sausage-like fingers just missing the tail of Alex's jacket... Alex's problems were just beginning...



Darius Sale



Mr Grin



Nadia Vole

Edit your writing once you have finished.

1) Pick tiny details that are unique to your character

Noun, who which where

De:de/2A

Modal verb (he might have been...)

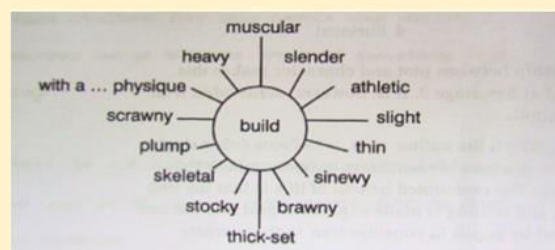
2) Appearance

(e.g., hair, eyes, mouth, skin, appearance, clothes, accessories, unique features) **build!! (with a ... physique)**

Choose features that will tell something about the character (e.g., lazy = he had uncombed, greasy hair)

3) Show your character's personality (what they like/dislike, how they behave)

4) Include a simile/metaphor



Tuesday:

LI: Identify features of an explanation

text

Read the text- Are there any words you not understand?

Success Criteria

Label the following structural features:

1. title
2. what this is about
3. what it does (parts)
4. how it works
5. something interesting
6. subheadings
7. paragraphs , extra information

For each section include the purpose

Find the following language features:

1. Formal language
 2. Technical vocabulary, 3rd person
 3. Present tense
 4. Passive voice
 5. Relative clause (noun, who/which/where)
- list sentence**

Wednesday:

LI: to plan an explanation text

Multifunction Games Console: Explained
(Stormbreaker, Alex Rider)



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do

Neuralizer	ultraviolet
covert functions	sunglasses
memory wipe	light rays
memory restoration	device
radiate	allows
flash	Functions as
operate	state-of-the-art
microphone	multi-functional

Key Vocabulary
Genre
Explanation
Non fiction
Purpose
Audience
Plan
Notes
Features
Tense
Person

What is our purpose for writing?

Who are we writing it for?
(audience)

What tense will we be writing in?

Which person will we be writing in?

The purpose for writing is.....

The audience is.....

We will be writing in.....

Watch the two clips below and plan your explanation for the Neuralizer

<https://www.youtube.com/watch?v=PnEWvBsRjBo>

Title	
What is this about?	<hr/> <hr/> <hr/>
What are the main parts?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How does the gadget work?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Something interesting	<hr/> <hr/>
Extra information	<hr/> <hr/>

Thursday:

LI: to write the opening of an explanation text

Create a title for your explanation text. Make it short and precise.

Read and compare introduction of games console and Zoggles.

Understanding spy gadgets: Zoggles

Spies use a range of technical, state of the art devices to help them succeed on their missions. One example of a useful spy gadget is the Zoggles. The Zoggles, which look like ordinary, scientific eye-goggles, are multi-functional and can aid spies to stake out enemy compounds on a range of covert operations . The question is: how do they work?

RRSA: 28 - education must develop every child's personality, talent and achievements.

Global Goal 9: foster innovation.
Learning Behaviour: To set goals

What is the same about the two texts? What is different?

Some similarities between the two texts are.....

One difference is.....

Multifunction games console: explained.

(Stormbreaker, Alex Rider)

Multifunction games consoles are a common feature in homes all over the world. The question is: how do they work? In this explanation you will discover the workings of a specific console, the M16 multifunction games console, which was developed for Alex Rider to take with him to Port Tallon. As well as playing games it was designed to copy documents, set off a smoke bomb, detect bugs and see through walls.

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RRSA: 28 - education must develop every child's personality, talent and achievements.

Global Goal 9: foster innovation.
Learning Behaviour: To set goals

Number the following S/C in the paragraph above:

S/C: What this is about

1. Introductory sentence
2. Noun, who, which, where,
3. Statement of fact
4. 2A description
5. Formal language
6. Technical vocabulary
7. 3rd person/present tense

Using the S/C provided write the What is this about section of your plan.

Use the sentence starters below:

Spies around the world use a range of technical devices to help them...

One example is...

The Neuralizer, which..., ...

The question is: how does it work? / In this explanation you will discover the workings of a specific _____, the M16 _____, which was specially designed for.....

Friday: Big Writing: To write a spy story

Today we will be writing a story in the style of the Stormbreaker chapter 'Heaven for Cars'.

Instead of being set in a scrapyard like Stormbreaker, we are going to choose a different setting that you are familiar with. You must also create something new that the main character has found or is looking for. You must introduce a new villain in your story. Remember your writing must be concise.

SC

1. appropriate detail using precise language
2. sentence openers (adverbials, -ly, -ing, -ed, As, When...)
3. sentence types: short sentence for effect, ellipsis, De:de, question
4. show not tell (phrase bank)
5. Tense accuracy

5. metaphor/simile/personification

6. punctuation ; - ! ? :

7. Modal verbs

SPaG: Helen's Set

Monday -Main clause and subordinate clause

Sentence	Main Clause	Subordinate Clause
When Ryan arrives tomorrow, we will go to the cinema.		
Dad says that we can buy some popcorn if we sit quietly in the cinema.		
Ryan, who is my cousin, loves popcorn.		

Tuesday - Brackets

Add brackets to these sentences.

1. The multifunctional games console which is made from metal is both stylish and functional.
2. The concealed button where the gadget is activated is located next to the logo.
3. Every spy who wants to surprise the enemy will need to purchase this new invention.

Wednesday - sentence types

Write your own sentences for these sentence types.

1. Write a Noun, who/which/where for your explanation which introduces the new gadget.

[The Multi-functional Games Console \(which looks like an ordinary gaming device\) is essential for any successful spy.](#)

Use brackets in the sentence.

2. New sentence type - The question is:

[Look in the 'Multifunctional Game Console:Explained' text for an example.](#)

Thursday - sentence types

Write your own sentences for your explanation text.

1. List sentence using a colon

[The covert functions of the device are made up of two main parts: a microphone and a scanning device.](#)

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

SPaG: Mim's Set

Monday: subject and verb

Tuesday: brackets

Wednesday: various sentence types

Thursday: using a colon

Friday: Apply all your skills through Big Writing.

SPaG: Asma's Set

Monday:

SPaG: tenses

Identify the verb tense in the following sentences.

Gemma has been writing her homework for hours.

Luis worked in the USA in 2015.

We were singing Christmas carols in December.

Why have you not called me?

We are celebrating my brother's birthday.

He jokes all the time.

Tuesday: <https://classroom.thenational.academy/lessons/to-explore-being-verbs-6mr68r>

Wednesday:

SPaG: subject verb agreement

A sentence with a singular subject and a verb in the present tense	A sentence with a plural subject and a verb in the present tense	A sentence with a singular subject and a verb in the past tense	A sentence with a plural subject and a verb in the past tense
The teacher walks around the room.	The teachers walk around the room.	The teacher walked around the room.	The teachers walked around the room.
	The panthers pounce on the deer.		
		The girl picked up a book bag.	
			The zebras ran wildly across the plain.
The clown squirts water from a flower.			

Thursday: Sentence types

Which two of these sentences are **statements**?

Tick **two**.

The film started on time.

☐

Switch it off.

☐

How long does the film last?

☐

The interval lasts for 20 minutes.

☐

When does the cinema close?

☐

Which **two** of these sentences are **statements**?

When will they be here?

☐

Go to your room.

☐

I like strawberries the best.

☐

Can you hear me?

☐

The game lasted for 30 minutes.

☐

Friday: Apply SPaG to Big Writing

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

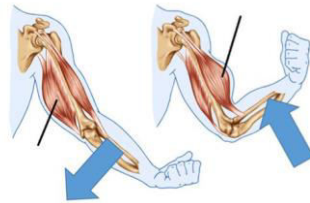
Reading

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

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

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

Science



What effect does exercise have on the muscles?

History



How was Ancient Greece organised?

DT/Art



Design a spy gadget.

Your gadget design:

This should be for a gadget that can be used to help with spying, to escape if captured or to aid survival. Please note that I do not want you to design a weapon. Please draw a diagram of your gadget, with clear labelling.

SC:

- 1) Think about a spy gadget
- 2) Design the gadget
- 3) Label the parts
- 4) What functions will it have?
- 5) Describe in sentences your design such as:
 - Name of the gadget
 - What are the functions?
 - How do the functions work? Include the material, location etc.

Wednesday 24th February 2021

LI: to understand rules that people create for themselves to live a happy life.



Do you know any of these characters?

What do you know about them?

What kind of characters are they?

I think....because...

I know..... Because.....

These characters are all.....

The traits these characters have in common are.....

Make a list of negative actions or thoughts people can have. Then explain the consequences of these thoughts/actions . E.g.

Negative thoughts/actions	Consequences
Hitting someone Writing on tables and chairs Throwing plastic bags and bottles into the sea	You cause physical pain Damage to property Destruction of sea animals

T/TT

Make a list of 5 thoughts and actions and list their consequences

TTT

Make a list of at least 8 negative actions and their consequences.

Using Google drawings or Power Point, create a poster that contains a list of rules that people must follow to live a happy life.

T/TT - Create at least 8 rules and explain how these can help people lead a happy life.

TTT- Create at least 8 rules, explain how these can help people lead a happy life and write the consequences of not following these rules.

Ensure your posters are bold, bright and informative.

You will be sharing your posters at the end of the session.

PSHE

LI: to take responsibility for my health and make choices

Take a moment and think about one thing that you are responsible for?

I am responsible for because ...

Dear Agony Aunt, I am putting on weight. My Mum does all the shopping and cooking so I don't have any choice about what I get to eat. I do eat snacks in between meals and I admit that sometimes I forget to read the labels on the packets. Do you think I should ask my Mum to buy healthier food? We don't have much money and I know she buys what we can afford. I think she will get upset if I criticise her. What do you think?

Write the advice that you would give to this individual.

I do not think you need to worry about mum being upset because.....

<https://app.bedrocklearning.org/> Tracey's Group