



St Bertelina's Church of England Primary School

Home Learning Year 6

Week beginning: 22nd June

Home learning this week was set by **Mrs Dix**. Please email Pedita.dix@stbertelines.co.uk if you have any queries relating to the home learning.



It's Monday again-didn't that come around quickly? I have spoken to some of you or your parents this last week and it has been lovely to catch up. If you haven't heard from a teacher yet, you will be called this week. I know lots of you are starting to get fed up now but hold in there and keep working hard- it will pay off! I hope you liked your video from your class teacher (if you haven't seen it yet it is on your class page).

I have been super busy sorting out high school transition and I know some of you are getting very excited now but also a little nervous-don't worry nerves are normal at a time like this.

Try and focus on the positives for example, what are you excited about high school?



Maths:

Learning objectives:

To answer a range of arithmetic questions with confidence.

To compare and order fractions (including fractions less than >1)

To find equivalent fractions.

To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Task 1:

Arithmetic: Complete the questions in your maths books please.

<https://myminimaths.co.uk/year-6-arithmetic-practice-paper-week-7/>

There is also the Testbase arithmetic available if you prefer it or if you want to do both then even better! You can find this inside the year 6 page-in the resources folder.

Task 2

Read and watch these pages and recap how we order and compare fractions with different denominators. This will remind you of the importance of the numerator and denominator.

<https://www.bbc.co.uk/bitesize/articles/zkk6hbk>

Below are some structured lessons from the Oak Academy resource based on our learning objectives. Remember: each lesson has a quiz first to recap any prior knowledge. Complete this and then you need to press 'close quiz'. Next, return to the starting page and press 'next activity' then follow the on-screen instructions.



Work through the tasks below-they get progressively harder. If level one was challenging enough, that is okay, just stop there and keep practising that!

Challenge *

<https://classroom.thenational.academy/lessons/representing-fractions>

Challenge **

<https://classroom.thenational.academy/lessons/finding-equivalent-fractions>

<https://classroom.thenational.academy/lessons/understanding-equivalence>

Challenge ***

This is converting equivalent fractions into decimals and percentages: can be tricky!

<https://www.bbc.co.uk/bitesize/articles/zjckjp3>

English

Reading: Keep reading! Feedback so far is telling me that you are really finding the reading comprehension beneficial, so I am going to keep providing one for you to do each week. This week I have chosen a classic reading comprehension that I would have used in school as it adopts the VIPERS approach.

You can find this in the resources file 'Alice and Wonderland Reading Comprehension Y6'.



Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Writing: Please see Science. Make it exciting and informative. Use a range of punctuation- this type of factual writing is quite easy to include **embedded clauses**. For example: Mammals, **which are the most intelligent of all living creatures**, grow hair at some point in their life.

SPaG:

Learning objective: To revise and revisit the SPaG curriculum.

Work through the SPaG tasks below-choose a challenge level. They get progressively harder. The challenge stars*** are visible at the bottom of the SPaG sheet. One star = challenge level one etc...



Remember your year 5/6 spelling list is in the resources folder along with some wordsearches-revisit it and sharpen up!

Science: Living Things and their Habitats

Over the next couple of weeks, we are going to look at the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.

Learning objectives:

To describe the **life cycle** of an insect and a bird.

To describe the life process of **reproduction** in some plants and animals.



Last week we researched the life cycle of a mammal and an amphibian and became familiar with the meaning of metamorphosis. I asked you to complete this as an information page in your books or on a computer. I would like you to add to this. **Check out the pictures at the end of this document to see how the Y5/6, who are in school, got on last week with this...**

Task 1: Remind yourself of last week's lesson. Your definitions of mammals, amphibians, and all about metamorphosis.

Research the differences between an insect and a bird. How do they differ to a mammal and an amphibian? Write a short definition of an insect and a bird. Do any insects or birds go through **metamorphosis**? This was a key learning point from last week. You could include this in your definitions.

Task 2: This is following the same structure as last week and should just build upon it. Research the life cycle of an insect and a bird and then have a go at the two tasks at the end of this document. You do not have to print and use this sheet- this is just an idea of how to present it. Just write a short piece about each stage of the insects and birds life cycle. After you have completed this compare the differences and similarities between the life cycles of different living things.

Task 3: Now we have looked at the life cycles of mammals, amphibians, insects and birds, I would like you to start working towards the second learning objective.

Watch this video and read this page ready for next week:

<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z9xb39q>

Topic/Foundation Subjects

Learning objective: To describe areas around school in French.

Task: Follow the link and there are some video clips which will help with pronunciation and a worksheet to support your spelling of the French words.

<https://www.bbc.co.uk/bitesize/articles/z93n7yc>

This is the French vocabulary I would like to try and master!

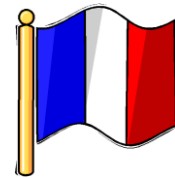
[La salle de classe](#)- classroom

[La salle d'informatique](#)- computer room

[La cour de recreation](#)- playground

[La cantine](#)- dinner hall

[La grande salle](#)- big classroom



RE and Worship



Watch this assembly all about having resilience.

<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/collective-worship-primary-schools-episode-6-resilience>

What is resilience? I wonder - who could you, ask to help you if you are struggling to remain resilient? Or who might need *your* help with something hard they are trying to do right now?

Reflect: Are you a resilient person? How could you become more resilient?

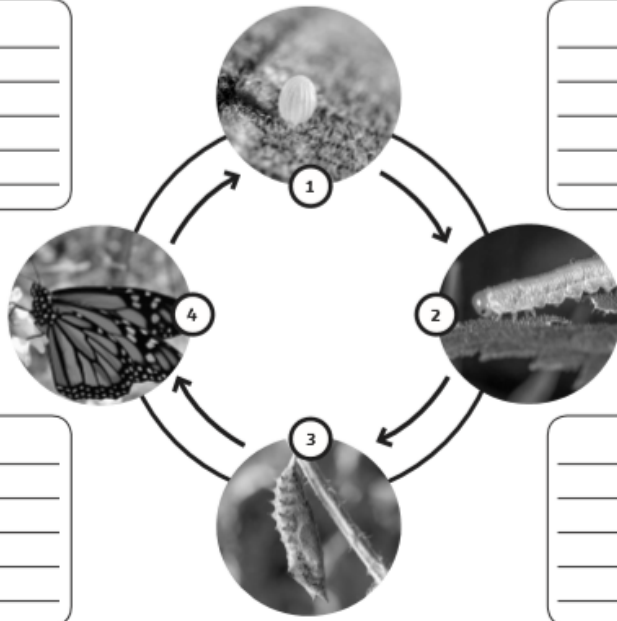
Church Links:

Take a look at the church web-site. Steve Torr is celebrating services from his study on-line. You can join him at: <https://www.stbertschurch.org.uk/>

The Church of England have weekly collective worship resources, with the Archbishop of Canterbury leading the opening worship. It will be available for live stream through the TES YouTube channel.

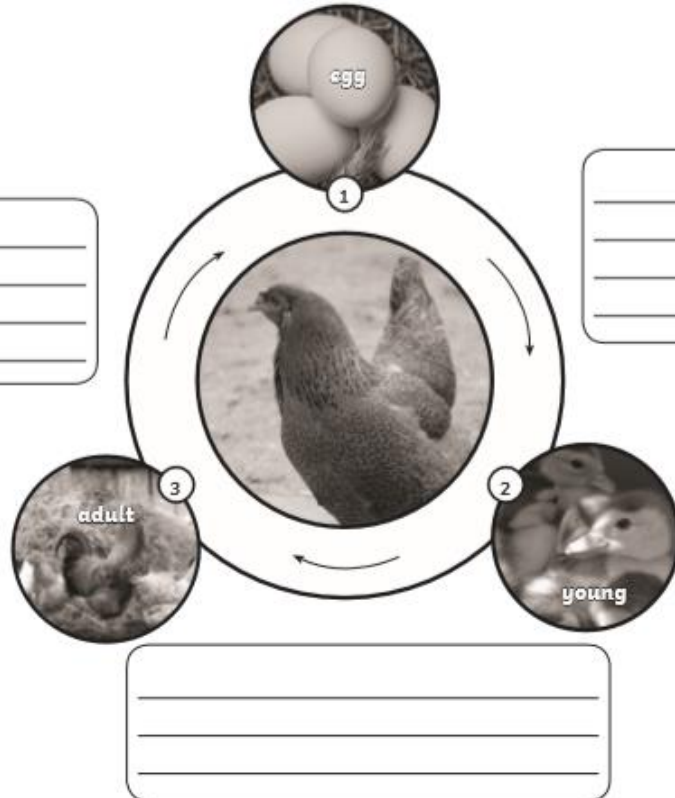
The Insect Life Cycle

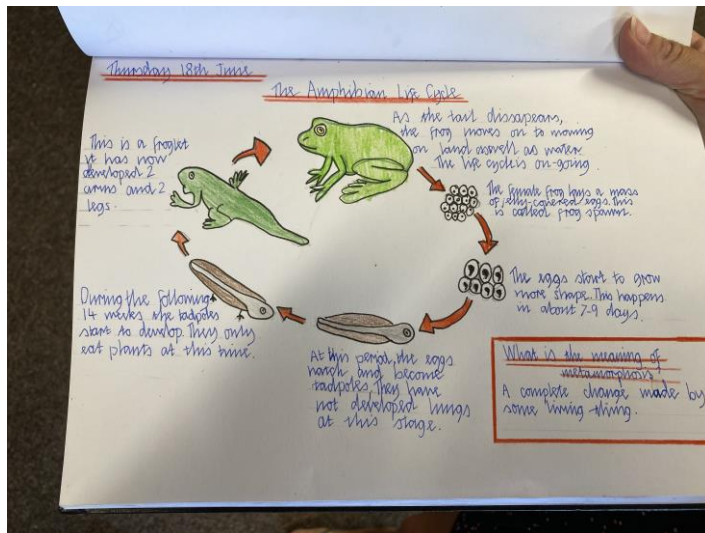
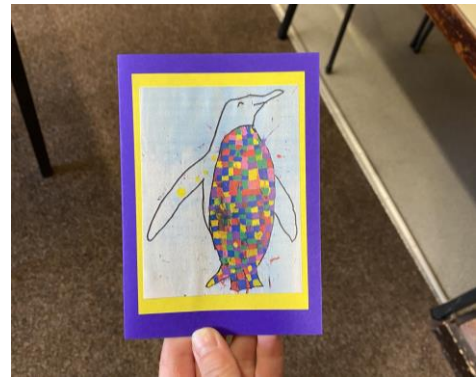
Complete by writing a title and an explanation for each stage.



The Bird Life Cycle

Complete by writing an explanation for each stage.





Year 6 Summer Term 2 SPaG Mat

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Section 1

Can you rewrite this active sentence as a passive sentence?

This girl was climbing the rope.



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Cathy stared into the bakery window and gazed at the delicious cakes.

Section 5

Tick the word that is a noun made by adding a suffix to the word 'excite'.

excited

excitable

excitement

Section 2

Look at the pairs of words within the brackets. Circle the correct word to fit the sentence:

Because of the storm outside, Brenda went to (close/clothes) the window.

Nick spent most of his birthday money on some new (close/clothes).

Section 4

Mr Whoops has accidentally jumbled up an adjective that he used to describe his latest clumsy accident. Can you help him to unjumble it?

DWKWAAR



Section 6

Add a semicolon to this sentence to mark the two independent clauses:

The train rushed past the station platform no passengers wanted to get on.



Year 6 Summer Term 2 SPaG Mat

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Section 1

Can you write a passive sentence about the picture?



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Sprinting for his life, Gary was running away from a rampaging bull.

Section 5

Add a suffix to the word 'excite' to create a noun:

Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

The school council (disgust/ discussed) their ideas for the new playground equipment.

Not being a lover of vegetables, Aaron looked at the sprouts on his plate with (disgust/ discussed).

Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. Can you help him to unjumble them?

DWKWAAR SRIASTUODS



Section 6

Add a semicolon to mark the end of the independent clause, then add another related clause to the sentence.

The train rushed past the station platform _____



Year 6 Summer Term 2 SPaG Mat

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Section 1

Can you write a passive sentence about the picture?



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Lisa sneakily added an extra item onto her Christmas wish list because she desperately wanted an additional present.

Section 5

Add a suffix to the word 'excite' to create a noun:

Now use the noun in your own sentence:

Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

Footballers do hours of (practise/practice) each day.

You need to (practise/practice) playing the piano to get better at it.

Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. All the letters from the two words are muddled together- can you help him to unjumble them?



SDDRKWAAWSRIASTUO

Section 6

Write a sentence about the picture with a semicolon used to mark two independent clauses.