

St Bertelina's Church of England Primary School

Home Learning Year 6

Week beginning: 6th July

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.

Hi guys, well the weather was dull last week wasn't it? I hope you have still managed to keep busy and are still accessing some of your home learning. This is the 15th week of home learning which is almost 4 months we have been apart- how strange? Again, thanks you all so much for the photos and emails: keep an eye out on the class pages to see some photos of what people have been getting up to. Year 6, we (Mrs Wroe and I) are really looking forward to seeing you all over the next few weeks- we can't wait for a catch up!

Keep working hard and stay positive!



Maths:

This week, we have a mixed bag as I would like to tie up some certain areas and revise some different areas so that we can start something new.

Learning objectives:

To answer a range of arithmetic questions with confidence.

To use your knowledge of the order of operations to carry out calculations.

To interpret and analyse pie charts, line graphs and other models of collecting data.

To calculate the mean as an average.

Task 1:

Arithmetic: Complete the questions in your maths books please.

<https://myminimaths.co.uk/year-6-arithmetic-practice-paper-week-9/>

There is also the weekly 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: Revise and Refresh

There are two videos, two interactive activities and a worksheet.

<https://www.bbc.co.uk/bitesize/articles/zb48d6f>

Be aware they call it BIDMAS and we know it as BODMAS (means exactly the same-'indices' is the posh word for 'of-powers of').

Extra worksheet available here for fast workers: <https://myminimaths.co.uk/year-6-home-learning-week-39-using-the-order-of-operations-monday/>

BODMAS
() of ÷ × + -

Task 3

Before school closed, we were working on data handling and the first week of home learning was based on this. I would like you to complete the following activities on data handling.

Below are some activities: 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 *

Watch this to remind yourself of the different ways we can collect data:

<https://www.bbc.co.uk/bitesize/topics/z7rcwmn/articles/z8dp8mn>

Have a go at this online activity- it involves interpreting bar charts.

https://mathsframe.co.uk/en/resources/resource/51/bar_charts

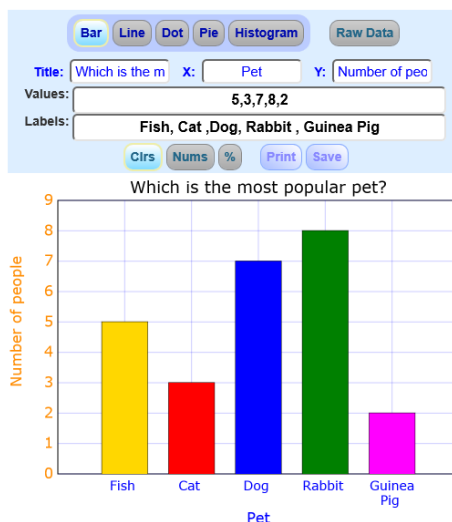
Challenge **

I would like you look at this

- 1) **Collect the data:** Choose 10 or more people you know that you can contact easily: this can be some from your house and other family member. Call, text or email them and ask them a question that you would like to find out...Favourite pet/animal/treat/hobby.
- 2) **Present the data:** Use the link below to create your own bar graph and present your data- you can then view it as a line graph and a pie chart.
<https://www.mathsisfun.com/data/bar-graph.html>
- 3) **Analyse the data:** Write some question and respond to.

Here is mine:

Which is the most popular pet?
How many more people have fish than cats?
How many people did I ask in total?



Challenge ***

This is a maths assessment that we would have completed had we been in school. You can choose to do it independently or supported. It will cover all kinds of data handling/statistics questions. I have attached this document in the Year 6 resources tab called 'Data Handling/Statistics Challenge 3'.

Please note- some questions many involve finding the average or the mean so remember: The mean is the total of the numbers divided by how many numbers there are. To find the mean, add all the numbers together then divide by the number of numbers.

Eg $6 + 3 + 100 + 3 + 13 = 125 \div 5 = 25$ The mean is 25. The mean is not always a whole number.

English

Reading: Keep reading! I have chosen this week's reading comprehension because it links nicely to our new Science topic.

You can find this in the resources file 'Year 6 Reading Comprehension VIPERS'.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Writing: See Science task

SPaG:

Learning objective: To revise and revisit the SPaG curriculum.

This is just like last week and I will keep sending these weekly-they look the same, but the coverage is different. The mats cover a range of SPaG from the curriculum that we completed in school. 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: Evolution

Over the next few weeks, we will look at Evolution: the way that living things change over time.



Learning objectives:

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

To identify the key ideas of the theory of evolution

Task 1: Read and watch this...

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z9qs4qt>

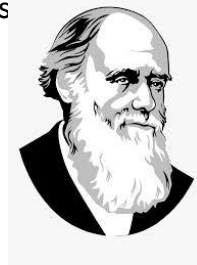
What is evolution? Start a double page spread in your homework book/notepad and write a definition.

Task 2: Find out and learn what these keywords mean:

Adaptation Evolution Inheritance Species Variation

Write them down on the same page as your evolution definition

and try to memorise them. The BBC page above has a great, simple definition of each word.

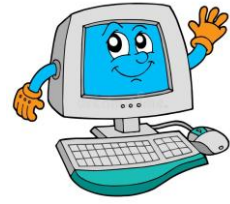


Task 3: Research and writing task

Who is Charles Darwin?

I want you to research Charles Darwin and write a fact file about him on your double page spread. There is an idea for a template below of what to include but make it your own and include the information about his famous **theory of evolution**. Remember this is a writing task: Think about your handwriting, spelling, punctuation and grammar.

Topic/Foundation Subjects
Computing



Learning objectives:

To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

To understand that debugging is a logical process to reach a solution.

Read the page, watch the video and complete the three activities. Scratch software and kodu are great fun!

<https://www.bbc.co.uk/bitesize/articles/z6rhnd>

Key vocabulary: **algorithm** **debugging** **syntax bugs** **logical bugs**

RE and Worship



**“The person who gives with a smile is the best giver because God loves a cheerful giver.”
Mother Teresa**

Please watch the Church of England's Collective Worship assembly:

<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/collective-worship-primary-schools-episode-8-generosity>

Being generous is a conscious decision from the heart to do something with what you have. Christians believe that God calls his people to be generous with what he has given to them. It is a sign of trust in God, that there will be enough for everyone, so share it. Being generous isn't always about money, we can be generous in so many other practical ways.

Proverbs 3:27-28

Never walk away from someone who deserves help; your hand is God's hand for that person. Don't tell your neighbour “Maybe some other time” or “Try me tomorrow” when the money's right there in your pocket.

Reflect:

Can you think of a time when someone was really generous to you? Or when you have been generous towards someone else? What happened? How did it make you feel? How many different ways can you think of to be generous that don't involve spending or giving money?

Here are some simple ideas we can all do that help brighten someone else's day:

- Don't get mad at someone who made you angry
- Do a job for another family member without them knowing
- Smile at someone who looks sad
- Hold the door open for someone or help them with their packages/groceries
- Give someone in your home an unexpected hug
- Take the dog for an extra walk or play with your pet/give them some love
- Give someone a compliment
- Give someone you care about some of your time

The Widow's Offering (Luke 21: 1-4 Mark 12:38-44)

In this story, Jesus is watching people come to give their offerings at the temple. He probably sees many rich people come by and put lots of money in the offering box, but it is one poor widow who catches his eye. Jesus remarks to his disciples that her offering is worth more than the bigger offerings that the rich people brought, because she has given so much out of her so little.

You can watch an animation of this story here:

<https://www.youtube.com/watch?v=3lC-E6dLvMs>

Charles Darwin Fact File



Full name: _____

Date of Birth: _____

Place of Birth: _____

He was famous for:

Who was Charles Darwin?

Charles Darwin's Life:

What did Charles Darwin discover that was so significant?

Year 6 Summer Term 2 SPaG Mat

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Section 1

Write a sentence with a fronted adverbial about the picture. Underline it.



Section 3

Write in the verb that is missing from this sentence written in the subjunctive mood:

If I _____
Prime Minister, I would make school holidays much longer.

Section 5

Mr Whoops has made TWO clumsy spelling mistakes in his sentence. Can you underline them and correct them? Use a dictionary if you need to.

The unlucky man had again been struck by lightning and he fell to the floor barely concious.

Section 2

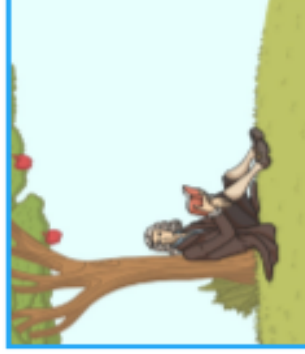
Can you think of the hyphenated word that matches the definition?

To work well with someone _____

Section 4

Underline the prepositional phrase in the following sentence.

Reading a science journal, Isaac Newton sat under an apple tree.



Section 6

Read the sentence below and circle the word or words that make it a question.

You're not frightened of spiders, are you?



Year 6 Summer Term 2 SPaG Mat

3

Section 1

Write a sentence about the picture that contains a



modal verb and a fronted adverbial. Underline them.

Section 3

Write in the verb that is missing from this sentence written in the subjunctive mood. Use your own idea to complete the sentence.

If I _____ Prime Minister,

Section 5

Mr Whoops has made THREE clumsy spelling mistakes in his sentences. Can you underline them and correct them?

The unlucky man had again been struck by lighting and he fell to the floor barely concious. He shouldn't have being trying to interfere with the satellite dish during the storm.

Section 2

Can you think of the hyphenated words that match the definitions?

To work well with someone _____

To go back inside somewhere _____

Section 4

Add a prepositional phrase to the following sentence.



Reading a science journal, Isaac Newton

sat _____

Section 6

Read the sentence below and add in a word (or words) to turn it into a question.



You're not frightened of spiders, _____?

Year 6 Summer Term 2 SPaG Mat

3

Section 1

Write a sentence about the picture that contains



a modal verb, a subordinating conjunction and a fronted adverbial. Underline them.

Section 3

Write a sentence in the subjunctive mood to say what you would do if you were Prime Minister.

Section 5

Mr Whoops has made FOUR clumsy spelling mistakes in his sentences. Can you underline them and correct them?

The unlucky man had again been struck by lighting and he fell to the floor barely concious. He shouldn't have being trying to interfere with the satellite dish during the agresive storm.



Section 4

Write a sentence about Isaac Newton in this picture that has a prepositional phrase. Underline it.

Section 2

Can you think of the hyphenated words that match the definitions?

- To work well with someone _____
- To go back inside somewhere _____
- To look at the evidence again _____

Section 6

Read the sentence below and add a question tag (with the appropriate punctuation) to turn it into a question.



You're not frightened of spiders _____

