



St Bertelina's Church of England Primary School

Home Learning Year 6

Week beginning: 13th 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

Hello everyone, happy Monday and welcome to the 16th week of home learning! Last week we had group 1 of the year 6's back in and it was so lovely to see you all- we are looking forward to seeing the next two groups too! It was amazing to be back with some of the children from our classes and things felt a little more 'normal' again.

Remember, if you were in group 1 then you will need to access last week's home learning so it will seem you are a week behind but you will catch up.

Again, thanks you all so much for the photos and emails: the lockdown poems were FAB, I especially loved the ones where you had videoed yourself performing your poem.

Keep working hard and stay positive!



Just a quick message for the children going to **OBA** They have uploaded a range of lessons to the OBA website for you to access - <https://tinyurl.com/ybnjafvj>

Maths:

Some of you needed more support and practise on calculating the mean in the data handling booklet so this week we will consolidate our understanding of finding the mean.

Then we will remind ourselves of the two formal methods for long multiplication and make sure our accuracy is still there.

Learning objectives:

To answer a range of arithmetic questions with confidence.

To revise the methods for long multiplication.

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-10/>

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: Long multiplication- improve your pace and accuracy

Choose your method: formal or Gelosia. If you have forgotten the layout for gelosia- watch this:

<https://www.youtube.com/watch?v=x2UGOYzT2UA>

Complete these:

a) $267 \times 14 =$

b) $314 \times 34 =$

c) $424 \times 21 =$

d) $179 \times 29 =$

e) $4217 \times 36 =$

Task 3 Calculating the mean

The mean is an average: it 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.

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 *

This is a brilliant lesson with a number of worksheet activities to complete. Remember start the lesson and make sure you move through EVERY slide- it can be easy to miss activities if you're not focusing on the slides.

<https://classroom.thenational.academy/lessons/interpret-mean-as-an-average>

Then complete this with confidence:

Calculate the Mean Average	
Calculate the MEAN average of each set of values.	
1.)	2, 7, 3, 4
2.)	7, 9, 1, 3
3.)	10, 13, 8, 2, 7
4.)	10, 30, 20, 50, 10

Challenge **

Please complete the worksheet inside the year 6 'resources' tab: 'Challenge 2 Calculating the Mean'.

Parents, please note, this sheet has the answers attached to check. There are three different sheets on this document- ONLY ONE needs to be completed. Ask your child if they want to try easy, medium or hard level and then print according: as always, the stars at the bottom of the document indicate the level of challenge.

Challenge ***

Please complete 'The Mean Reasoning Booklet' from the year 6 resources tab. 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 the 'mean' questions that appear on SATS papers.

English

Reading: Again, I have chosen this week's reading comprehension because it links nicely to the new Science topic, Evolution, Adaptation and Inheritance.

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

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Writing: Back to poetry!

<https://www.bbc.co.uk/bitesize/topics/z4mmn39>

In previous weeks, we used the above link to research some different types of poems. You should have had a go at writing a poem (the type was your choice) all about lockdown. The poems you sent over to me either on paper or video recorded were amazing and made me feel so proud of you all. This week, I would like you complete an acrostic poem about your thoughts and feelings about you time at St Bert's.

S
T
B
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R
T
S



Or if you want an extra challenge go for St Bertelina's! PLEASE PLEASE PLEASE send them to me!

SPaG:

Learning objective: To revise and revisit the SPaG curriculum.

You should be in the swing of these now: 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...

Please find the SPaG mats in the resources folder this week



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

Science: Evolution, Adaptation and Inheritance

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.

Last week, you completed your introduction into this topic by becoming familiar with some keywords that will keep cropping up:

Adaptation Evolution Inheritance Species Variation

Your main task was to familiarise yourself with Charles Darwin and his theory of evolution.

Remind yourself of the work you did by reading over what you did.

Task 1: Inheritance

Read, watch the clip and complete the little activity.

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zp9f4qt>



In the resources folder, I would like you to read through the 'Inheritance Powerpoint'. This will give you a good understanding of inheritance and how we 'inherit' characteristics and 'acquire' characteristics.

Complete the activity with the cards 'acquired' and 'inheritance'.

Task 2:

Complete the worksheet 'Investigating Inheritance and Variation'. You could cut out the boxes from the sheet and do this in your books to present it beautifully. Use the cards from Task 1 to help you check what you have inherited from your parents:

eye colour

tounge rolling

hair colour

dimples

freckles

chin shape

skin type

nose shape

Topic/Foundation Subjects

Art: Personal self-portrait

This is also a self-reflection activity to take time to think about yourself at the moment.

Learning objectives:

To create a self-portrait

To reflect on your own thoughts and feelings

I LOVE this activity! This week, I have decided to set you a piece of artwork that links to Science. It very cleverly links the inherited characteristics and acquired characteristics that you have learnt about in Science: the aim is to draw only half of your face and the other half, draw what makes you you! What consumes your brain? This could be hobbies, thoughts or dreams. You can use just sketching pencils, you can colour or paint- make it your own!



Right now mine would be pictures of:

St Bert's cross- as I'm very busy there at the moment

Football- the boys in my house live and breathe football

A holiday- I'm dreaming of one!

Chocolate- you know this is always on my brain!

Paw print- for my dog Poppy

RE and Worship

Year 6 Leavers Service 2020

This year the dioceses are streaming a virtual Year 6 Leavers' Service on Tuesday 14th July. St Bert's have sent forward some photos for a montage to contribute to this and we would love you to tune in...

It is all about moving on...

Things you will need for this:

In preparation for the service...



We'd love to make our virtual Year 6 Leavers' Service as interactive as possible. In order to do that, there are a few resources that you will need to have ready and with you before joining in.

You will need:

- A jar / box for each person attending (it would be a good idea to write the words from 1 Peter 5:7 on your box or jar)
- Paper
- Pens

It would be useful to have a discussion before, perhaps during PSHE or class reflection time to consider the concerns that children are feeling about the current situation or about moving on.

We will discuss your feelings and thoughts about the current situation and moving on to high school in school during you group 'moving on days'.

The words from 1 Peter 5:7 for your jar or box are:

**"Give all your worries and cares to God, for he cares about you."
(1 Peter 5:7)**

How to access the virtual service:

<https://chesterdbe.co.uk/leavers>

RE and Worship Continued:



Vulnerability is not a weakness! It is not winning or losing, it is having the courage to show up, be seen when you have no control over the outcome. It is about asking for what you need, having hard conversations and talk about how you are feeling.

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-9>

Christians believe, that being vulnerable means you are honest with who you are and how you feel. It's about being real with God and people you meet. It is hard to be vulnerable, to feel out of control or anxious about situations. Christians are reminded throughout the Bible that God's power and grace is enough, that even in times of vulnerability, He is in control and we will not be left abandoned or alone.

'What makes you vulnerable makes you beautiful!' Brené Brown

Think about the times when we have had the courage to be honest to ourselves and others, to show love, ask for help or apologise.

Genuine vulnerability enables you to share your emotions, be honest or say sorry when needed. It allows you to ask for help when you are struggling. This takes courage, as you will have to put yourself in a place where you might get hurt or rejected, but what would you miss out on if you didn't ever take a risk?

Our Bible story this week is: The lady who pours oil on Jesus' feet (Matthew 26: 6-13)



Look at this picture carefully, what do you notice? Who do you think the characters in the image are? How do you think they are feeling?

I wonder what you think about this story. Which phrases or words stand out for you?

Think about the woman in the story, what did she do for Jesus?

In another version of this story, it says that the woman used her hair and tears to wash Jesus' feet. What this tells you about the woman and how she felt about Jesus?

The woman in the story made herself vulnerable, she did something that was different to the normal Jewish custom and culture of the time, which could have resulted in her being rejected, laughed at or thrown out of the house. (Women in Bible times wouldn't have taken their hair down in public, or poured huge amounts of oil on a guest. Guests usually were anointed on arrival at someone's house with a dab of oil, but the oil that the woman used was hugely expensive and precious.)

The woman was willing to share her most precious possession with Jesus and place herself at his feet to show how much she loved and honoured him as Messiah.

How must she have felt when the other disciples started being unkind towards her and what she had done? I wonder if you have ever been in a situation like this, where you have made yourself vulnerable and been told off or laughed at?

Did you say 'I won't be doing that again, it hurt too much.' Or 'Yes that hurt my feelings, but I am willing to have the courage to take a risk like that again.' (Can you draw pictures or act out the occasion this happened to you?) Have ever responded like the disciples to someone, when they have made themselves vulnerable to you?

Look at what Jesus said to the disciples ... **'She has done a beautiful thing to me.'** Jesus recognised the beauty in her gift and vulnerability, he loved her for what she had done and who she was.

Can we follow the example Jesus sets here, by responding in love and kindness when someone makes themselves vulnerable? Jesus also said to his disciples that she would be remembered for what she did, in a good way. The fact that we are reading her story now, means we are remembering her for this loving and generous act.

Reflection: How does this story makes you feel? Do you find it hard to find the courage to be vulnerable?

Christians believe that God loves everyone for who they are and He will give them the courage when they ask for it. Being vulnerable means you are honest with yourself, and you don't hide behind anything or anyone.

Let us pray... hands together and eyes closed...

Dear God, as I journey and dance through my life ... help me; to be vulnerable. To know that I am beautifully and wonderfully made. To have courage to be myself. To connect with others. To live a life of joy and thankfulness. To remember that I am enough and loved by you. *Amen*



"But the people who trust the Lord will become strong again. They will be able to rise up as an eagle in the sky. They will run without needing rest. They will walk without becoming tired." Isaiah 40:31 (ICB)