

Year 6 Home Learning Week Commencing 6.7.20

Please email your work into us using the Year 6 email address – year6@highworthcombined.co.uk

We love hearing from you and seeing everything you've been up to! Take care Year 6.

REMEMBER that we do not expect you to complete all the activities, we are happy for you to choose the activities you would like to do!

English

This week we are giving you a choice of 2 different activities to complete. It is up to you to choose which one you would prefer to try. Of course, if you would like to complete both activities we would be delighted!

Scroll down to find both activities.

Activity 1

We have attached a text called Our Castle Trip which is about a school trip.



Your job is to plan your ultimate school trip.

Where would you go?

What would you do?

Who would come with you?

Plot out the day from start to finish, using time adverbials to sequence your writing.

Challenge: Use 5 different subordinating conjunctions.

Activity 2

The second activity is a text called Son of the Sea. Here are some questions to think about as you are reading:

- How does Duncan feel about the surprise at the beginning?
- How does this change at the end of the story?
- Who do you think 'she' is?
- Why do you think Duncan's dad bought him here?

Your writing activity is to write a character description of the woman. Think about how you could describe her and use the headings on the task sheet to help you.



Challenge: Use an expanded noun phrase, a simile and a metaphor.

Maths

1) We hope that you have been using the Daily 10 website to complete mental arithmetic challenges. Remember that can choose the level, the concept and the time. Can you challenge yourself to answer the 10 questions in the minimum time of 3 seconds?



<https://www.topmarks.co.uk/maths-games/daily10>

2) This week we have another Rapid Reasoning booklet for you to complete. The booklet contains 3 questions to be completed each day for 5 days. The questions cover lots of different Maths topics so do not worry if you find it tricky to answer all of them, just take your time and do what you can. We have also given you the answer booklet so that you can mark your own work and see how many marks you have achieved out of the possible 25. Did you manage to score higher than last week?

Topic

Continue to use the Oak National Website.

There is a huge number of amazing lessons to choose from so have a look and see what you find interesting!

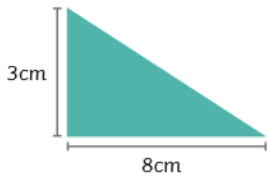
There are history lessons, science lessons, music lessons and many more – give it a go!

<https://www.thenational.academy/onlineclassroom/year-6/>

Maths Challenge

Area of Triangles

base \times perpendicular height $\div 2$ = area of a triangle



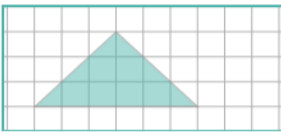
$$8\text{cm} \times 3\text{cm} \div 2$$

$$\text{area} = 12\text{cm}^2$$

perpendicular height = 5cm

$$6\text{cm} \times 5\text{cm} \div 2$$

$$\text{area} = 15\text{cm}^2$$



Counting squares:

$$6 \text{ whole squares} = 6\text{cm}^2$$

$$6 \text{ half squares} = 3\text{cm}^2$$

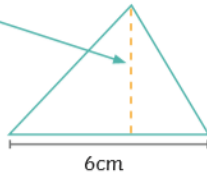
$$6\text{cm}^2 + 3\text{cm}^2 = 9\text{cm}^2$$

$$\text{area} = 9\text{cm}^2$$

Using formula:

$$6\text{cm} \times 3\text{cm}$$

$$\div 2 = 9\text{cm}^2$$

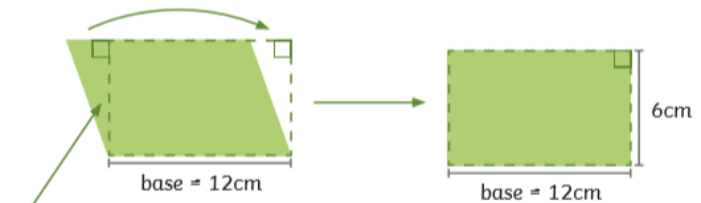


This week your challenge work involves calculating the area of triangles and parallelograms. We know that it will be a long time since some of you have learned about this so we are hoping these parts of a knowledge organiser will help you to remember or, if this is new to you, will help you to learn how to answer the questions.

Area of Parallelograms

base \times perpendicular height = area of a parallelogram

A parallelogram can be transformed into a rectangle.

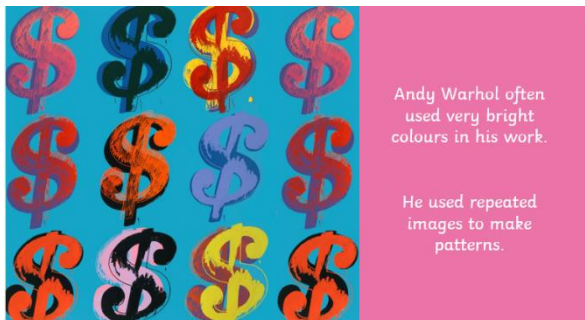


perpendicular height = 6cm

$$12\text{cm} \times 6\text{cm} = 72\text{cm}^2$$

Art

Last week you were given details about an artist called Andy Warhol. He became famous for his Pop Art and some of his creations might be familiar to you.



Andy Warhol often used very bright colours in his work.

He used repeated images to make patterns.



Many people have been inspired by his style and produced their own artwork using his ideas.



This week we have attached a sheet where you can produce your own sunglasses Pop Art creation.

Spellings

This week's spelling tasks require you to do some editing.

Attached below you will find 2 sheets – Editing for Spelling Text 1 and Editing for Spelling Text 2 that both have incorrect spellings that you need to find and correct.

Below them you will also find the answers so that you can mark your own work.

Top tips:

1. Read through for common errors (e.g. whith, thay) & grammar errors (e.g. your / you're)
2. Use rules to check spellings (e.g. dimed or dimmed; happiness or happyness)
3. Look out for tricky words that you might need to use a dictionary to check

Wellbeing/Mindfulness

Brain Break Breathing

Starfish Breaths

Sit on the floor with your legs comfortably crossed in front of you. Open your left hand and extend it slightly in front of you so it looks like an open starfish. Take your right hand and extend your pointer finger. Beginning with your left thumb, take your right pointer finger and go up the outside thumb while taking a deep breath in. Go down the inside of the thumb and breathe out deeply. Continue the deep breathing in while going up each finger and exhaling when going down each finger. Once you are finished, switch hands and repeat.



Close your eyes and ask a partner to pass you an object that you can hold in your hands.

Touch and turn the object, describing each aspect in detail to your partner and then swap places.



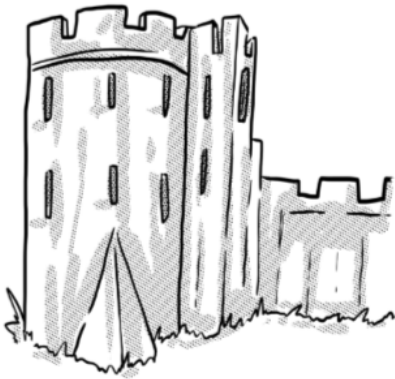
Our castle trip

Yesterday, our class went for a school trip to Framford Castle. As soon as Ms Shah had taken the register, we lined up at the classroom door with our packed lunches. Then we walked to the coach.



It was quite a long drive. Ms Shah said we could sing songs or play *I spy* if we liked.

When we arrived, we had to get into groups. I was with Daniel's dad but Nisha was with Molly's mum. Luckily, we all stayed together so we could still talk and have fun.



First, we went into the keep. It was quite cool and gloomy in here. We climbed up loads of spiral stairs that were really old and not very even. I had to hold tight to the rope. I was out of breath when we got to the top but it was a great view. The people on the ground looked tiny!

On the way down, we stopped to look in some of the rooms. We were told that a real king slept in one of them a long, long time ago but I didn't believe it. Kings always have massive rooms, don't they? Also, they must have used hundreds of candles because the windows were just slits. We also saw their toilets, which you could look right through to the ground. They must have been very chilly to use!

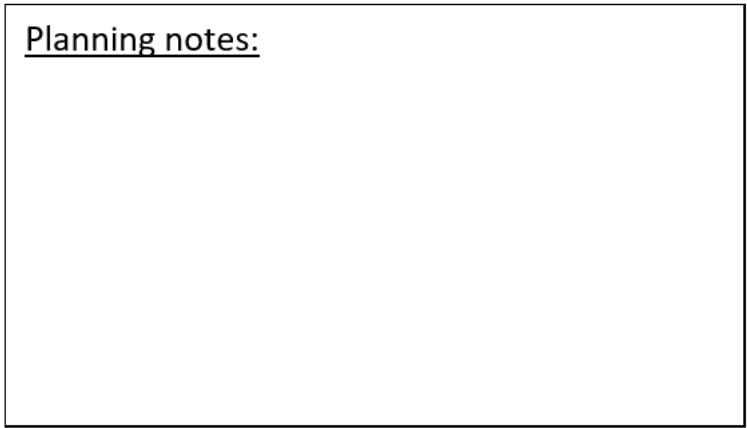
Next it was the best part of the day. Lunch! We sat on the grass to eat and I was next to Nisha. When we had finished, we were able to play. My favourite game was rolling down the grassy slope into the moat. It was a good thing they didn't have any water in it anymore!

After lunch, we marched around the curtain wall. It didn't look much like a curtain to me! There were also five crumbling towers around it but we could not go to the top of them because they were not safe.



After that, Ms Shah counted us back onto the coach. The ride back was great because Nisha sat next to me. When Dad picked me up, he asked me what the castle was like. I said that it was lots of fun.

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Son of the Sea

For two long, silent hours, Duncan slouched beside his Dad as their battered old car bumped and bounced along the dark track. All the time, the wind howled like a hungry phantom as it hurled an endless supply of frozen rain at their windscreen.

Not exactly how Duncan had planned on spending his tenth birthday. He had wanted to hang out with Callum, Rajesh and Skye, but no – Dad had said he had '*something special planned*'. This was weird, even for Dad. Not that Duncan didn't love his father dearly, of course he did. Since his mum had left them when he was just a baby, the pair of them had stuck together. He still wished he was with his friends though.

"Maybe next year," he muttered to himself as the car finally stopped.

"Stop your mumblin' and get yourself out of the car son," grunted Dad.

"Where are we?" asked the boy.

"I'll tell ya when we're out of the wind," said Dad. "Now don't forget your hat."

Stepping out of the car was like disappearing into a pitch-black tornado. Like an iron fist, his father's hand appeared from the gloom and guided him around the car. They kept pushing forwards against an invisible pressure like a night dragon's breath but eventually Dad had guided Duncan to safety. They crouched out of the wicked wind's reach.



"You're ten now son," Dad called into his ear. "In your culture, that means you're an adult. So she wants to congratulate ya!"

"An adult?" spluttered Duncan. "My culture? Who's *she*?"

"Hush now!" his father yelled excitedly, pointing. "Look – there she is!"

The full moon had painted everything in its silvery light so Duncan could see the beach quite clearly. There, on a rock just out to sea, sat a seal. A magnificent, glimmering seal but still just a seal.

"It's a seal," said Duncan, flatly.

"Go on, go on!" cried Dad. "Take your boots and socks off and paddle out to her!"



Duncan's mouth opened and closed silently a few times before he managed to respond. "What?"

It was true that Duncan did love swimming. It was also true that he loved spending time in the sea so much that his Dad called him 'The son of the sea.' But paddling in a stormy sea in the middle of a February night? No way!

"Ya trust me, don't ya son?" asked Dad, placing his big hands on his son's shoulders. Duncan gulped then nodded.

"Then go to her!"

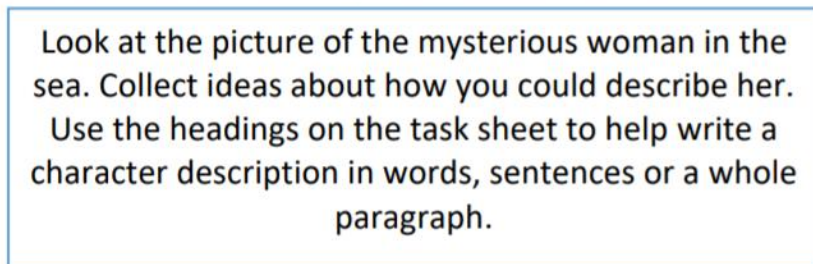
Duncan found himself doing as he was told. He was soon waddling like a penguin onto the freezing sand. The seal just stared at him. What was he doing? Somehow, he kept going. Then, as soon as his numb toes touched the icy waters, the seal glowed silver, then white. It was a blinding, blazing white that was too bright to look at. Duncan stumbled backwards and collapsed onto the sand. When he looked up, all he could see was an empty seal skin lying on the rock in the water. Then he noticed the silent silver figure beside him. She laid a misty hand on his shoulder and smiled.

"Happy birthday, my son," she whispered.

General questions you could ask as you read:

- How does Duncan feel about the surprise at the beginning?
- How does this change at the end of the story?
- Who do you think 'she' is?
- Why do you think Duncan's dad bought him here?

U.S. DEPARTMENT OF AGRICULTURE



How does she...

move?

sound?

make you feel?

[illegible]

Maths Challenge 1

Arithmetic

1. $75,473 - 42,288$

2. $6,164 \div 92$

3. $\frac{9}{10} - \frac{1}{4}$

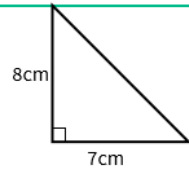
4. 46% of 700

Practice: Area of a Triangle

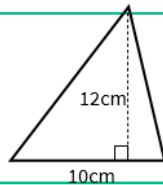
5. Recap: Write a formula for finding the area of a triangle.



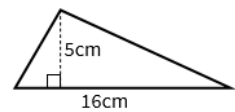
6. Calculate the area of this triangle.



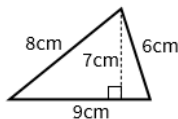
7. Calculate the area of this triangle.



8. Calculate the area of this triangle.



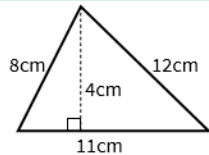
9. Calculate the area of this triangle.



10. Explain how you can use the measures of rectangle or square to help find the area of a right-angle triangle.



11. Calculate the area of this triangle.



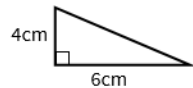
12. A triangle has an area of 36cm^2 . If its height is... what is its base?

a) 12cm

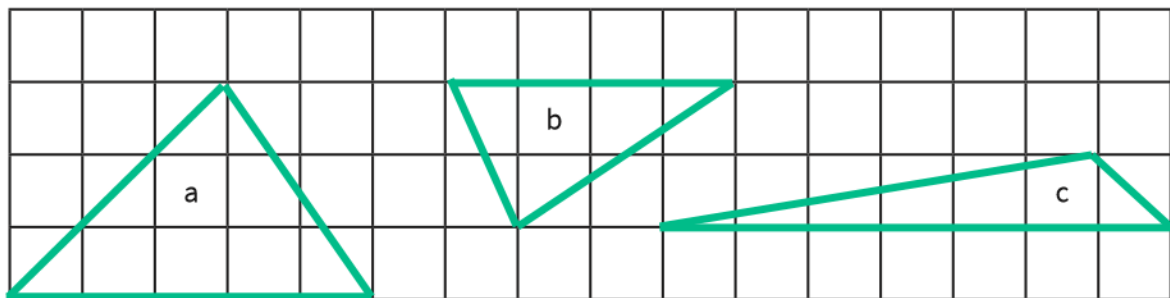
b) 4cm

c) 3cm

13. Simona says the triangle has an area of 24cm^2 . Is she correct? Explain.



14. Calculate the area of each triangle. Explain how you have calculated the areas.



Maths Challenge 2

Arithmetic

1. $84,573 + 98,554$

2. $2,304 \times 73$

3. $\frac{4}{5} \times \frac{7}{8}$

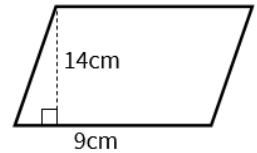
4. 19% of 4,500

Practice: Area of a Parallelogram

5. Recap: Write a formula to find the area of a parallelogram.



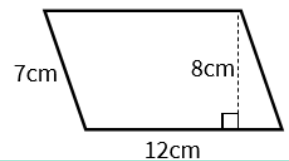
6. Calculate the area of this parallelogram.



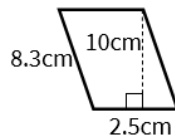
7. Calculate the area of this parallelogram.



8. Calculate the area of this parallelogram.



9. Calculate the area of this parallelogram.



10. Explain the link between the area of a parallelogram and a rectangle.



11. A parallelogram has an area of 48cm^2 . If its base is... what is its height?

a. 12cm

b. 4cm

c. 16cm

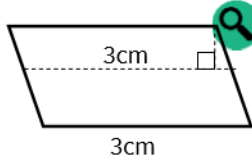
12. A parallelogram has an area of 50cm^2 . If its height is... what is its base?

a. 25cm

b. 0.5cm

c. 2.5cm

13. Tayyab is calculating the area of the parallelogram. He says the area is 9cm^2 . Is Tayyab correct? Explain.



Challenge

14. The area of a parallelogram is 40cm^2 .

Draw three different parallelograms that would have this area. Label the measures of the perpendicular height and base.

Maths Challenge 1 Answers

Q no.	Question	Answer
1	$75,473 - 42,288$	33,185
2	$6,164 \div 92$	67
3	$\frac{9}{10} - \frac{1}{4}$	$\frac{13}{20}$
4	46% of 700	322
5	Write a formula for finding the area of a triangle.	base x height divided by 2 = area of a triangle
6	Calculate the area of this triangle.	28cm^2
7	Calculate the area of this triangle.	60cm^2
8	Calculate the area of this triangle.	40cm^2
9	Calculate the area of this triangle.	31.5cm^2
10	Explain how you can use the measures of rectangle or square to help find the area of a right-angle triangle.	Two right angle triangles can be created from one rectangle. The base of a right angle triangle becomes the length of the rectangle and the height of the triangle is the height of the rectangle.
11	Calculate the area of this triangle.	22cm^2
12	A triangle has an area of 36cm^2 . If its height is... what is its base?	a) 6cm b) 18cm c) 24cm
13	Is she correct? Explain.	Simona is incorrect. She has calculated the base x the height but has not divided the answer by 2. The correct answer is 12cm^2 .
14	Calculate the area of each triangle. Explain how you have calculated the areas.	a. 7.5cm^2 b. 4cm^2 c. 3.5cm^2 Pupils could count the squares to find the area or they could split the triangle to make a right angle triangle and the height then use this information to calculate the area of each triangle. Alternatively, pupils may create rectangles using the base and height of the triangles and divide the area of the rectangle by two.

Maths Challenge 2 Answers

Q no.	Question	Answer
1	$84,573 + 98,554$	183,127
2	$2,304 \times 73$	168,192
3	$\frac{4}{5} \times \frac{7}{8}$	$\frac{28}{40}$ or $\frac{7}{10}$
4	19% of 4,500	855
5	Write a formula to find the area of a parallelogram.	base x perpendicular height = area
6	Calculate the area of this parallelogram.	126cm ²
7	Calculate the area of this parallelogram.	7cm ²
8	Calculate the area of this parallelogram.	96cm ²
9	Calculate the area of this parallelogram.	25cm ²
10	Explain the link between the area of a parallelogram and a rectangle.	Pupils should notice that if they take the triangle created by finding the perpendicular height and add it to the other side, it creates a rectangle. A rectangle and parallelogram with the same base and height/ perpendicular height will have the same area.
11	A parallelogram has an area of 48cm ² . If its base is... what is its height?	a) 4cm, b) 12cm, c) 3cm
12	A parallelogram has an area of 50cm ² . If its height is... what is its base?	a) 2cm, b) 100cm, c) 20cm
13	Is Tayyab correct? Explain.	Tayyab is incorrect. He has not found the perpendicular height and has instead found the base twice. Note that the pupils have not been asked to find the correct answer, only explain why Tayyab is incorrect.
14	The area of a parallelogram is 40cm ² . Draw three different parallelograms that would have this area. Label the measures of the perpendicular height and base.	Accept answers that are clearly labelled and would give an answer of 40cm ² . Possible answers: perpendicular height - 4cm, base - 10cm perpendicular height - 1cm, base - 40cm perpendicular height - 5cm, base - 8cm

Editing for Spelling: Text 1

Top tips:

1. Read through for common errors (e.g. with, thay) & grammar errors (e.g. your / you're)
2. Use rules to check spellings (e.g. dimed or dimmed; happiness or happyness)
3. Look out for tricky words that you might need to use a dictionary to check

Underline 6 errors in the text below

'I think we'd better be geting back now,' said Alan. 'Oh come on,' protested Beth. 'We've still got plenty of time. I've got somethink really cool to show you.'

In a star system many, many light-years away, Alan and Beth, a couple of young Zarkians (alien beings, for want of a better term), were taking their parents' Galaxy Hopper spacecraft for a quick spin before supper. Actually, they weren't really named Alan and Beth (we Earthlings couldn't pronounce their names if we tryed) but it does help to call them something. Nor did they 'say' anything: they comunicatd by projecting there thoughts into each other's minds. Oh, and their 'spacecraft' was nothing like any spaceship you could ever imagine, but that's not your fault.

Write the corrections below

Think:

- Why must they be spelt like this?
- What do they say at the moment?
- Which rules can you use to help?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Dictionary work

Choose two tricky words that you would need to check the spelling of in the dictionary. Write their definitions below as well as the spelling of at least one linked word (e.g. thought, thoughtful).

Word 1: _____

Definition: _____

Linked word(s): _____

Word 2: _____

Definition: _____

Linked word(s): _____

Editing for Spelling: Text 2

Top tips:

1. Read through for common errors (e.g. with, thay) & grammar errors (e.g. your / you're)
2. Use rules to check spellings (e.g. dimed or dimmed; happiness or happyness)
3. Look out for tricky words that you might need to use a dictionary to check

Underline 6 errors in the text below

It's all rather complicated, but human minds are far to simple to comprehend how these beings look, talk or travel. Perhaps it's best if you just envisij two green creatures whizzing around in a flying saucer, or your head might implode. One thing is true, however: they really were in peril of being late for supper.

Nipping between the fifth and sixth dimensions (so much quicker then crawling along through space and time), Beth popped the craft into a solar system that Alan had never visited before. The veercle skidded between two large planets – one with attractiv but otherwise unexceptional ice rings; the other with too many moons for its own good – and Beth slammed on the retro-boosters. There before them loomed a greeny-blue planet, swathed in water vapour.

Write the corrections below

Think:

- Why must they be spelt like this?
- What do they say at the moment?
- Which rules can you use to help?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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Definition: _____

Linked word(s): _____

Word 2: _____

Definition: _____

Linked word(s): _____

Spelling Answers

Answers: Editing for Spelling: Text 1

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Answers: Editing for Spelling: Text 2

It's all rather complicated, but human minds are far to simple to comprehend how these beings look, talk or travel. Perhaps it's best if you just envisij two green creatures whizzing around in a flying saucer, or your head might implode. One thing is true, however: they really were in peril of being late for supper.

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Corrections & Explanations:

1. getting – rules error: double the 't' to stop the vowel saying its name (getting not geting).
2. something – common error: you can show someone a *thing* but not a *think*.
3. actually – rules error: the root word *actual* ends in the letter 'l' and you then add the suffix *ly*.
4. tried – rules error: you usually change the 'y' at the end of the root word to an 'i' when you add a suffix.
5. communicated – tricky word: Year 5/6 spelling list word: 'comm' has two 'm's (same as committee) and the past tense suffix is spelt *ed*. Use a dictionary to help check if needed.
6. their – grammar error: *their* for belonging, not *there* as in *here* and *there*

Corrections & Explanations:

1. to – homophone error: *too* meaning 'as well'
2. envisij – rules error: the 'j' sound at the end of a long word is usually spelt with a 'g'. Use a 'posh voice' to say *envisage* – similar to *garage*, *village*.
3. then – grammar error: *than* for comparison, not *then* as in *after that*
4. veercle – tricky word: Year 5/6 spelling list word: use a spelling voice to learn the spelling of *ve-hic-le*. Use a dictionary to help check if needed.
5. attractiv – rules error: the 'v' sound at the end of a word is spelt *ve*
6. slamed – rules error: double the 'm' to stop the vowel saying its name (slammed not slamed)

Sunglasses Summer Art

Andy Warhol was a famous artist who created lots of artwork, including a style called Pop Art. He would reprint a photograph (often of a celebrity) lots of different times using different bright colours in each reprint.

The sun is strongest during the summer so wearing sunglasses is a great way to protect your eyes from the sun's rays.

Produce your own sunglasses Pop Art using the template below.

You will need:

- A selection of strong, bright colours in whatever you are going to use to colour. It could be paints or felt tips. Fluorescent colours work particularly well in Pop Art.
- Sunglasses template



Instructions

Colour in each pair of sunglasses and the background of each section. Pop Art isn't meant to be realistic so use strong, bright colours. The lenses on each pair of sunglasses could even be different colours to each other.



