



Year 6 Home Learning Term 4 Week 4 Monday 25th October – Friday 29th October








Year 6 are now back learning at school! This means the teacher will only be working with children in the classroom. There will be no more learning grids after this week. We hope to see you soon.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00- 9:40	<p><u>READING</u></p> <p>Read for 20mins. This might be from a book you already have at home or by using Reading Eggs.</p> <p>Read by yourself or listen to the poem “Being” by Tanaya Winder being read to you by your teacher on Seesaw.</p> <p>https://www.poetryfoundation.org/poetrymagazine/poems/155484/being</p> <p>After you have finished reading this poem, answer these questions:</p> <ol style="list-style-type: none">1. Did you like this poem? Why or why not?2. What message do you think the poet is trying to convey?3. What is a connection you can make with this poem?	<p><u>READING</u></p> <p>Read for 20mins. This might be from a book you already have at home or by using Reading Eggs.</p> <p>Read by yourself or listen to the poem “Bed in Summer” by Robert Louis Stevenson being read to you by your teacher on Seesaw.</p> <p>https://www.poetryfoundation.org/poems/43190/bed-in-summer</p> <p>After you have finished reading this poem, answer these questions:</p> <ol style="list-style-type: none">1. Did you like this poem? Why or why not?2. What message do you think the poet is trying to convey?3. What is a connection you can make with this poem?	<p><u>READING</u></p> <p>Read for 20mins. This might be from a book you already have at home or by using Reading Eggs.</p> <p>Read by yourself or listen to the poem “Fireflies in the Garden” by Robert Frost being read to you by your teacher on Seesaw.</p> <p>https://www.poetryfoundation.org/poems/42892/fireflies-in-the-garden</p> <p>After you have finished reading this poem, answer these questions:</p> <ol style="list-style-type: none">1. Did you like this poem? Why or why not?2. What message do you think the poet is trying to convey?3. What is a connection you can make with this poem?	<p><u>READING</u></p> <p>Read for 20mins. This might be from a book you already have at home or by using Reading Eggs.</p> <p>Read by yourself or listen to the poem “Big Dream” by April Halprin Wayland being read to you by your teacher on Seesaw.</p> <p>https://www.poetryfoundation.org/poems/58754/big-dreams</p> <p>After you have finished reading this poem, answer these questions:</p> <ol style="list-style-type: none">1. Did you like this poem? Why or why not?2. What message do you think the poet is trying to convey?3. What is a connection you can make with this poem?	<p><u>READING</u></p> <p>Read for 20mins. This might be from a book you already have at home or by using Reading Eggs.</p> <p>Read by yourself or listen to the poem “New Math” by Nikki Grimes being read to you by your teacher on Seesaw.</p> <p>https://www.poetryfoundation.org/poems/155727/new-math</p> <p>After you have finished reading this poem, answer these questions:</p> <ol style="list-style-type: none">1. Did you like this poem? Why or why not?2. What message do you think the poet is trying to convey?3. What is a connection you can make with this poem?


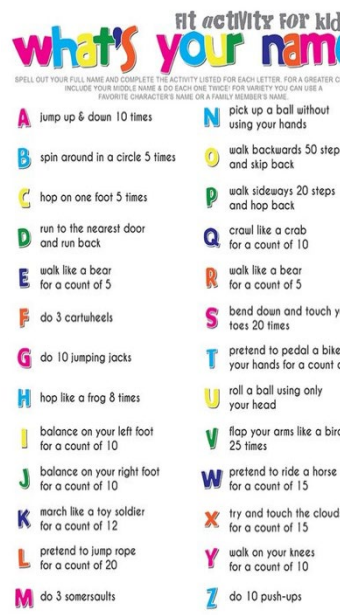
<p>9:40-10:20</p>	<p><u>Poetry - Planning</u></p> <p>Diamante Poems</p> <p>Purpose: Diamante poems compare two subjects and are shaped like a diamond.</p> <p>Structure: An antonym diamante poem uses two antonyms as the beginning and ending.</p> <p>Line 1: A noun (first subject) Line 2: Two adjectives about the first subject Line 3: Three “ing” verbs about the first subject Line 4: Four nouns (two about the first subject, two about the second subject) Line 5: Three “ing” verbs about the second subject Line 6: Two adjectives about the second subject Line 7: A noun (second subject)</p> <p>Example:</p> <p>Summer Cloudless, humid Swimming, relaxing, celebrating Barbecue, beach, wind, snowman Shivering, glistening, raining Dark, icy</p>	<p><u>Poetry – Composing</u></p> <p>Use your plan from yesterday to compose your diamante poem.</p> <p>_____</p> <p>(noun)</p> <p>_____, _____</p> <p>(adjective) (adjective)</p> <p>_____, _____, _____</p> <p>(-ing verb) (-ing verb) (-ing verb)</p> <p>_____, _____, _____, _____</p> <p>(noun) (noun) (noun) (noun)</p> <p>_____, _____, _____</p> <p>(-ing verb) (-ing verb) (-ing verb)</p> <p>_____, _____</p> <p>(adjective) (adjective)</p> <p>_____</p> <p>(noun)</p>	<p><u>Poetry - Planning</u></p> <p>Diamante Poems</p> <p>Purpose: Diamante poems compare two subjects and are shaped like a diamond.</p> <p>Structure: An antonym diamante poem uses two antonyms as the beginning and ending.</p> <p>Line 1: A noun (first subject) Line 2: Two adjectives about the first subject Line 3: Three “ing” verbs about the first subject Line 4: Four nouns (two about the first subject, two about the second subject) Line 5: Three “ing” verbs about the second subject Line 6: Two adjectives about the second subject Line 7: A noun (second subject)</p> <p>Example:</p> <p>Summer Cloudless, humid Swimming, relaxing, celebrating Barbecue, beach, wind, snowman Shivering, glistening, raining Dark, icy Winter</p>	<p><u>Poetry – Composing</u></p> <p>Use your plan from yesterday to compose your diamante poem. Refer to Tuesday</p>	<p><u>Journal</u></p> <p>Write about your week of learning. How do you feel? What challenges did you face? What does that mean for next week’s learning? What was a highlight in your week?</p>
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	<p>Winter</p> <p>Choose a topic for your diamante poem. Here are some ideas:</p> <ol style="list-style-type: none"> 1. smile and frown 2. flames and ice 3. choose your own <p>Brainstorm nouns, adjectives and verbs for your antonyms</p>		<p>Choose a topic for your diamante poem. Here are some ideas:</p> <ol style="list-style-type: none"> 1. sunrise and sunset 2. lion and lamb 3. choose your own <p>Brainstorm nouns, adjectives and verbs for your antonyms</p>		
10:20-11:00	<p><u>SPELLING</u></p> <p>Write your spelling list out in your book.</p> <p><u>Word Clues</u> – Which list word matches?</p> <p>heavy wind, rain and lightning _____</p> <p>constructed at the beach _____</p> <p>helps people who are unable to walk _____</p> <p>someone who is often part of criminal trials _____</p> <p>prevents sound _____</p> <p>the people who live in a house _____</p> <p>descendants _____</p> <p>something tourists do _____</p>	<p><u>SPELLING</u></p> <p>Write your spelling list out in your book.</p> <p><u>In a group</u> - Write the list word that belongs in each group.</p> <p>paint, white, _____</p> <p>bazaar, stalls, _____</p> <p>bandana, headband, _____</p> <p>birds, crops, _____</p> <p>beach, buckets, _____</p> <p>silent, mute, _____</p> <p>procedure, instruction, _____</p> <p>observer, bystander, _____</p>	<p><u>SPELLING</u></p> <p>Write your spelling list out in your book.</p> <p><u>Syllables</u></p> <p>Using your spelling words sort out how many syllables in each word.</p>	<p><u>SPELLING</u></p> <p>Write your spelling list out in your book.</p> <p><u>Underline the spelling mistakes.</u> Write the word correctly</p>	<p><u>SPELLING</u></p> <p>Write your spelling list out in your book.</p> <p><u>Sentences</u> Choose 10 spelling words and write a sentence for each word. Underline your spelling word.</p>

Break 11:00- 11:40	
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Middle	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS
11:40-12:30	<p>Complete the Mathletics activity.</p>  <p>Multiplication</p> <p>Explore the use of brackets and the order of operations to write number sentences.</p> <p>Look the example below (anchor chart).</p> <p>E.g. $5 \times (10 \times 2) \times 3 = ?$</p> <p>For this question you will need to start with:</p> <ol style="list-style-type: none"> 1. $10 \times 2 = 20$ 2. $5 \times 20 = 100$ 3. $100 \times 3 = 300$ <p>Answer these questions</p> <ol style="list-style-type: none"> 1. $3 \times (20 \times 2) \times 2 =$ 2. $3 \times 3 \times (20 \times 2) =$ 3. $15 \times (1 \times 3) \times 2 =$ 4. $44 \times 2 \times 2 =$ 5. $(33 \times 2) + (22 \times 2) \times 1 =$ 	<p>Complete the Mathletics activity.</p>  <p>Multiplication</p> <p>Explore the use of brackets and the order of operations to write number sentences.</p> <p>Revise what you did yesterday and the anchor chart below. Make sure you understand the order of BODMAS.</p> <p>Complete worksheet below (Tuesday Math).</p>	<p>Complete the Mathletics activity.</p>  <p>Multiplication</p> <p>Explore the use of brackets and the order of operations to write number sentences.</p> <p>Come up with you own number sentences using brackets and the order of operations. Come up with at least 10 and solve it! Upload your answers and questions to SeeSaw.</p>	<p>Complete the Mathletics activity.</p>  <p>A number sequence can include whole numbers, fractions, and decimals. A rule is used to describe the number sequence.</p> <p>E.g. $2, 4, 6, 8, 10$ The rule for this sequence is that the numbers are going up in 2s or +2.</p> <p>Complete the worksheet attached below, filling in the missing numbers and identifying the rule.</p>	<p>Complete the Mathletics activity.</p>  <p>Create your own number sequences using the rules below.</p> <ol style="list-style-type: none"> 1. Add 45 2. Subtract 1.03 3. Subtract $\frac{1}{6}$ 4. Add $\frac{1}{5}$ 5. Add 14 <p>E.g. Rule is to add 22</p> <p>Number sequence 120, 142, 164, 186, 208</p>

<p>12:30-1:30</p>	<p><u>PDHPE</u></p> <p>Make sure you complete at least 30 minutes of physical activity a day.</p> <p>52 Pickup Using a deck of cards you will need to pickup a card and it represents a different fitness activity to complete. The card value (number on the card) represents how many reps to perform e.g. 2 Clubs you need to complete 10 push ups x2 reps.</p> <div data-bbox="286 804 633 1326"> <p>52 Pickup</p> <p>Each suit represents a different exercise. Card value = number of reps to perform. (J=11, Q=12, K=13, A=see below, Jokers=1 min rest)</p> <p>Shuffle the deck and get moving!</p> <div> <div>♠</div> <div>push-ups</div> <div>30 second mountain climbers</div> <div>♠</div> </div> <div> <div>♥</div> <div>hip raises</div> <div>30 second bridge hold</div> <div>♥</div> </div> <div> <div>♣</div> <div>squat jumps</div> <div>30 second deep squat hold</div> <div>♣</div> </div> <div> <div>♦</div> <div>burpees</div> <div>30 second plank hold</div> <div>♦</div> </div> </div>	<p><u>HEALTH</u></p> <p>Barriers to physical activity.</p> <ol style="list-style-type: none"> 1. What are barriers to physical activity? Create a brainstorm of all the thing's/barriers that may stop you from participating in physical activity. 2. Create your own personal active lifestyle goals and a plan of how you will achieve their goal. <p><i>Example: My goal: Participate in 30 minutes of physical activity every day</i></p> <p><i>Ideas: catching and throwing, soccer, go for a walk, play at the park, skipping, play basketball, do a bootcamp course, create an obstacle course.</i></p>	<p><u>WELLBEING WEDNESDAY</u></p>	<p><u>PDHPE</u></p> <p>Make sure you complete at least 30 minutes of physical activity a day.</p> <p><u>Own Game</u> With a family member create your own Fitness or Sports Game. Be creative and make sure to explain the rules. Record yourself completing the new game you have come up with.</p> <div data-bbox="1473 751 1778 951"> </div>	<p><u>PDHPE</u></p> <p>Make sure you complete at least 30 minutes of physical activity a day.</p> <p>Fitness – What's your name?</p> <p>Spell out your name and for each letter you need to follow the fitness activity to complete.</p> <p>Record yourself completing this activity and post on Seesaw.</p>
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Break 1:30- 2:00					
Afternoon 2:00-3:00	<u>SCIENCE</u> Experiment: Place a few of these items safely in the freezer. Each liquid needs to be in a separate container. <ul style="list-style-type: none"> - Vegetable oil - Syrup/honey - Flat fizzy drink - Vinegar - Vinegar with salt. 	<u>HISTORY</u> For this lesson, you will need to compare the similarities and differences between a migrant and refugee experiences are explored. You will need to understand that people. Watch video: https://www.inquisitive.com/video/316-migrants-and-refugees	<u>WELLBEING WEDNESDAY</u>	<u>VISUAL ARTS</u> <u>Drawing Comics</u> Materials needed: Comic from last week Pencils (lead and coloured) Using the comic you created last week, refine your drawings and design. Ensure you have used your	<u>CATCH UP</u> Take some time to catch up on work that you might have missed this week or do something that makes you happy. Try to do some more Yoga, meditation, painting or help your mum and dad with cooking or gardening around the house.

	<p>Before they freeze, predict what will happen. A prediction is called a hypothesis in science experiments.</p> <p>What were your results? Did each liquid become a solid? Record your results in a table such as the one found further down in this learning grid.</p>	<ol style="list-style-type: none">1. What is the difference between a refugee and a migrant? Complete the attached worksheet.2. Explain the analogy of 'Push' and 'Pull.'		<p>cartoon character throughout.</p> <p>Once you are happy with the final product, present this on seesaw or google classroom.</p>  	
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Week 4 Spelling words

Week	Spelling rule	Spelling Words	Extension words
Week 4	<i>Compound Words</i>	southwest household northeast thunderstorm whitewash grandchildren soundproof scarecrow firebreak marketplace great-grandfather mother-in-law eyewitness wheelchair sightseeing headdress sandcastle gentlemen thanksgiving guideline	masterpiece coldblooded trustworthy weatherproof viewpoint

Monday – Science

Freezing Liquids	Vegetable Oil	Honey	Flat lemonade	Vinegar	Vinegar with salt
Prediction					
Result					

Monday – Math

Order of Operations

B	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
O	Order	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 + 6 \div 2 = 10 + 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

Order of Operations

Do things in Brackets First

✓ $4 \times (5 + 3) = 4 \times 8 = 32$

✗ $4 \times (5 + 3) = 20 + 3 = 23$ (wrong)

Tuesday– Math

1. $(3 + 4) \times 6 =$

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2. $(6 + 1) \times 2 =$

.....

3. $(2 + 3) \times 4 =$

.....

4. $6 \times (3 + 2) =$

.....

5. $(7 + 2) \times 10 =$

.....

6. $3 \times (3 + 4) =$

.....

7. $(5 - 2) \times 8 =$

.....

8. $6 \times (7 - 2) =$

.....

9. $7 \times (9 - 3) =$

.....

10. $(6 + 5) \times 3 =$

.....

Wellbeing Wednesdays

Take the afternoon to do some of the fun things below. This is some time just for you!

Go to Smiling Mind and complete an activity



Do some sidewalk art using chalk



Build a Fort and have a nap inside



Play a board game with your family



Listen to the 'What If World' Podcast for some amazing stories



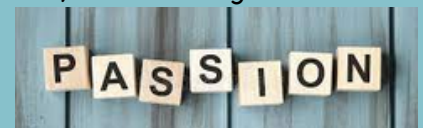
Build a Fairy Garden outside using leaves, sticks and rocks



Build a MUD Village outside by adding water to some dirt. Get dirty!



Start a passion project. What is something you really want to learn about? A musician, a type of art, outer space, a celebrity? Do some research.....read, watch videos, investigate! How will you show your learning?



Continue the Sequence

I can continue a sequence involving whole numbers, fractions, and decimals.
I can describe the rule used to create the sequence.

Continue each number sequence and describe each rule, for example:

2, 4, 6, 8, 10, 12, 14, 16 The rule is that the numbers are going up in 2s or +2.

1. 98, 96, , 92, 90, , , 84, 82, , , 76, , ,

What is the rule? _____

2. $1\frac{3}{4}$, , $2\frac{1}{4}$, , , 3, , , ,

What is the rule? _____

3. 0.25, 0.23, , 0.19, , 0.15, 0.13, , ,

What is the rule? _____

4. 117.2, 117.3, , 117.5, 117.6, , 117.8, 117.9, , , 118.2, ,

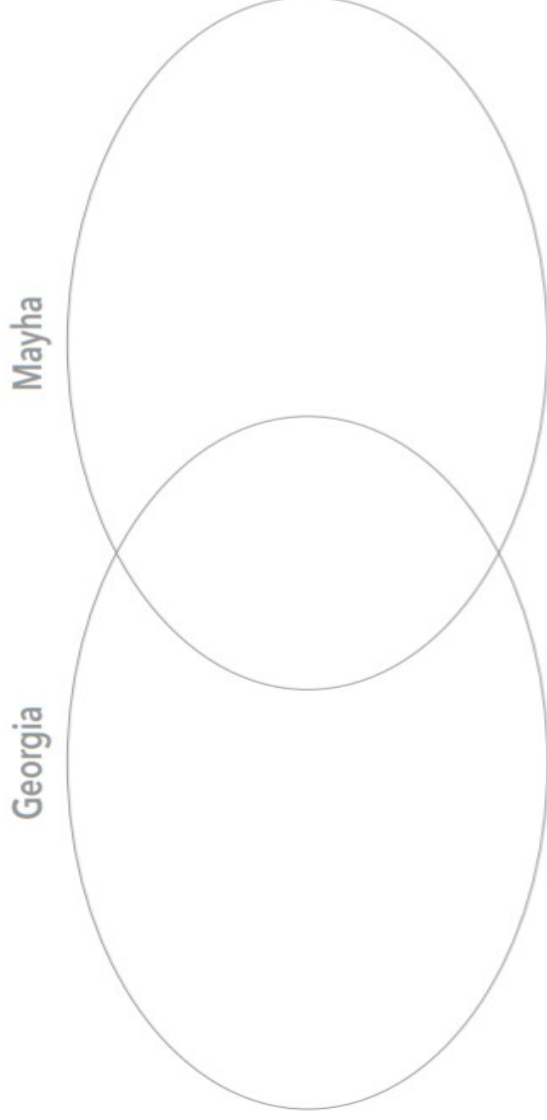
What is the rule? _____

Challenge: Create your own sequence using fractions or decimals and explain your rule.

Tuesday – History

1.

Complete the Venn Diagram for Georgia and Mahya on the similarities and differences of their experience.



2.

a Write the reasons that you think could **push** a person to migrate to another country.

b Write the reasons that you think could **pull** a person to live in another country.

(The information from question 6 may be helpful)

