**Year 6 Home Learning**

**Week Commencing: 27th April 2020**

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Message from staff:

We know being home (in sometimes tight quarters) is tough on everyone, so now is the time to dig deep and be kind. Be kind to your family members. Help them understand the technology they might need for school. Set the table, do the dishes and get involved in the chores.

“We miss the opportunity to be with you and learn together. While we are apart, learn with your family—learn some family history with a photo album, appreciate the world outside together, find a hobby you enjoy.”

Once this is all over- we shall meet again- keep smiling.

**Your Home Learning this Week:**

Every day (Monday to Friday), make sure you choose a \*reading, \*writing, \*spelling/handwriting, \*maths and \*theme learning activity. There are also further activities to choose from should you wish to.

Reading Home Learning

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| --- | --- | --- | --- | --- |
| Read two chapters of a novel Fantastic Mr Fox. | Read for pleasure for 30 minutes. | Read chapter summaries. | Read a book about different dyes and then identify prepositions giving information about time, place and cause. | Re-read the book and re-visit prepositions |

Writing Home Learning

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| --- | --- | --- | --- | --- |
| Describe the characters. | Revise and identify past tense and the present perfect form. Check children’s understanding of this. | Plan and write your own story in the same style. | Revise and identify prepositions and understand how these help us to answer questions about when, where and how. | Understand how prepositions can be used and create a set of sequenced instructions |

Spelling/Handwriting Home Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| superhuman  collision  television  supercomputer  supertanker  superstructure  impatient  confusion  imperfect  decision  pyramid  trouble | impolite  library  perhaps  bicycle  superstar  superman  erosion  impeccable  immortal  invasion  optician  country  parachute | appear  material  possess  caught  expansion  immature  impossible  improbable  imbalance  supermarket  mail  male | division  abrasion  sentence  various  regular  immovable  supersonic  superfine  superficial  excursion  piece  vein  incomplete | Ask your parents to test you on the words covered this week. |

Maths Home Learning

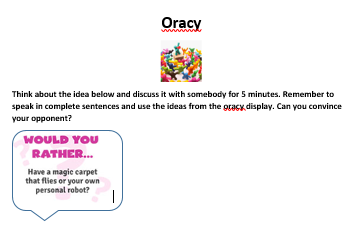
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Revise division.  Complete division st 1a | Complete division st 2a with remainders | Use Mathematics revision guide. Read over page 40.  Write the definition of area and perimeter- create a poster to explain the difference between area and perimeter.  **Complete perimeter wkst**. | Watch the video below on finding the area of a rectangle. <https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zwqt6fr>  Complete area of a rectangle workst. | Watch the video below on finding the area of a triangle.  <https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zsqxfcw>  Complete area of triangle wkst. |

Theme Home Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Science  Adaptation   1. There are 3 types of adaptations. See link below: <https://www.bbc.co.uk/bitesize/guides/z7sdmp3/revision/1>   Draw 3 different posters to describe each type of adaptation: Behavioural - responses made by an organism that help it to survive/reproduce  Physiological - a body process that helps an organism to survive/reproduce  Structural - a feature of an organism’s body that helps it to survive/reproduce  Task: make a poster to show behavioural adaptation.   * 1. To help you to complete the poster for behavioural adaptation, use the link below: <https://nhpbs.org/natureworks/nwep1.htm> | Task: make a poster to show physiological adaptation.  To help you to complete the poster for physiological adaptation, use the link below:  <https://www.bbc.co.uk/bitesize/guides/z86gpbk/revision/8> | Task: make a poster to show structural adaptation.  To help you, to complete the poster for structural adaptation, use the link below:  <https://nhpbs.org/natureworks/nwep1.htm> | Vocabulary  Learn the vocabulary for adaptation and make a magic flip book with the words and definitions. Don’t forget to include pictures.  Section 1 <https://www.starpointcsd.org/site/handlers/filedownload.ashx?moduleinstanceid=828&dataid=3506&FileName=info_on_animal_adaptations.pdf> | Use the flipbook created to learn the definitions/meanings of the words.  Use the new words by writing your own sentences. |

Other Activities

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| --- | --- | --- | --- | --- |
| Summarise the story using ‘Home-CBBC Newsround’  Newsround story 1  Follow the recipe to bake | Design a poster to help others protect themselves when leaving their home from COVID-19 | Draw a food plate showing which food items/other items you could not find at your local store. | What impact has COVID-19 had on your daily life?  (Include positive and negative impact). | Design a poster to show which items have been restricted in the shops as a result of COVID-19 outbreak in the UK. |



Key skills to continue practicing weekly:

-spellings

-grammar (go through revision booklets)

-speed reading

-speed writing (count the number of words you can write in one minute)

-neat and joined up handwriting

-timetables (build up speed)

Useful websites:

Maths:

<https://www.mathplayground.com/math-games.html>

<https://claritymaths.uk/>

<http://www.icteachers.co.uk/children/children_sats.htm>

<https://www.sheppardsoftware.com/math.htm>

English

<http://www.icteachers.co.uk/children/children_sats.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.keystage2literacy.co.uk/spellings-menu.html>

<https://www.spellzone.com/games/index.cfm?wordlist=2255>

**Mindfulness**



**Try out some of the activities below daily to help you relax.**

**Breathing exercises:**

**Belly Breathing**– Sit or lay comfortably. Place your hands on your belly and take a deep breath in for four counts, blowing up your belly like a balloon. Hold the breath for one count and then slowly exhale for five counts, deflating the balloon in your belly. Continue to do this for a few minutes until you see or feel calm and relaxed.

**Snake Breathing**– When they are coiled and resting, snakes look around calmly, and when they move, they are slow and smooth.  
Sit up tall. Take a deep breath in, filling up your whole body. Pause and breathe out slowly and smoothly, making a hissing sound for as loud as you can,.repeat for three to five rounds, feeling yourself slow down and become calmer each time.

**Bear Breathing**– In winter, bears hibernate in caves, sleeping peacefully. Sit up tall, close your eyes. Through your nose, breathe in for a count of five, then hold in for a count of three. Breathe out for a count of five. Then hold out for a count of three. Repeat five to seven times then see how you feel.

**Bunny Breathing**-Bunnies are very alert. Keep yourself awake and alert with this cleansing breath. Sit on your shins with your back straight, shoulders wide and chest lifted. Keeping your chin down, take three big sniffs, one right after the other. Then exhale in a long release, as though you are sighing out through your nostrils. Repeat for five to seven rounds. When you’ve finished, you should feel clear, relaxed and alert.

**Mindful doodling**

This doodling is special and will help you to remember what you've been taught during the day. It relaxes the mind, and allows the learning to make connections in the brain. It will also help if you play relaxing meditation music in the background.

<https://www.youtube.com/watch?v=ZBnPlqQFPKs-> Work through the video

If you or your child has any further queries regarding their learning projects, please contact admin@hardwick.derby.sch.uk, clearly stating your child’s name and class teacher, and the staff will be in touch to support you and your child.

Thank you and stay safe.