

Home Learning Pack for Year 6

Week beginning 29th June 2020

This pack does not need to be printed. Pupils can work through the pack using their own pad/exercise book. Pupils can gain extra support by scanning the QR codes throughout this pack with a supporting device such as a phone/ipad. Simply open the camera from your chosen device and scan the code.



Stage: 6	Spelling Rules: Adverbs synonymous with determination.
List: 30	Name:



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
intently					
diligently					
repeatedly					
knavishly					
determinedly					
resolutely					
relentlessly					
persistently					
tenaciously					
continually					

Stage: 6

Spelling Rules: Adverbs synonymous with determination.

List: 30

Name:



Spelling Shed

Spellings

Use each of your spellings to create a sentence. Underline the spelling.

intently

diligently

repeatedly

knavishly

determinedly

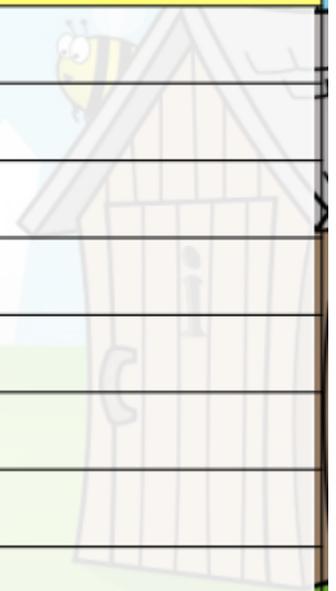
resolutely

relentlessly

persistently

tenaciously

continually



Day 1

Day 1 Maths Warm Up

It's a puzzle to begin with.

You need to use your knowledge of number facts to work out the headings and the missing cells in the chart. Not all the small purple numbers will be used.

		2	3	4	5	6	7	8	9	10	11	12
x												
2			15									12
3												
4												
5					30							
6												
7												
8		96										
9												
10									54	12		

How quickly can you solve it?

Day 1 Maths Core

It's a multiplication investigation today! Firstly begin by multiplying different 2 digit numbers by 101. What happens?

32×101	44×101
67×101	14×101

What do you predict will happen if you take a 2 digit number and multiply it by 102? Make a prediction and then check it out. Were you correct? Can you explain it mathematically?

We would like you to do some investigations into this today. We are giving you some choices and



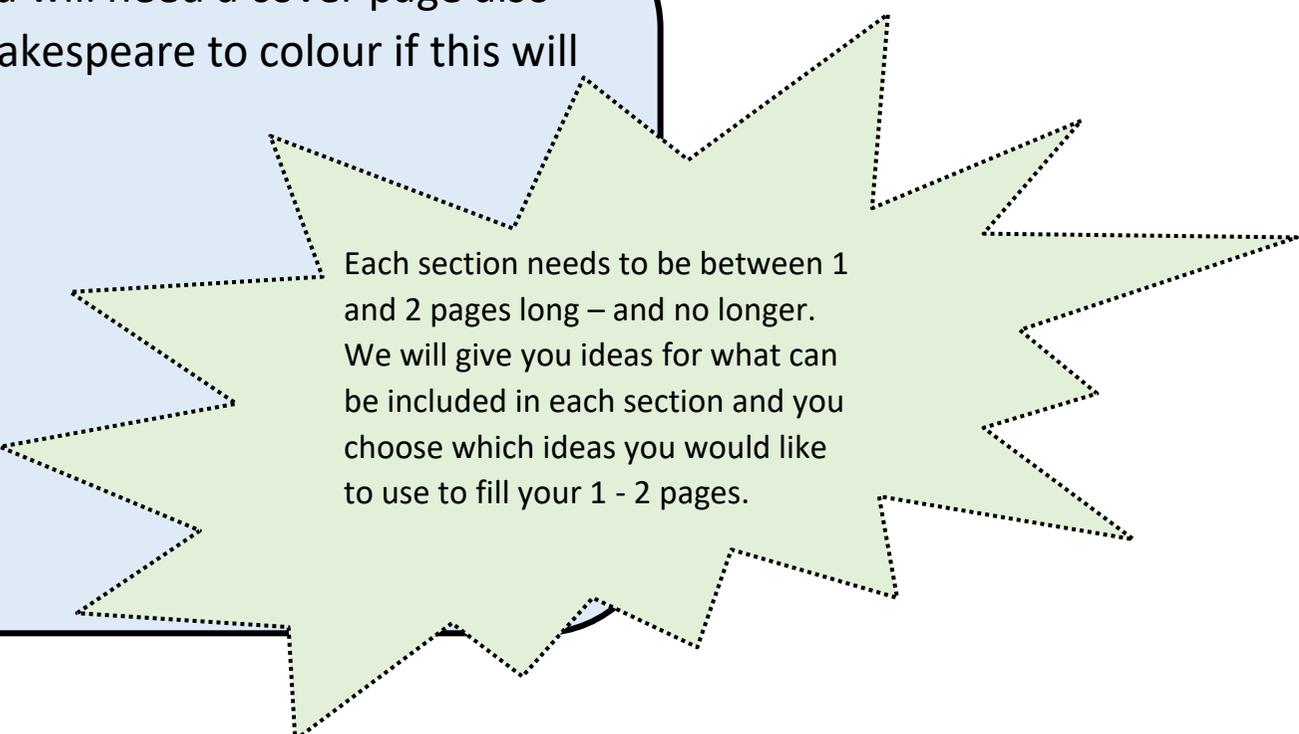
Multiplication Investigation Findings

DAYS 1, 2 and 3 – LITERACY

For today and tomorrow, we would like you to please compile your Shakespeare mini project. This has got to be beautifully done because we would like you to take it with you when you begin High School. We are going to give you some ideas about how you could present it, but you need to make the choices and present it well with a real focus on your handwriting and spelling.

Your project consists of 6 sections. You will need a cover page also and we have given you a picture of Shakespeare to colour if this will help you.

- 1) Life in Shakespearean times.
- 2) Who was Shakespeare?
- 3) Shakespearean language
- 4) Globe Theatre
- 5) Shakespeare's plays
- 6) Shakespeare's legacy.



Each section needs to be between 1 and 2 pages long – and no longer. We will give you ideas for what can be included in each section and you choose which ideas you would like to use to fill your 1 - 2 pages.



SECTION 1 – Life in Shakespearean times

Concentrate on one particular aspect of life in Shakespearean times. E.g. Houses, Food, Health, Music, Crime and Punishment, Jobs. Complete some research into your area of interest and then do a one page information sheet. This needs to be the smallest part of your project and just sets the context for it.

IDEAS FOR THINGS TO INCLUDE.

A recipe for food from this time.
Drawings of houses at this time
Health facts and sanitation – did you know facts?
Advert for jobs for this time.
Top 5 popular music list.

SECTION 2 – Who was Shakespeare?

Day 1 from the 22nd June pack had lots of information about who Shakespeare was. Please revisit that learning and the videos that were suggested if possible.

IDEAS FOR THINGS TO INCLUDE.

A time line of Shakespeare's life.
A biography of Shakespeare.
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Interesting facts about Shakespeare – possibly as little bubbles or a 'Did you know?' box.
A Shakespeare twitter page – what would he tweet about key events in his life?

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IDEAS FOR THINGS TO INCLUDE.

Shakespearean translation – some of his most common words – See Day 4 of 15th June pack.
Write up some of your own Shakespearean insults. See Day 2 of 22nd June pack for this activity.
Produce a wordle (if you have access to a computer) of some of his most common words.

SECTION 4 – Globe Theatre

From Days 4 and 5 of the learning pack from the 15th June, you hopefully will have some learning completed about the Globe Theatre.

IDEAS FOR THINGS TO INCLUDE.

Annotate a picture of the Globe Theatre.
Design an advert for a play being shown. Don't forget to include the coloured flag for the type of play, details of the food and drink that will be on offer and the different ticket prices depending on the visitors will be in the theatre.
Newspaper report of when the Globe Theatre got burnt down or rebuilt.
Information sheet – written beautifully.

SECTION 5 – Shakespeare's Plays

List the 3 types of plays – Comedies, Tragedies and Histories. (see last week's pack).

IDEAS FOR THINGS TO INCLUDE.

Design a book cover for your favourite play.
Do a review of your favourite play. Characters, Story line, themes, famous quotes.
Do a top ten playlist of songs for your favourite play.
Google a Romeo and Juliet project music playlist for some ideas. You can do a playlist for any play of your choice that you feel confident with.

SECTION 6 – Shakespeare's Legacy

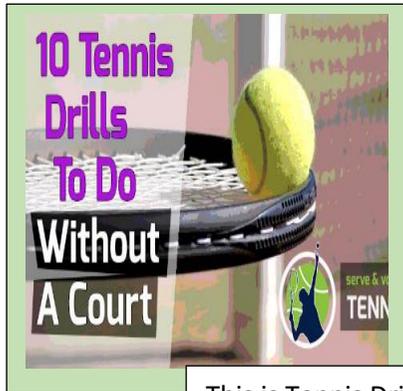
Shakespeare made a big impact on the English language and his works are still enjoyed and studied today.

IDEAS FOR THINGS TO INCLUDE.

A list of words and phrases that Shakespeare invented that we still use today.
Be creative with this section! Possibly write a poem using Shakespeare's words and plays.
Or a wordle of the words and phrases.
Or words presented in a picture to do with Shakespeare.

DAY 1 – FOUNDATION - PE

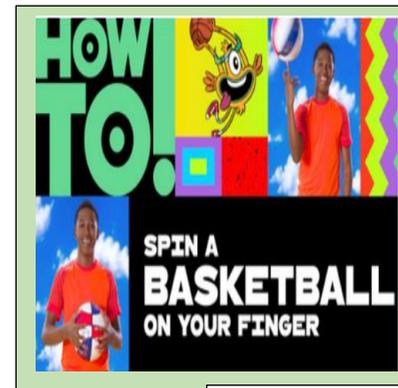
Here is a choice of PE and health activities. Enjoy!



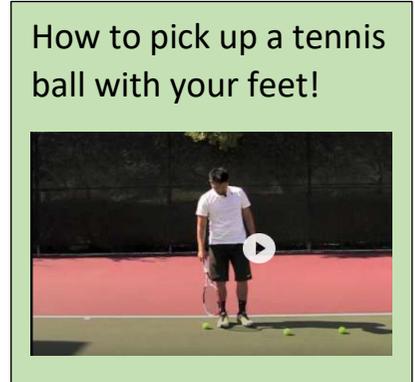
This is Tennis Drills website.



This is a Zumba session. It's good fun!



This is a link to a basketball trick site.



Also, please try and complete a PE with Joe Wicks session. Here are the hyperlink and QR code for the website.

[PE With Joe](#)



DAY 1 – WELLBEING

Please spend some half an hour reading a book of your choice either to yourself or to somebody else! It's a really enjoyable thing to do.

Day 2

Day 2 – Maths Warm Up

It's a choice of mathematical games to start today. There's a partner game or a trick to learn by yourself if you click on the picture. See what is best for you!

Endless Noughts and Crosses

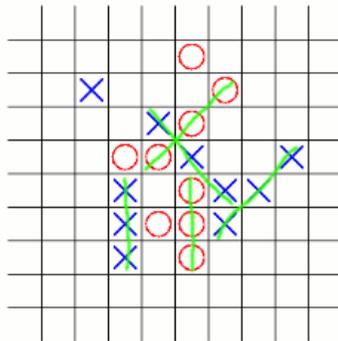
Age 7 to 11 ★★★

This is a game for two players. You will need a sheet of grid paper (or rule lines down a sheet of writing paper).

The game is played like the ordinary game of noughts and crosses, with each player taking turns to mark a square with a nought or a cross, but does not end with first string of three noughts or crosses. Keep going until either the grid is full or both players have had enough! The winner is the player who has the most strings-of-three. You might find it helpful to use different colour pens or to keep score as you play.

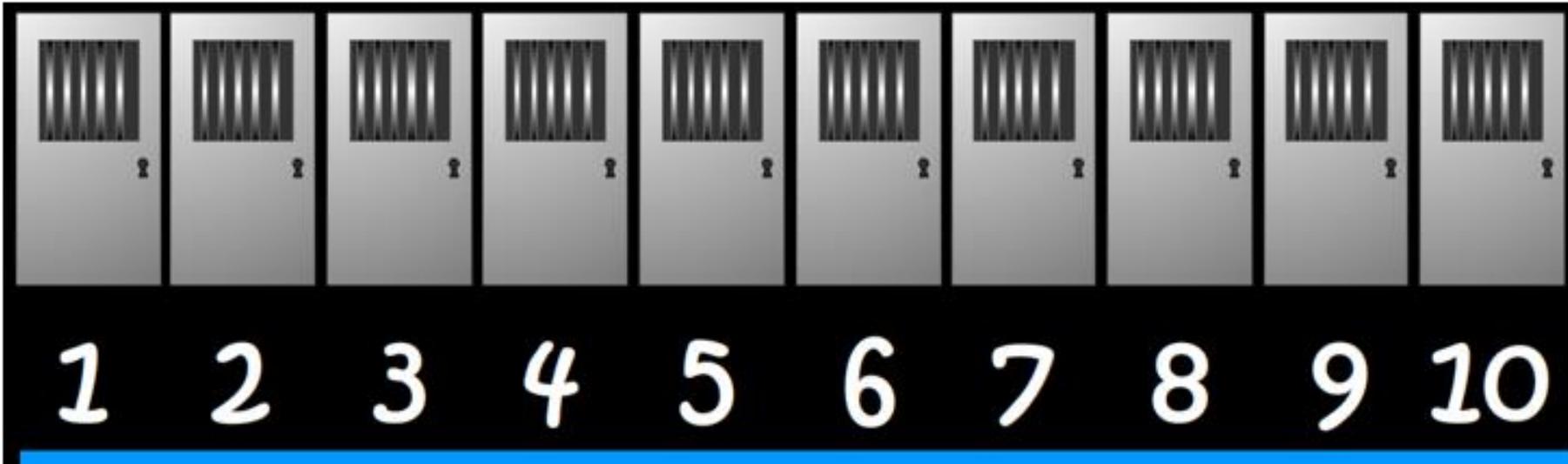
Playing on such a large grid means that the game is very unlikely to end in a draw and there is plenty of time to think about strategies for winning.

Once you have mastered strings-of-three, try a game with strings-of-four, then strings-of-five, maybe even strings-of-six!



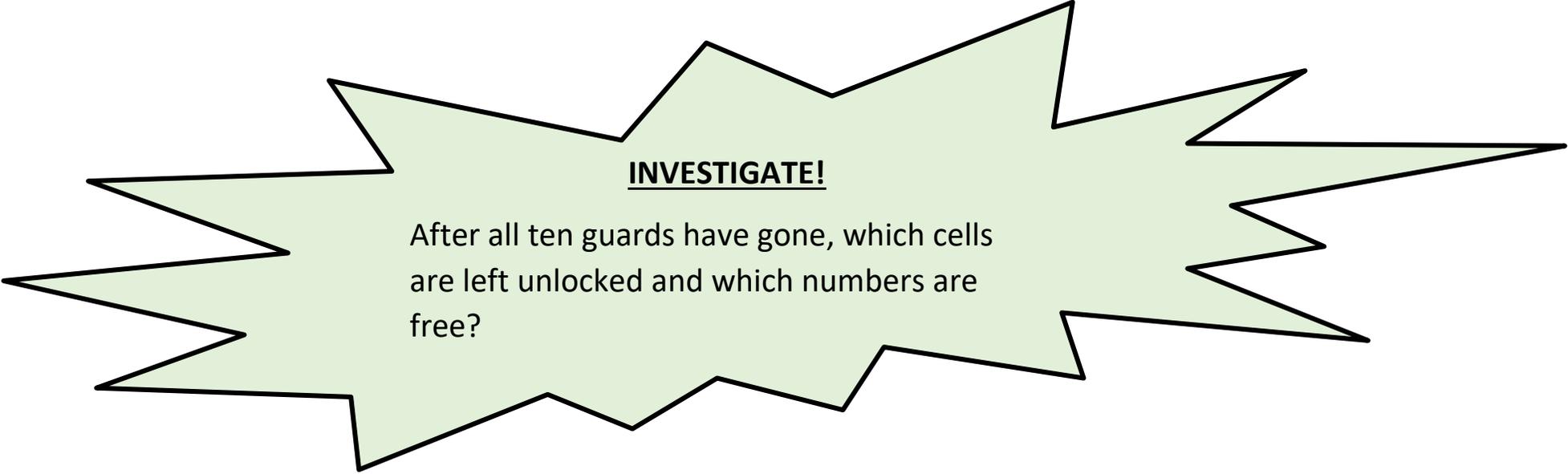
Days 2 and 3 – Maths Core – Number Prison

Here is the number prison. In the prison, there are 10 locked cells. Each locked cell has one number prisoner in it. Inside cell 1, the number 1 is locked up. Inside cell 2, the number 2 is locked up. There are 10 number prisoners.



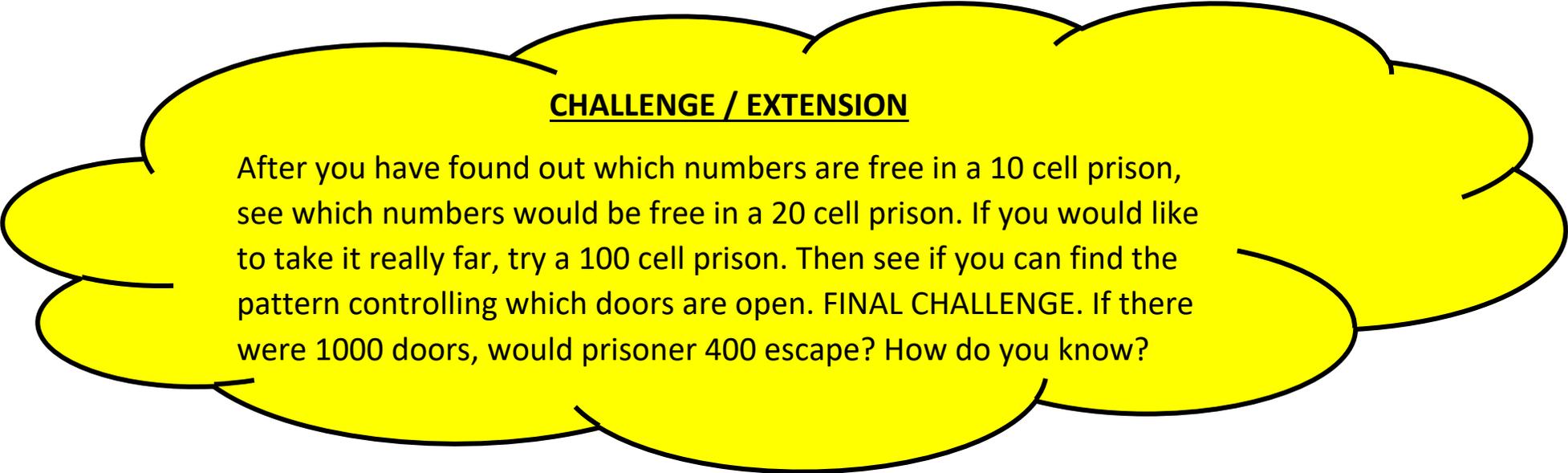
There are 10 guards who are all due to go off duty. As they leave, they depart in a very strange way! Guard number 1 goes to every cell (every multiple of 1) and locks it. So then Guard 2 goes to every cell that is a multiple of 2 and unlocks it. So this means that now cell 1 is locked, cell 2 is unlocked, cell 3 locked etc. But then Guard 3 muscled in. He concentrates on his cells (Cells 3, 6, 9). If the cell is locked, he unlocks it. If the cell is unlocked, he locks it. Then Guard 4 gets going, focusing on cells 4 and 8 and so on until all the guards have gone.





INVESTIGATE!

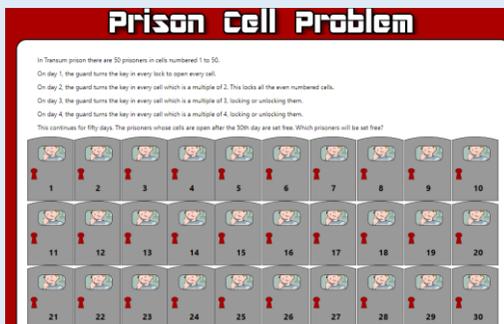
After all ten guards have gone, which cells are left unlocked and which numbers are free?



CHALLENGE / EXTENSION

After you have found out which numbers are free in a 10 cell prison, see which numbers would be free in a 20 cell prison. If you would like to take it really far, try a 100 cell prison. Then see if you can find the pattern controlling which doors are open. FINAL CHALLENGE. If there were 1000 doors, would prisoner 400 escape? How do you know?

Here is a link to an online version of this puzzle which might help you to investigate it. It's not essential, but it could help you understand the procedure! Their prison operates the other way round though – they start it by unlocking rather than locking. How does this affect the answer?



[Prison officer problem](#)

		prisoners									
		1	2	3	4	5	6	7	8	9	10
guards	1	L	L	L	L	L	L	L	L	L	L
	2	L	U	L	U	L	U	L	U	L	U
	3	L	U	U	L	L	L	L	U	U	U
	4	L	U	U	L	L	L	L	L	U	U
	5	L	U	U	L	U	L	L	L	U	L
	6	L	U	U	L	U	U	L	L	U	L
	7	L	U	U	L	U	U	U	L	U	L
	8	L	U	U	L	U	U	U	U	U	L
	9	L	U	U	L	U	U	U	U	L	L
	10	L	U	U	L	U	U	U	U	L	U

Here is an answer grid for the 1 – 10 problem. Could you extend it for the bigger numbers?

DAY 2 – LITERACY

We would like you to continue doing your Shakespeare project today.

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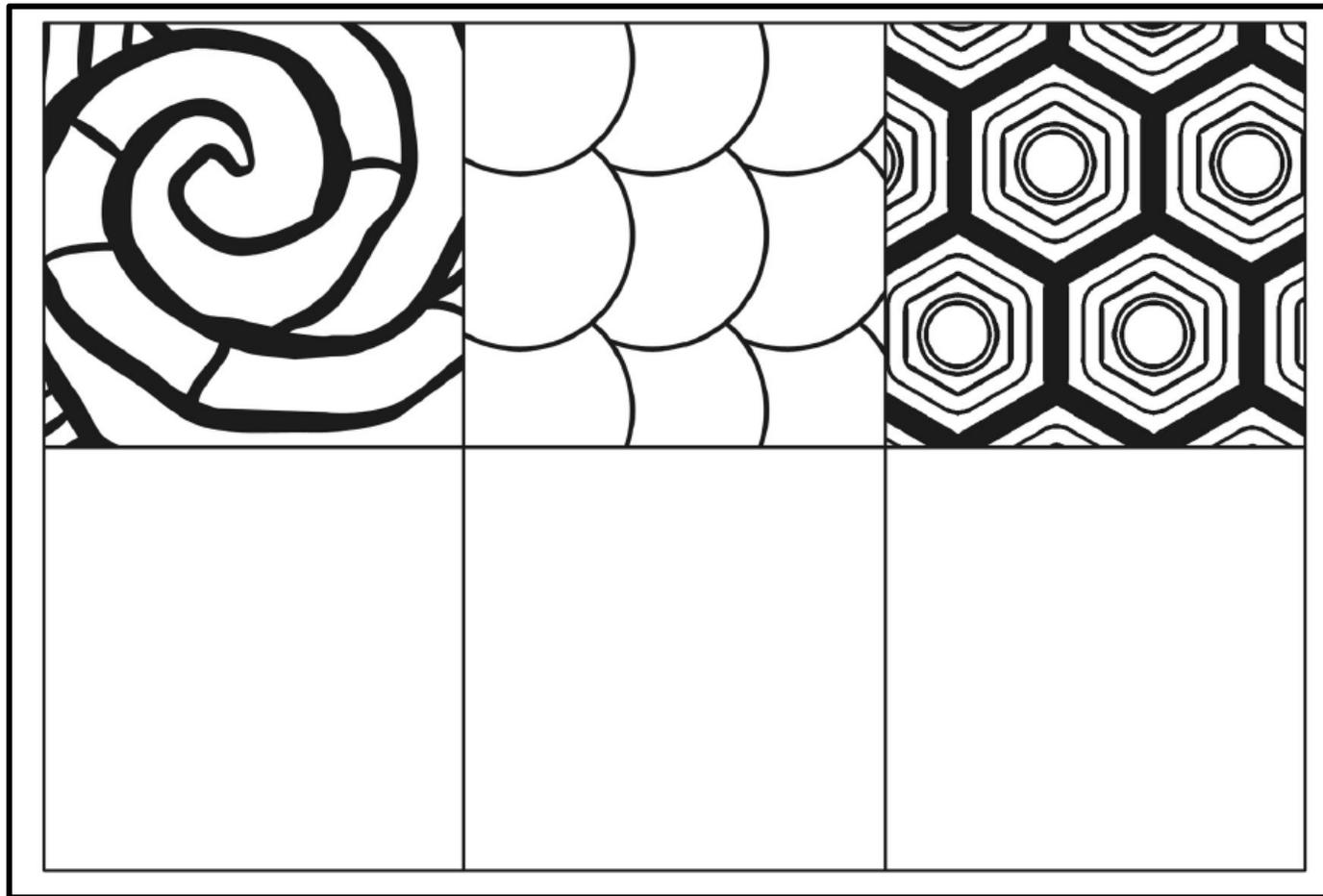
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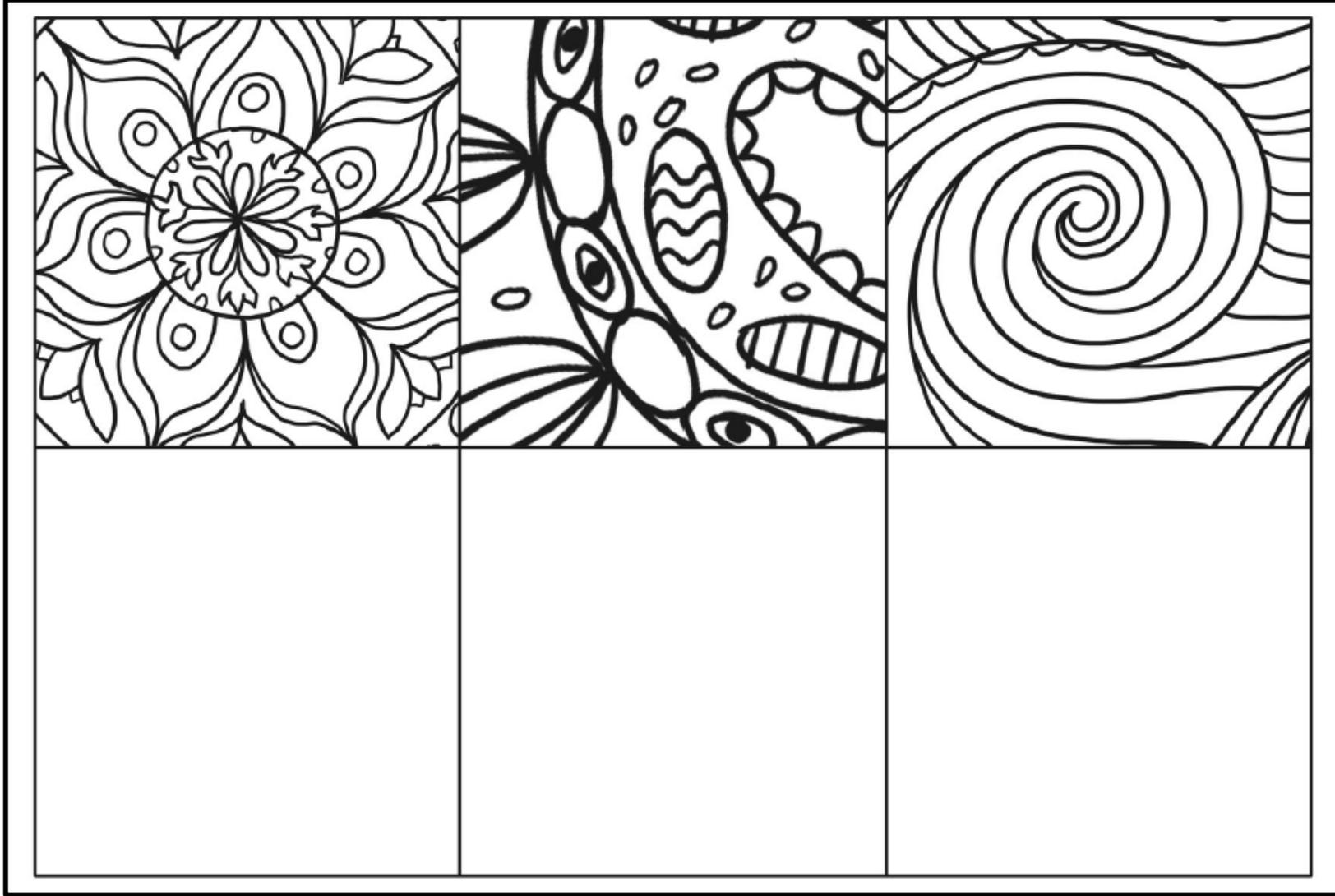
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Or words presented in a picture to do with Shakespeare.

Day 2– Foundation – Art – it's Creative Week this week!

This afternoon, we would like you to begin with doing some close observational drawings. There are some patterns for you to copy and we would like you to have a go at them!





Your task today.

29 June – 19 July 2020

Children's Art Week is a UK-wide programme run by Engage, the National Association for Gallery Education.

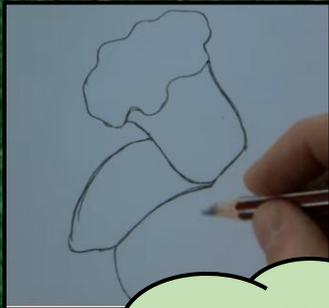
In 2020, Children's Art Week will take place online, at home and in schools across three weeks in June and July. Each week will focus on a special theme.

Our 2020 themes are...

- Week 1 (from 29 June): The Natural World
- Week 2 (from 6 July): Connecting across generations
- Week 3 (from 13 July): Literacy and creative writing



It's Children's Art Week this week and the focus this week is on the Natural World. Have a look at the website (click on the picture) to find out more. There will probably be some online activities for you to participate in.



Here is a link to help you to learn to draw realistic flowers. I hope it helps!

Your task today is to learn to draw a close up of a flower. You may want to go for a walk first in order to choose a flower that you want to draw or you may choose to draw a copy of one (or more) of the flowers on the next page. If you are doing this task properly, it will take you a while because you will be looking really closely!









Day 3

Day 3 – Maths Warm Up

It's some revision to begin with today...

a
A book has 316 pages. Ameena reads $\frac{1}{4}$ of the pages.

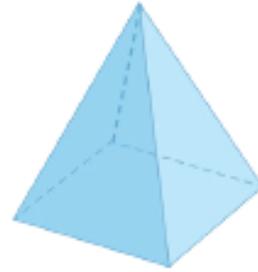
How many pages does Ameena have left to read?

b
The temperature in the fridge is 6°C .

The temperature in the freezer is -22°C .

What is the difference between the two temperatures?

c
Here is a drawing of a 3D shape.



Identify the number of faces, vertices and edges which the shape has:

faces:

vertices:

edges:

What is the name of this 3D shape?

d
 $0.1 \div 100$

e
Identify all the common factors of both 12 and 28.

f
There are 24 students in a class.

The teacher has 8 litres of blackcurrant squash.

They pour 275 millilitres of blackcurrant squash for each student.

How much squash is left over? Give your answer in litres.

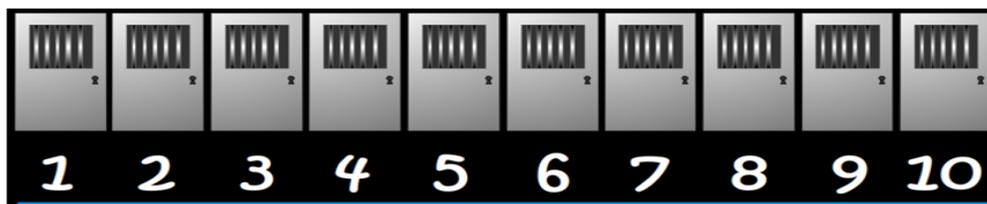
Answers

- a) $\frac{3}{4}$ of 316 = 237
- b) 28 degrees difference
- c) Faces = 5, Vertices = 5, Edges = 8. Shape = square based pyramid
- d) 0.001
- e) Common factors = 1, 2, 4
- f) 8 litres = 8000ml. $275\text{ml} \times 24 = 6600\text{ ml}$. $8000 - 6600 = 1400\text{ml}$
or 1.4 litres.

Day 3 – Maths Core

Today's task is to write up your number prison investigation from yesterday. We will provide you with paper to write it on and it can be put into a folder to take with you to High School.

Here is the number prison. In the prison, there are 10 locked cells. Each locked cell has one number prisoner in it. Inside cell 1, the number 1 is locked up. Inside cell 2, the number 2 is locked up. There are 10 number prisoners.

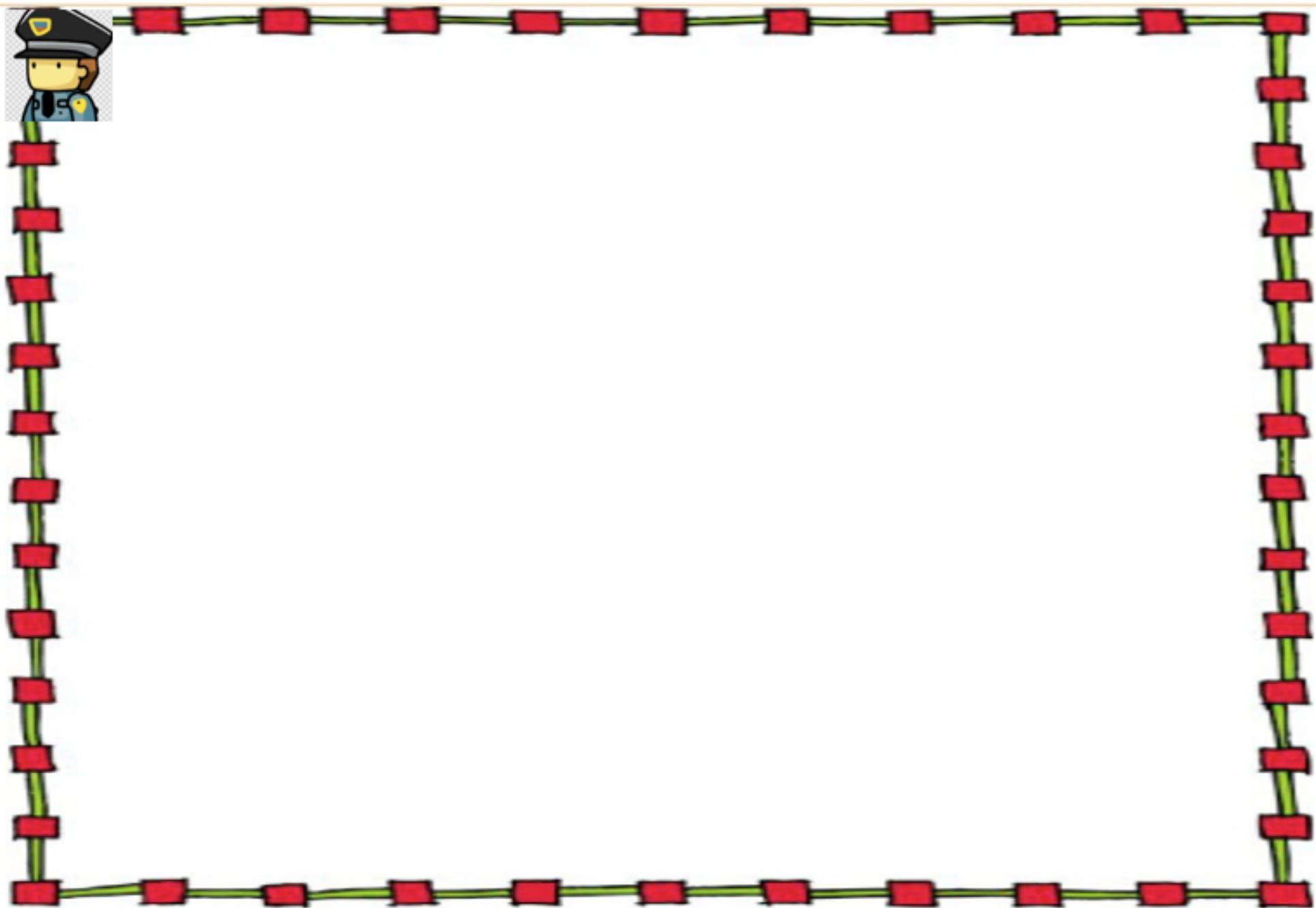


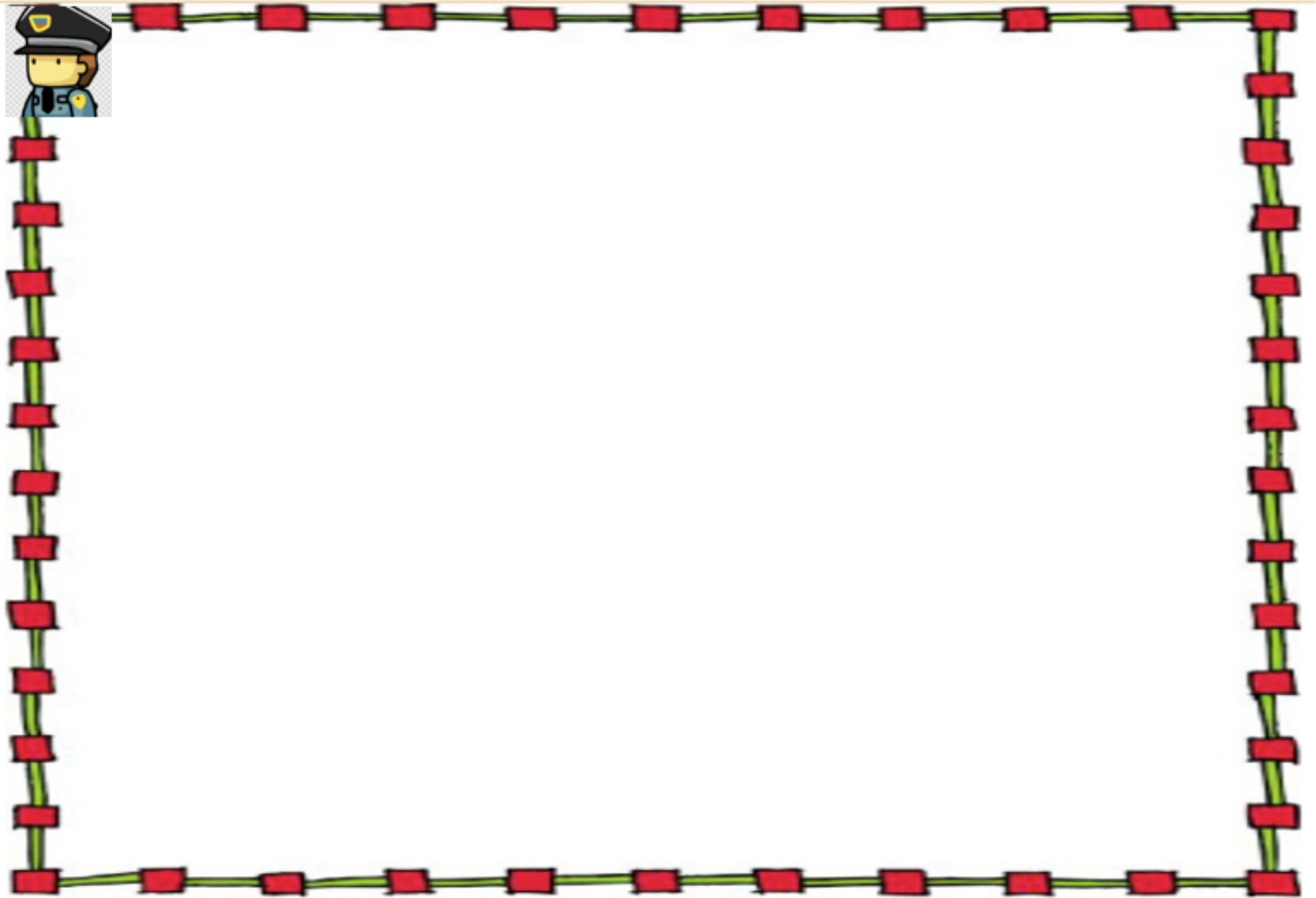
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You had a number of challenges to think about. (See yesterday's pack). We would like you to write up your findings from this. Good Luck and have fun!







DAY 3 – LITERACY

We would like you to complete your Shakespeare project today.

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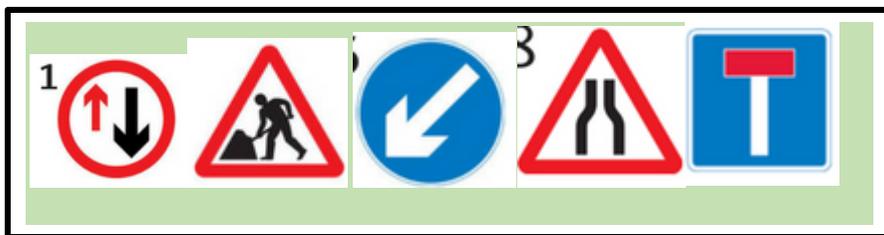
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Day 3 – Foundation / Wellbeing



If you can take a walk outside. If you are on a town walk, see how many different road signs you can see. How many of them do you understand?

If you are on a country walk, how many different trees can you recognise?



Day 4

Maths – Warm Up

Please log on to Times Table Rockstars – and see if you can improve your time or rock status!

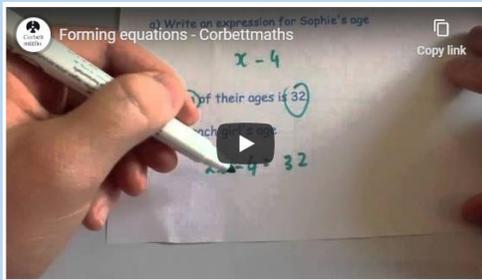


For an alternative / extra challenge – copy this grid out. How quickly can you complete it?

	12	14	20	23	41	51	61
2							
5							
10							
8							
50							
500							
100							
101							

Day 4 – Maths Core

We are going to have a focus on algebra today. I have provided the answers for you but I am hoping that you will be OK – I am also giving you a link to a video that may also be of help.



[Forming equations video](#)

Here are some arithmetic warm up questions. Remember that when multiplying fractions you are adding repeatedly. For question 4, you are adding that number 11 times.

$$1. \frac{9}{10} \times \frac{4}{7}$$

$$2. 9 - 4.18$$

$$3. 0.3 \times 70$$

$$4. 2 \frac{2}{3} \times 11$$

5. Recap: When finding pairs of values, why would an understanding of factors be useful? For example $ab = 12$. a and b are whole numbers.



6. Write this as an algebraic equation.

I think of a number (y) and add another number to it (z). My answer is 12.

7. Write this as an algebraic equation.

I think of a number (y) and multiply it by another number (z). My answer is 64.

8. $yz = 64$.

y is a one digit odd number.

z is a two digit even number.

$y =$

$z =$

9. $w + z = 20$

w is a one digit odd number.

z is a two digit odd number.

Give one possible value for w and z .

10. Why is it important to work systematically in algebra (and in mathematics).



11. $\frac{a}{b} = 2$

Give two possible values for a and b .

$a =$ $b =$

$a =$ $b =$

12. $c - d = 3$ c and d are both below 10.

Give two possible values for c and d .

$c =$ $d =$

$c =$ $d =$

13. Rehan is solving $fg = 4$.



He gives this possible solution: $f = 1, g = 3$.

Explain Rehan's mistake.

Challenge

14.

$$ab = 80$$

a and b are integers above 0. Showing all possible values for a and b .

Prove you have found all the answers.

ANSWERS

Q no.	Question	Answer
1	$\frac{9}{10} \times \frac{4}{7}$	$\frac{36}{70}$ or $\frac{18}{35}$
2	$9 - 4.18$	4.82
3	0.3×70	21
4	$2 \frac{2}{3} \times 11$	$\frac{88}{3}$ or $29 \frac{1}{3}$
5	When finding pairs of values, why would an understanding of factors be useful?	If pupils are attempting to find a pair of values where two unknown whole numbers are multiplied to provide an answer, they can use their knowledge of factors to work out all the possible answers. Using the example, a and b could be 1 and 12, 2 and 6, 3 and 4 (or the numbers reverse).
6	Write this as an algebraic equation.	$y + z = 12$ or $z + y = 12$
7	Write this as an algebraic equation.	$yz = 64$ or $zy = 64$
8	$yz = 64$. $y = ?$ $z = ?$	$y = 1, z = 64$
9	Give one possible value for w and z.	$w = 1, 3, 5, 7, 9$ $z = 19, 17, 15, 13, 11$ The values given by pupils must add to 20.
10	Why is it important to work systematically in algebra (and in mathematics).	It is important to work systematically so that possible solutions are not missed. If one works at random in maths, it is very difficult to ensure that nothing has been missed.

11	Give two possible values for a and b.	Accept answers where a divided by b = 2. Example answers: a = 8 and b = 4, a = 4 and b = 2, a = 100 and b = 50												
12	c and d are both below 10. Give two possible values for c and d.	As this question does not state that c and d are integers, pupils could have a range of answers. Accept any answers with a difference of 3. Example answers: c = 9.5 and d = 6.5, c = 7 and d = 4, c = 4.75 and d = 1.75												
13	Explain Rehan's mistake.	Rehan has misunderstood what it means when two letters are next to each other in algebra. He has understood it as $f + g = 4$ when it actually means $f \times g = 4$.												
14	<p>$ab = 80$ a and b are integers above 0.</p> <p>Complete the table showing all possible values for a and b.</p> <p>Prove you have found all the answers.</p>	<table border="1" data-bbox="593 427 889 644"> <thead> <tr> <th>a</th> <th>b</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>80</td> </tr> <tr> <td>2</td> <td>40</td> </tr> <tr> <td>4</td> <td>20</td> </tr> <tr> <td>5</td> <td>16</td> </tr> <tr> <td>8</td> <td>10</td> </tr> </tbody> </table> <p>Numbers in the rows can also be reversed (for example, a = 80, b = 1).</p> <p>Pupils should be encouraged to think about how to prove they have found all the answers beyond saying they have filled up the grid. They will have found all the answers when they have found all the factor pairs.</p>	a	b	1	80	2	40	4	20	5	16	8	10
a	b													
1	80													
2	40													
4	20													
5	16													
8	10													

Day 4 – Literacy

Over the next 2 Thursday and Friday lessons for Literacy we are going to be doing a mini Speaking and Listening project.



Your challenge is going to be to **prepare and perform a one minute talk on a subject that is of interest to you**. It can be any subject – as long as it's not rude! – but the idea is that you **speak informatively and hold your audience's interest**.

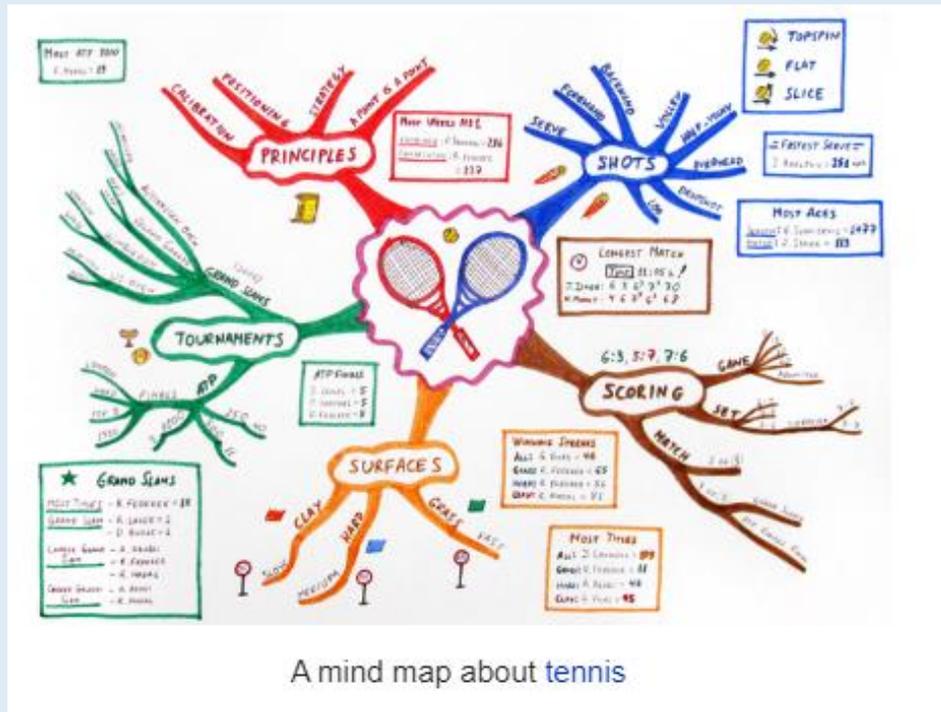
The first thing to do is to work out what you are going to do your talk on. It's easier if you talk about something that you are interested in, or something that you know lots about already, or even something that you would like to find out about or want to persuade your audience that your ideas are correct!



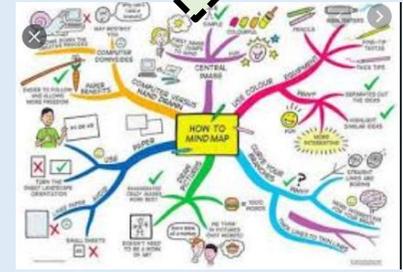
Ideas for talk topics – feel free to choose your own too!

Life story of someone who has influenced me.	A topic of interest – e.g. Space / dinosaurs	A time in History that interests you	How I would like to change the world	What 2020 has taught us.
The environment	A favourite pet	An artist or musician	Issues – is technology good for children?	Issues – is it right to test animals for human medicines?
Issues – should money be spent on space travel when people are in poverty on Earth?	Issues - Should school holidays be shorter this year?	How to handle feelings and emotions well.	Is it right that robots do human jobs?	Issues – should animals be kept in zoos?
Sport or a sports team	A hobby that you have	Different customs around the world – e.g. how different cultures show appreciation for food.	What is happiness?	Is it ok to kill animals in order to eat them?
Does popularity equal happiness?	Reaction to the recent Black Lives Matter protests	Book recommendations	Fashion or music in the 20 th century	The positives and negatives of social media
How did people communicate before social media and would we have coped with lockdown without it?	Is learning to spell and handwrite actually necessary these days?	What were the news headlines in London 10, 20, 50, 100 years ago? How has life changed?	Some of the strangest inventions ever – what are they and why were they invented?	Retelling of a major historical event as if you were there yourself.

Once you have decided the topic that you will be writing about you need to start getting some ideas and thoughts together. It's a good time to do a mind map. Here is an example mind map about tennis.

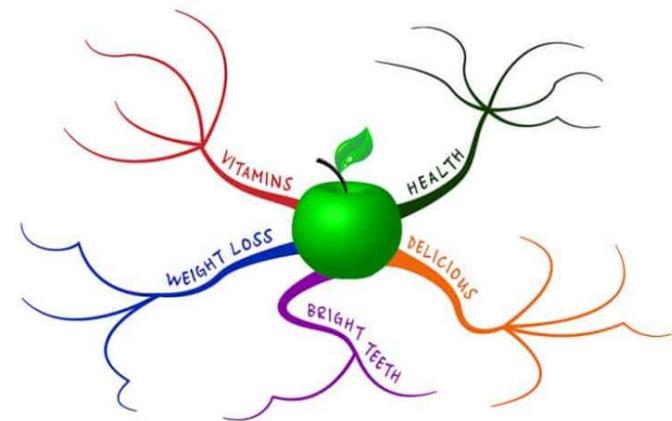


Here is a link to a video explaining how to mind map.

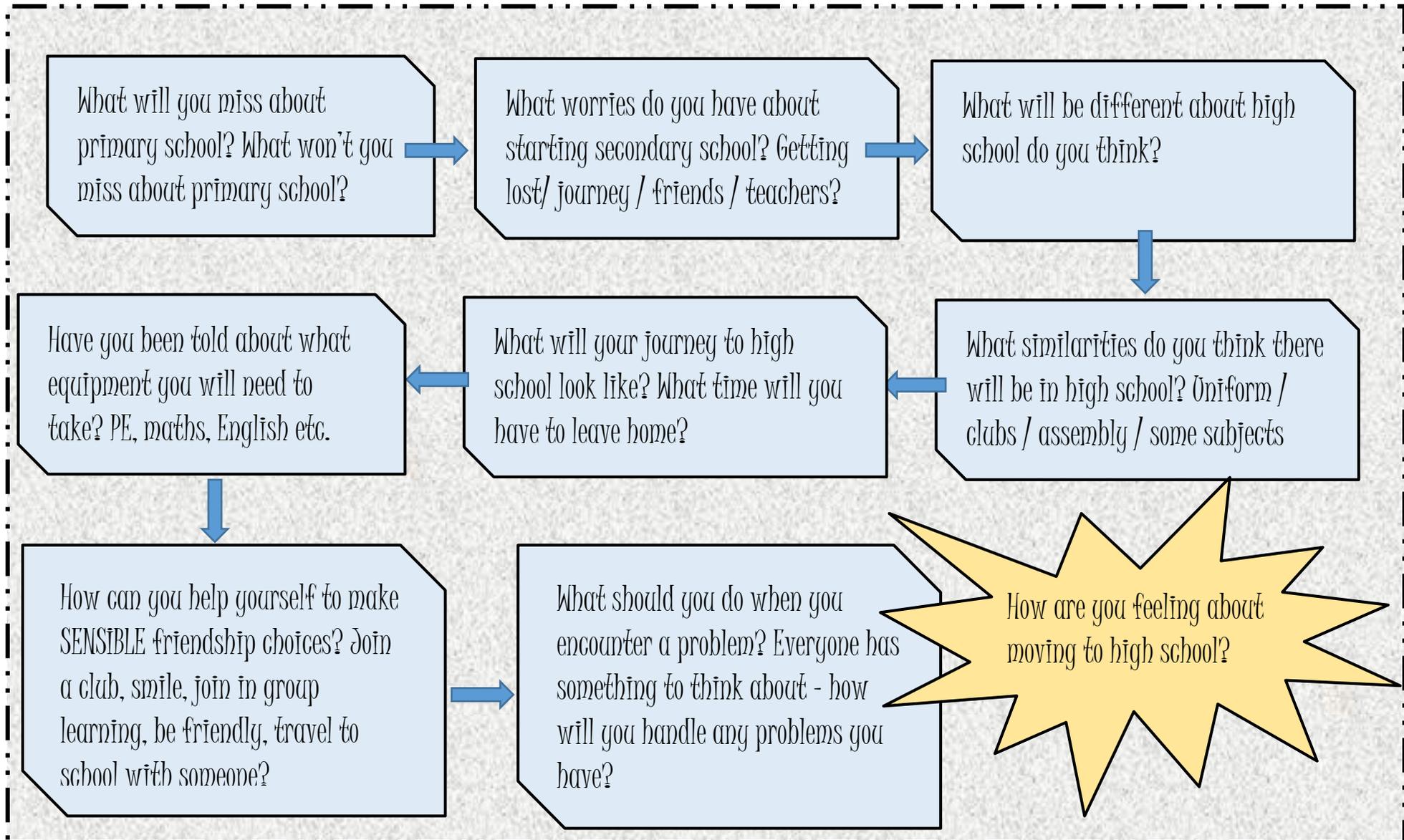


Here are some tips for how to produce a mind map.

1. Think of a problem you are trying to solve. Or think of a goal you want to achieve. Or think of notes you took in class that need to be organized. You'll use these ideas as the basis of your mind map.
2. By hand, draw a circle in the middle of a piece of paper.
3. Draw about 6 lines extending from the circle. The lines touch the main circle
4. In the center of the circle, write the main problem, goal, etc. If you thinking visually and want images or symbols along with the words—include them.
5. On each of the 6 extended lines write or draw images of various aspects or issues of the problem or goal you are working on
6. You can also have lines that branch out from each line—with words or images about each issue
7. Make your map colorful—use at least 3 colors
8. Use keywords and write in all upper- or lower-case letters
9. Develop your own particular style of mind-mapping. Make it represent YOU!



Day 4 – Topic – Transition to High School - try and find someone to have a chat with...



IMPORTANT:

Even if you are not at school at the moment, if you need help with any part of this (as with all home learning but especially with this) then we are all very keen to help you. Please do contact the school if this is something that you feel that you need help with. This is a very unusual situation and normally it would be very different. We still want to help you!

MY SECONDARY SCHOOL

School name: _____

School motto: _____

Address:

Number of pupils: _____

School principal: _____

School senior staff: _____

MY NEW SCHOOL UNIFORM

Draw a picture of what you will look like in your new school uniform.



SCENARIOS

- 1) You are in your first week at school and can't find the classroom for Geography. What do you do?
- 2) Another student in your maths class is being unkind to you when the teacher is not looking. This is making you feel worried and upset - what should you do?
- 3) You stayed up late last night in order to complete your homework but when it is due to be handed in you realise that you have left it on the table at home. What should you do?
- 4) When you arrive at school, you need a book that you have kept in your locker. But you realise that you have left your locker key at home. What do you do?
- 5) When you get home, you realise that you cannot remember what your science homework is because you forgot to write it down in your planner when the teacher told you. What should you do?
- 6) There is a student in your class who is asking to copy all your home learning. What should you do?
- 7) On the way into school, you are chewing gum and you forget to put it in the bin before you arrive. The principal pots you chewing gum and confronts you. What should you do?
- 8) Try and think of your own scenario. Write the scenario down and how you would handle it?

Day 5

Day 5 – Maths Warm Up

This game is played in championships and leagues and can be found online. I am giving you some links to different websites that may be of interest to you if you want to explore it further!



Basic Rules of the Game

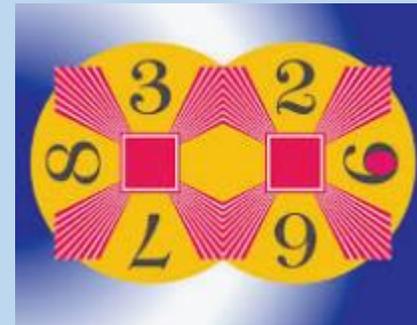
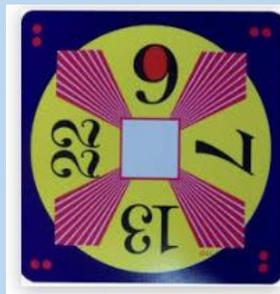
You can add, subtract, multiply and divide.

Use all four numbers on the card, but use each number only once.

You do not have to use all four operations.

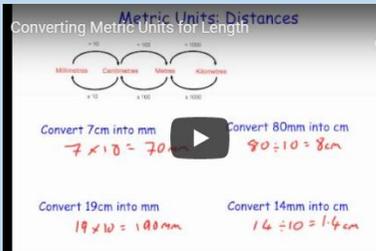
All number nines will have a red center, so you can tell a nine from a six.

Here are today's 24 Game challenges.



Day 5 – Maths Core

We are going to focus on measures today. I have provided the answers for you but I am hoping that you will be OK – I am also giving you a link to a video that may also be of help.



[3 videos about metric conversions](#)

Here are some arithmetic warm up questions. Remember that when multiplying fractions you are adding repeatedly. For question 4, you are adding that number 5 times. For question 3, you could possibly multiply by 5 and then use that to multiply by 0.5 (or alternatively use '0.5 x' actually means '½ of').

$$1. \frac{3}{4} \times \frac{2}{5}$$

$$2. 4 - 0.76$$

$$3. 0.5 \times 28$$

$$4. 2 \frac{1}{2} \times 5$$

5. Recap: What does 'metric' mean?



6. Convert to kilograms.

a. 3,300g

b. 520g

c. 2g

7. Convert to grams.

a. 5kg

b. 0.07kg

c. 3.202kg

8. Convert to millimetres.

a. 50cm

b. 2m

c. 0.3cm

9. Convert to centimetres.

a. 33mm

b. 5.2m

c. 0.038km

10. Define the prefixes

milli-
kilo-
centi-



11. Convert to metres.

a. 240mm

b. 82cm

c. 7.9km

12. Convert to kilometres.

a. 5,800cm

b. 3,276m

c. 470m

13. Torin says $2,540\text{g} = 254\text{kg}$.



Explain the mistake.

Challenge

14. Match the conversion with the method you would use to convert.

Convert g into kg

$\div 10$

Convert m into mm

$\times 100$

Convert m to cm

$\div 100$

Convert mm to cm

$\times 1,000$

$\div 1,000$

Answers

Q no.	Question	Answer
1	$\frac{3}{4} \times \frac{2}{5}$	$\frac{6}{20}$ or $\frac{3}{10}$
2	$4 - 0.76$	3.24
3	0.5×28	14
4	$2\frac{1}{2} \times 5$	$12\frac{1}{2}$
5	What does 'metric' mean?	There are two different types of units of measure: metric and imperial. Metric measures are commonly used in the UK. Metric measures follow base ten, imperial measures do not.
6	Convert to kilograms.	a. 3.3kg, b. 0.52kg, c. 0.002kg
7	Convert to grams.	a. 5,000g, b. 70g, c. 3,202g
8	Convert to millimetres.	a. 500mm, b. 2,000mm, c. 3mm
9	Convert to centimetres.	a. 3.3cm, b. 520cm, c. 3,800cm
10	Define the prefixes milli-, kilo-, centi-	Milli- and kilo- means one thousand. Centi- means one hundred.
11	Convert to metres.	a. 0.24m, b. 0.82m, c. 7,900m
12	Convert to kilometres.	a. 0.058km, b. 3.276km, c. 0.47km
13	Explain the mistake.	Torin has not divided 2,540g by 1,000 to find the equivalent kilograms. The answer should be 2.54kg
14	Match the conversion with the method you would use to convert.	Convert g into kg - $\div 1,000$ Convert m into mm - $\times 1,000$ Convert m to cm - $\times 100$ Convert mm to cm - $\div 10$

Day 5 – Literacy

We are going to focus on writing your speech today. Do you remember the AFOREST speech guidance from our General Election unit and Year 5?

WHAT IS AFOREST?

Alliteration

Facts

Opinions

Rhetorical Questions/
repetition

Emotive language

Statistics

Three (rule of)



Here are some prompts for helping you to think about your speech.

- 1) What is your speech about?
- 2) Is it informative – e.g. a talk all about a person or a sports team or an event in history? Is it persuasive? Do you want people to agree with you about an issue? Is it a balanced argument speech – you will be giving 2 sides of the issue? This will affect how you plan your speech.
- 3) You really need to think about your attention grabber to engage your audience from the beginning. Are you going to use a drawing, a film, or even a PowerPoint?

Your task today is to draft and write your speech and to prepare your visuals to introduce your talk. Use the prompts on the next page to help.

Informative speech

Introduce your topic with facts – think about how to grab the attention of your audience. Are you going to use visuals?

Present your main points in order. You need about 4 main points that build on each other. How will you present them logically and interestingly? Use conjunctions to link one point to the next. E.g. furthermore / in addition to ...

Don't forget to look for an opportunity to use alliteration or a power of 3 to present your ideas.

Conclude your speech either with a legacy – how your speech subject is remembered or thought of now **or** with a how it moves into the future. E.g. if it is a sports team – what is the future for it? How do you know?

Persuasive speech

Introduce your topic with an attention grabber. As you write, think about how your audience might be thinking. Will they agree with what you are saying – and if not how will you will persuade them?

Make about 4 points – each building on the other one. Remember AFOREST – this gives all the persuasive techniques that you will need. These are all things we have practiced in class.

Remember to use lots of rhetorical questions and facts / statistics in order to keep your audience thinking.

Conclude your speech with what you are hoping has been achieved by your speech and how you will take the cause further. E.g. you hope that you have persuaded your audience because

Argument speech

Introduce your topic with an attention grabber and facts.

If it is a balanced argument speech – use 2 ideas for the argument and decide which is most interesting in order to put that first. Use 'in addition to' or and 'furthermore' to introduce your second idea and facts/statistics to back up your points.

Then introduce the other side of the argument and do the same – introduce the other side by 'however' or 'alternatively'.

Conclude your speech with what you think personally or how the argument is likely to develop and progress in future.

Day 5 – Wellbeing Workshop

Choose some different activities to try this afternoon. It's all about relaxing and doing things you enjoy in order to welcome in the weekend!

1) Learn about where the satellites are in the sky.



4) Do some yoga and meditation.



3) Go for a walk or a run.

5) Read a book or listen to an audio book.



2) Explore the Tate kids website. There are so many ideas to explore and things to try. It's really interesting and appropriate for Arts Week.

TATE KIDS

6) Do some gardening or cooking

7) Learn to draw using a website to help.



Here is a link to [Van Gogh's Sunflowers on the Tate for kids site](#). It has some lovely art activities based on the work of Van Gogh and is very appropriate for arts week. You can also colour the flowers below however you want to – it's mindfulness!

