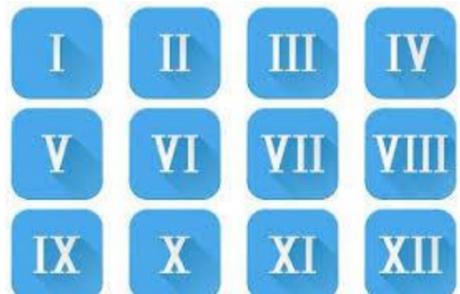
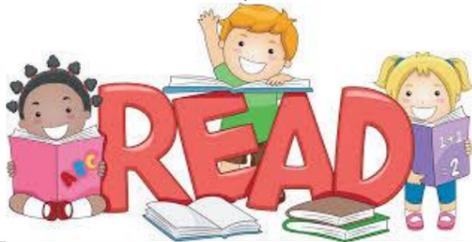
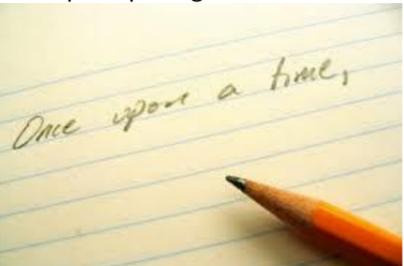


Home Learning Weekly Guide

Our theme this week is: Animals

Year: 6 Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p><u>Timetable Rockstars</u> Challenge your partner online to a game. Draw out a 12 x 12 grid and time yourself – how long will it take to complete? Compare your time with the one you did last week. Did you find you are slowing down on any particular times table? Maybe that needs to be your focus for the week? Ask your grown-ups to keep shouting out questions from that times table all week! Keep making a note of your scores – let's get those tables sorted for Year 7!</p> 	<p><u>Place Value</u> <u>Roman Numerals</u> Look at the video clip about roman numerals to refresh your memory. Click here for the link.</p> <p>Now – its investigation time! Go around your house and find as many numbers as you can, and then change them to Roman numerals. It could be numbers for the date today on a calendar, the number of pages in your book, your birthdates of your family, your house number, people's ages... you can go on forever!</p> <p>Note these down and check carefully that you have followed the Roman Numerals system.</p>	<p>Have a go at these Roman Numerals activities.</p> <p>Check out the activities here</p> <p>There are mark sheets for the activities – use them as you would do a mark station at school. Check and see if you have made any mistakes – and more importantly, can you decide where you made the error?</p> 	<p>Tommy says he can order the following numbers by only looking at the first three digits.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; margin: 5px;">12,516</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; margin: 5px;">12,832</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin: 5px 0;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; margin: 0 10px;">12,679</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; margin: 5px;">12,538</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px; margin: 5px;">12,794</div> </div> <p>Is he correct? Explain your answer.</p> <p>Write out the rules you need to order numbers correctly.</p> <p>Challenge/Deepening: Change the commas in the numbers above to decimal points. What happens to the numbers now? Can you explain?</p> <p>Roll a dice five times. Note down the digits to make a five-digit number. Repeat until you have 5 different numbers. Put a decimal point in each – anywhere!. Now order them – greatest to smallest.</p> <p>Repeat.</p>	<p><u>Place Value</u> Remind yourselves of the place value of the following number. What does each digit represent? 2,683,195.</p> <p>Get those thinking caps on. There is more than one solution to the two problems below. Make yourselves some quick digit cards on scraps of paper to help!</p> <p>Use the digit cards and statements to work out my number.</p> <div style="display: flex; justify-content: center; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 10px; margin: 0 5px;">0</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 10px; margin: 0 5px;">3</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 10px; margin: 0 5px;">3</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 10px; margin: 0 5px;">5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 10px; margin: 0 5px;">5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 10px; margin: 0 5px;">6</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 10px; margin: 0 5px;">7</div> </div> <ul style="list-style-type: none"> The ten thousands and hundreds have the same digit. The hundred thousand digit is double the tens digit. It is a six-digit number. It is less than six hundred and fifty-five thousand. <p>Is this the only possible solution? Put a digit in the missing spaces to make the statement correct.</p> <p style="text-align: center;">4,62 __ ,645 < 4,623,64 __</p> <p>Is there more than one option? Can you find them all?</p>

<p>Reading Skills</p>	<p>Continue to read a chapter from your home reading book or a book that you have borrowed from the library. Or, you may wish to think about revisiting a book they have previously read, or look online to select a chapter.</p> 	<p>Looking again at the chapter you read yesterday, re write it – but this time – as a play script. Can you recall the most important aspects of writing a play before you start? This will make an excellent list for you to use afterwards, when you proofread your work.</p> <p>You may want to jot them down, or read a section of a play before you start.</p>	<p>Choose a descriptive passage from the book you are reading. Seek out some of the ways the author uses vivid imagery – similes, metaphors, alliteration, powerful verbs, adjectives and adverbs etc.</p> <p>Make a list of these.</p> <p>You may find it easier to make a grid which will record them. Does the author use more of any of these than others?</p>	<p>Think of 5 questions you would like to ask one of the characters from the book you are reading. Then write their answers as if you were that character.</p> <p>Can you include some fantastic alliteration in your responses?</p> <p>Think about open ended questions, so that the character can answer in full, in depth ways.</p>	<p>Write about what a character might be thinking or feeling at different stages of the story. You could write it in the first person or in a speech bubble.</p> <p>Another way is to write this as a storyboard, or using cartoons to illustrate the various thoughts. A timeline is another device!</p> <p>The choice is yours!</p>
<p>English</p>	<p>When they have completed the chapter, ask them to re-write this from the viewpoint of another character. Think about including details about how the character feels and try to include figurative language in the writing.</p>	<p>Choose an animal of your choice and think about how it moves, what sounds it makes and the environment that it lives in. Now write a poem based around these ideas. You can repeat this activity for different animals if you have time.</p>	<p>Write a formal letter to West Midlands Safari Park persuading them to close the park. You may need to research a little into the animals which are there before you begin. This will help you to Justify your opinions with factual information.</p> <p>Do not forget the “Letter Sandwich” – needing an introduction and a conclusion. Remember – it is a formal letter too!</p> 	<p>Story Writing</p> <p>You are going to begin to plan a story about an animal which is your pet. You may have a conventional, ordinary pet, or a more unusual one. The choice is yours.</p> <p>Plan out the story of “The Day my Pet Went Missing” .</p> <p>You can storyboard this, note down any of the problems which you will encounter when you try to find your pet again, and then what happens in the end.</p>	<p>Story writing day!</p> <p>Look again at your plan from yesterday – are you happy with it, or does there need any adaptations? Set yourself a timer – up to an hour tops!</p> <p>Write that story out, following that plan.</p> <p>Leave it for ten minutes, then proofread and add any details you missed. Try to use the English work from Wednesday with those descriptive passages.</p> 
<p>Topic/creative challenge</p>	<p><u>Animals and their Environment</u></p> <p>This is the theme for the fortnight. It is research time! You may wish to link this to learning about animals which we completed in the Frozen Kingdom topic – or choose another set of animals entirely.</p> <p>Research and make notes, then describe how animals such as Emperor Penguins, chimpanzees, camels and orcas have adapted to suit their environment. You may wish to present this in the form of a fact file, or a report.</p> <p>Next, design a new wondrous animal that has evolved to suit its environment considering the environmental changes it has had to face over recent years. Think about the assemblies we have had about climate change.</p> 	<p><u>Where Animals Originate</u></p> <p>Look on a world map where different animals originate and research why they live in these environments.</p> <p>Things for you to consider when researching why they originally lived in these countries are:</p> <ul style="list-style-type: none"> o Food sources o Climate o Weather o Terrain (research what this means) <p>Now, time to think about how the animals you have selected have adapted so that you are able to live in the country in which they live. Present your findings as a poster or in a PowerPoint presentation if you have access.</p> 	<p>It is animal expert time!</p> <p>During this week, you have researched and learnt about animals and environments and adaptations. Become a lecturer, and prepare to deliver a lesson on what you have learnt to your family!</p> <p>Teachers need to be prepared, so you may need to write a few bullet points, deciding on what are the most important things to mention. Show them the work you have done. Let them have a read and then why not give them a little quiz afterwards! (Were they paying full attention to your lesson!)</p> 		

Extension Questions:

You may wish to research our five learning animals? Think about these animals that you know so well. Are there any other aspects to these animals which fit into how they teach us the best ways to learn?



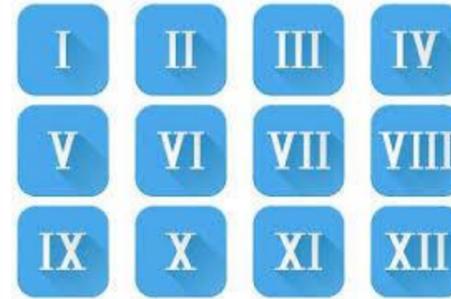
Writing challenge. Can you adapt your animal poem to the form of a kenning poem? (You may have to revise and research this?)

kenning kenning kenning
kenning kenning kenning

Roman Numerals

Can you complete an addition, subtraction, multiplication and division sum, using Roman numerals.

Afterwards, you may be happy that we didn't carry on using this system for today's maths learning!



Dora has made five numbers, using the digits 1, 2, 3 and 4

She has changed each number into a letter.

Her numbers are

aabcd
acdbc
dcaba
cdadc
bdaab

Here are three clues to work out her numbers:

- The first number in her list is the greatest number.
- The digits in the fourth number total 12
- The third number in the list is the smallest number.

If they have succeeded in your quiz, why not read them your story that you wrote this morning – as a reward?

Reading it through- are you brave enough to record this. Then look at yourself reading it – then see if you can improve your expression a second time?

