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| **St Joseph’s Catholic Primary School - LEARNING AT HOME PLANNING** | |
| **YEAR 6** | |
| **Date 15.06.20** | |
| **(Aim to do 1 per day)** | **Weekly Reading Tasks**  **(Aim to do x1 per day)** |
| * **Daily 5 minute starters:**   <https://corbettmathsprimary.com/5-a-day/>  **Platinum level: 15th– 20th May**  **TTRS:** 5 minutes daily practice. Currently, the Year 6 Girls are just about in the lead.  *Any issues with TTRS - email or Tweet us, and we will sort it out for you.*   * **Calculator Crunch!**   Here is the final calculator activity  **Lesson 9: A-Maze-Ing**  <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:dbb3fc6f-3c3c-4782-92d9-8607a3900df5>   * **Revision booklet**   <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:39f5972a-d7f9-4217-9246-3f754d58eb4a>   * **Preparation for Year 7**   Choose topics from here to help prepare you for September:  [**https://www.mathsgenie.co.uk/homeschool.html**](https://www.mathsgenie.co.uk/homeschool.html)    **Maths Challenge Puzzle:** | **Reading:**   * Aim to read independently for at least 30 minutes each day. Then, summarise what you have read to someone in your family. Can you predict what you think will happen next? You can choose to do this orally or write it down. * Read aloud to someone in your family. Include appropriate intonation and expression. * Read and complete the Cracking Comprehension: ‘**Wonder’**:   <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:9a4445ec-942a-41e9-915c-1b8da56c1675>  **Answers:**  <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:04bf4b67-f3b0-4796-9c04-b059a8e47def> |
| **Weekly Spelling and Grammar Tasks**  **(Aim to do 1 per day)** | **Weekly Writing Tasks**  **(Aim to do 1 per day)** |
| * **Spelling**   Words with a long ‘**e**’ sound (spelt **ei**)   |  |  | | --- | --- | | **deceive**  **receive**  **conceive**  **perceive**  **ceiling** | **receipt**  **protein**  **caffeine**  **seize**  **neither** |   Use your preferred strategy to learn these words, then use them in sentences.  Learn: ‘**i before e, except after c’** and exceptions to the rule.  **Grammar**  Here are tests to finish, and new ones are set for you to complete:  <https://www.spag.com/> | **Book focus: Sky Chasers**  **1. Vocabulary:** learn the meaning of, find synonyms of, use in your own sentences:   |  |  | | --- | --- | | setback  ingenuity  experiment | elation  triumph  receipt |   **2. Concept sort *(see resources below)****:* group the words into categories. Use a dictionary to look up unfamiliar words.  Consider: *What groups have you made – what do the words have in common?*  *Why have you put those words together?*  *How might all these words link together in a story?*  **3. Read** to the top of page 7, ‘***You don’t want to get the guilts.’*** from the following extract:  <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:32917c4a-06ec-45c9-8413-ec971a5770eb>  Pick out descriptions from the text which help you to visualize where Magpie is.  *How is Magpie feeling at this point in the story?*  Complete a **role on the wall** using evidence from the text.  Read to the top of page 9, ‘With a click, the door opens.’  Imagine you are Magpie sneaking into the house, looking for the box for Madame Delacroix, and Thought Shower descriptions and adverbs about what she might be doing.  Use a Thesaurus to generate more vocabulary for your list.  **4. Consider** what might happen next as Magpie sneaks into the house and come up with a good cliff-hanger of your own to end the chapter on.  Use a plan to consider relevant details to describe and how you can show Magpie’s emotions ***(see resources for an example of a planning grid)***  **Write** a chapter ending focusing on grammar and vocabulary to create tension and suspense in your writing.  **Challenge:** finish the chapter from the boy’s perspective, considering how the two characters might meet.  **Include:**   * Carefully chosen vocabulary to influence the reader’s opinion of a character, place or situation * Powerful and varied verbs for action * Paragraphs to vary pace and emphasis * Dialogue to explain the plot, reveal new information, show character or relationships or to convey mood * Combine action, dialogue and description   **5. Lockdown Journal:** Keep writing in your diary - one day you will enjoy sharing this experience with others! |
| **2. Concept sort:**    **3. Role on the wall:**  [Image result for Role on the Wall Outline](https://www.bing.com/images/search?q=role+on+the+wall+outline&id=3C24420BE7F44B722C3BBF3967AB2A775035E594&FORM=IQFRBA)  **4. Planning grid**  **Your plannig grid:**   |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3** | **4** | |  |  |  |  | | |

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| **Foundation subjects and Learning Project - to be done throughout the week** |
| **Topic: ‘Imagine’ Refugee Week**  **Art/ DT:** step back from the current moment, and imagine the world you want to see. What would your school, community, city, or the planet look like, if you made the rules?  You can take this Simple Act wherever your imagination wants to go, and start as small or as big as you like.  Here are some ideas to get you started:   * Draw, paint, craft or write a poem or story about the world you want to see * Write a poem or short story starting with ‘Imagine if…’ or ‘Imagine a world where…’ * Imagine you had to leave your home behind. What would you take with you? * What would you hope to find?   Stick your imagining in your window, send it to a friend, or share it with us by emailing to the school office.  ***Music: YUMU Charanga at Home******website***  *Follow the next few lessons in the* ***Dancing in the Street*** *unit. Use your login that we have given you.*  ***Science topic:***  **Microbes and viruses**  **What can you remember?**   1. **Take the Microbes quiz:**   <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:8daf97d8-6e1a-4c32-9fb8-c4e8836d5b9f>   1. **Answers:**   <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a35090a2-7067-4d88-a223-54b3a186e1b8>  You can choose to ask someone to help guide you through the lesson points, or follow it yourself:  <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:99564bae-3747-4d33-ad1c-04146fe9aec2>  Use the discussion notes:  <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:4d53059d-5819-4e92-8b9e-a01ce9e85d98>  **Task:** complete the activity puzzle 1 and 2 in the resources below: |
| **Resources:**  **Harmful microbes 1 (SH 1):**    **Harmful microbes 2 (SH 2):**  **Puzzle 1 (SW 1)**  **Puzzle 2 (SW 2):** |
| **Let’s get physical!** |
| * **Joe Wicks PE lesson (daily on his YouTube channel - Body Coach)** |
| **Pray together** |
| Ever present God, be with us in our isolation, be close to us in our distancing, be healing in our sickness, be joy in our sadness, be light in our darkness, be wisdom in our confusion, be all that is familiar when all is unfamiliar, that when the doors reopen we may adapt to change and make better the emerging world. For Jesus’ sake.  Amen  ***How can you be a Zero Hero? Use this link to research over the next few weeks and find out how you can help to look after God’s beautiful world.***  [*https://cafod.org.uk/Education/Primary-teaching-resources/Zero-Hero*](https://cafod.org.uk/Education/Primary-teaching-resources/Zero-Hero)  [Holiday Card Edition for the Lockdown](http://www.wednesdayword.org/stopgap/Temporary-Special-Edition.pdf)  **This week’s Wednesday Word:**  [*http://www.wednesdayword.org/stopgap/Temporary-Special-Edition.pdf*](http://www.wednesdayword.org/stopgap/Temporary-Special-Edition.pdf) |
| **Additional learning resources parents may wish to engage with** |
| ***Watch Newsround each day and discuss the day’s events together***  ***Blue Peter is a great magazine programme covering lots of interesting topics.***  ***Follow the instructions and teach someone how to play a board game.***  ***Amazing authors share their top writing tips:*** [***https://www.bbc.co.uk/cbbc/watch/bp-wring-tips-book-awards-20?collection=cbbc-top-picks-today***](https://www.bbc.co.uk/cbbc/watch/bp-wring-tips-book-awards-20?collection=cbbc-top-picks-today)  ***Free sites and logins for parents:***  ***Classroom Secrets Year 6 home learning pack:*** [***https://classroomsecrets.co.uk/***](https://classroomsecrets.co.uk/)  ***Twinkl: UKTWINKLHELPS***  ***Third Space Learning:*** [***https://thirdspacelearning.com/blog/home-learning-resources/***](https://thirdspacelearning.com/blog/home-learning-resources/)  ***More ideas are listed on*** [***https://www.lessonable.com/***](https://www.lessonable.com/) |
| **Teacher Tips** |
| *Use every opportunity to practice and improve your handwriting - slow it down, sit comfortably with your feet on the floor, don’t tense your hand, hold your pen/ pencil correctly.*  *Talk through your work to someone in your family. This will help you to understand what you are learning about in more detail.*  *Try and get up early each morning to work through your tasks. Remember to have regular breaks and drink plenty of water throughout the day.*  ***Thought for the week***  ***“We go again.”*** |