

Year 6 Learning Grid Week of 1st February 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY																
<p>ENGLISH</p> <p>Here are your spelling words to learn this week: Unlucky Unhappy Disliked Untruthful Disappointed Unusually Disappeared Autograph Autobiography Foreign</p> <p>Use a dictionary to write the word class (i.e. verb, adjective) and the definition of the words. Can you write them in a sentence? Why not try to pair 2 words up in the same sentence – think carefully so that it makes sense.</p> <p>We have set Year 6 up with an e-book account on Collins Ebook. This will allow children to access specific texts that have been assigned to them along with comprehension questions. To receive details and your password, please send an email to the class email address before Thursday. year6@st-john.southwark.sch.uk</p>	<p>This week, we will be continuing with our book 'Floodland'.</p> <p>Listen to Chapter 4 here</p> <p>Write a character description to describe Sarah and Molly's personality using evidence from the text.</p> <p>For example, 'I think Molly is _____, because in the story, she _____',</p> <p>Give at least four different points for each character. Your work should be at least a page long. Please write your character descriptions as a paragraph, not single sentences.</p> <p>Remember to use synonyms (i.e. 'disrespectful' instead of 'rude'). You can find a range of synonyms here.</p> <p>Remember to email your work to year6@st-john.southwark.sch.uk</p>	<p>Listen to Chapter 5 of 'Floodland' here.</p> <p>Next week, you will write a persuasive speech to convince the people of Eels Island to be treated fairly on the island.</p> <p>Plan your speech using the following key points below:</p> <ul style="list-style-type: none"> - Why should they trust you? (e.g. <i>You are human and are just looking for a place to stay for a few days</i>) - Why should they treat you fairly? (e.g. <i>You are not there to harm them so you do not want to be harmed</i>). - Is there anything you will be able to give them in exchange for your freedom? (e.g. <i>Are you willing to give Lyca up if they let you leave the island?</i>) - What will you be able to do for them while you're on the island? (e.g. <i>will you be willing to teach them how to row the boat if they let you leave/treat you fairly?</i>) - Do you have any information that could help them in the future? (e.g. <i>did you overhear information from the Seals on your way to the island that could help them?</i>) <p>Your plan should be at least a page long. Use this website to help you with the structure of your work.</p> <p>Remember to email your plan to year6@st-john.southwark.sch.uk so that you can get some feedback ready to write the speech next week.</p>	<p>Online Reading - Comprehension</p> <p>Please make sure you have received your account details to access the Collins e-book here.</p> <p>Once you have logged in, Read page 1-15 of Benjamin Zephaniah: My Story.</p> <p>Answer the following questions in full sentences:</p> <ol style="list-style-type: none"> 1) Why do you think Benjamin's sister got upset at school? 2) How do you think Benjamin felt about distancing himself from his sister at school? 3) Why do you think Benjamin felt it was his job to look after his brothers and sisters at school? 4) How does Benjamin describe the teachers' hairstyles? 5) What do you think Benjamin is describing when he says, "Put a jumper down there, put a jumper down there and I'll race you."? 6) Which sports did Benjamin enjoy at school? 7) What does Benjamin say his favourite sport was at school? 8) Why does Benjamin think he enjoyed skipping? 	<p>Task 1: Test yourself on your spellings by asking someone to read them out to you. Make sure you correct any mistakes you may have made.</p> <p>Task 2: Grammar Complete this table below: Watch this video to help. Write a sentence with each word once you are finished.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Singular</th> <th style="width: 50%;">Plural</th> </tr> </thead> <tbody> <tr> <td>Cacti</td> <td></td> </tr> <tr> <td></td> <td>Wolves</td> </tr> <tr> <td>Life</td> <td></td> </tr> <tr> <td>Calf</td> <td></td> </tr> <tr> <td></td> <td>Knives</td> </tr> <tr> <td>Box</td> <td></td> </tr> <tr> <td>Strawberry</td> <td></td> </tr> </tbody> </table> <p>Remember to email your work to year6@st-john.southwark.sch.uk</p>	Singular	Plural	Cacti			Wolves	Life		Calf			Knives	Box		Strawberry	
Singular	Plural																			
Cacti																				
	Wolves																			
Life																				
Calf																				
	Knives																			
Box																				
Strawberry																				

MATHS

Revise your knowledge of fractions by answering these questions.

Complete Set 1 then move onto Set 2.

Set 1

- 1) $3/4 \times 2/8 =$
- 2) $2/3 + 3/6 =$
- 3) $4/8 + 6/8 =$
- 4) $5/10 + 7/20 =$
- 5) $11/15 + 17/30 =$

Set 2

- 1) $11/15 + 15/75 =$
- 2) $7/8 \times 14/21 =$
- 3) $12/24 + 3/8 =$
- 4) $36/38 - 11/19 =$
- 5) $11/45 - 2/9 =$

Spend 15 minutes on Mathematics.

Investigation

See the enlarged version below the grid.

Teddy is comparing $\frac{3}{8}$ and $\frac{5}{12}$

To find the lowest common multiple, I will multiply 8 and 12 together.
 $8 \times 12 = 96$
I will use a common denominator of 96



Is Teddy correct?
Explain why.

Spend 20 minutes on Mathematics.

Mathletics

Reasoning

Complete the table by finding equivalent fractions, decimals and percentages.

Fraction	Decimal	Percentage
$\frac{21}{100}$		
	0.07	
		75%
		90%

Revise your knowledge of fractions, decimals and percentages by completing this table.

(See the enlarged version below).

Spend 20 minutes on Mathletics.

Fractions of an amount

Answer the questions below.

(Remember to divide your whole number by the denominator and multiply your answer by the numerator.)

1. $1/3$ of 24 =
2. $1/6$ of 32 =
3. $1/8$ of 72 =
4. $2/3$ of 36 =
5. $4/5$ of 20 =
6. $3/7$ of 700 =
7. $3/8$ of 72 =
8. $13/11$ of 22 =
9. $8/10$ of 120 =
10. $1/5$ of 870 =
11. $12/120$ of £600 =
12. $5/6$ of £360 =

Spend 20 minutes on Mathletics.

Word Problems

Show your working out.

Sarah has a bag of 100 sweets. He eats $1/10$ of them.
How many does he have left?

In Class A, there are 50 students and $4/5$ of them like Maths.
How many students like Maths?
How many students don't like Maths?

In Class B there are 45 maths students and $7/9$ of them like Maths.
How many children like Maths?

Which is bigger:
 $6/10$ of 70 or $3/5$ of 70?
Explain your answer.

A retired couple won £800 on the lottery.
They decided to give $5/8$ to their family and to spend $3/8$ on a weekend away.
How much money did they give to their family?
How much money did they spend on their weekend away?

If you have not completed Mathletics assignments spend some time on this today.

RE	SCIENCE	GEOGRAPHY	PSHE – Online Safety	DT
<p>Read Matthew 18: 1-5 (see text below).</p> <p>Retell this story for a child in Year 3.</p> <p>Think about the vocabulary you would need to use in order for them to understand.</p> <p>As you write it imagine you are reading it aloud – is it engaging?</p>	<p>Task 1: Watch this video and write down three key facts from the video that best explains the role of the intestine.</p> <p>Task 2: Watch this video and create an informative leaflet on a balanced diet.</p>  <p>Include the following information: What is a balanced diet and why is it important? What are the four food groups? Which foods can they be found in? Why is water important? What happens if we do not have enough?</p>	<p>Watch this video and make notes on how climate change has affected the indigenous people of the Amazon rainforest.</p> <p>Create an informative leaflet that includes the following information:</p> <p>What does the word 'indigenous' mean?</p> <p>How are their lives different to our lives in London?</p> <p>How have their lives been affected by climate change?</p> <p>What can we do to help the people of the Amazon Rainforest? (Use last week's notes to help you).</p> <p>Remember to email your work to year6@st-john.southwark.sch.uk</p>	<p>Visit the ThinkUKnow website and complete the activity here on sharing photographs.</p> <p>Once you have finished, play this game and look at these guidelines on what to do if you are worried.</p> <p>What to do if you are worried – click here to read this information.</p> <p>Look at 'how to ask for help' sentence starters. Make up a short conversation between a child and trusted adult and write it as a script.</p> <p>Remember to email your work to year6@st-john.southwark.sch.uk</p> <p>It would be good to share this information with others!</p>	<p>Watch an episode of 'Come Dine With Me' and make a starter suitable for a dinner party.</p> <p>Write a menu that includes the name of your starter, ingredients and instructions on how to make it.</p> <p>Remember to use healthy ingredients and send a picture to the class email address! year6@st-john.southwark.sch.uk</p> <p>Friday Feedback. Please click here for details on self-assessment of your learning this week and email this to year6@st-john.southwark.sch.uk</p>

Thursday – English

Online Reading - Comprehension

Read page 1-15 of Benjamin Zephaniah: My Story.

Answer the following questions in full sentences:

- 1) Why do you think Benjamin's sister got upset at school?
- 2) How do you think Benjamin felt about distancing himself from his sister at school?
- 3) Why do you think Benjamin felt it was his job to look after his brothers and sisters at school?
- 4) How does Benjamin describe the teachers' hairstyles?
- 5) What do you think Benjamin is describing when he says, "Put a jumper down there, put a jumper down there and I'll race you"?
- 6) Which sports did Benjamin enjoy at school?
- 7) What does Benjamin say his favourite sport was at school?
- 8) Why does Benjamin think he enjoyed skipping?

Friday – English

<i>Singular</i>	<i>Plural</i>
<i>Cacti</i>	
	<i>Wolves</i>
<i>Life</i>	
<i>Calf</i>	
	<i>Knives</i>
<i>Box</i>	
<i>Strawberry</i>	

Enlarged Versions –

Tuesday Investigation

Teddy is comparing $\frac{3}{8}$ and $\frac{5}{12}$



To find the lowest common multiple, I will multiply 8 and 12 together.

$$8 \times 12 = 96$$

I will use a common denominator of 96

Is Teddy correct?
Explain why.

Wednesday

Reasoning

Complete the table by finding equivalent fractions, decimals and percentages.

Fraction	Decimal	Percentage
$\frac{21}{100}$		
	0.07	
		75%
		90%

Friday – Maths

Word Problems

Sarah has a bag of 100 sweets. He eats $\frac{1}{10}$ of them. How many does he have left?

In Class A, there are 50 students and $\frac{4}{5}$ of them like Maths. How many students like Maths? How many students don't like Maths?

In Class B there are 45 maths students and $\frac{7}{9}$ of them like Maths. How many children like Maths?

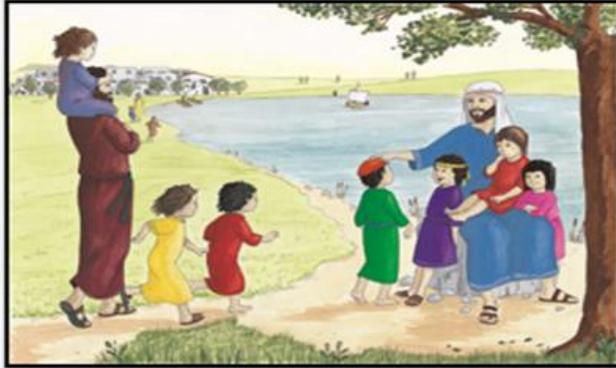
Which is bigger: $\frac{6}{10}$ of 70 or $\frac{3}{5}$ of 70? Explain your answer.

A retired couple won £800 on the lottery. They decided to give $\frac{5}{8}$ to their family and to spend $\frac{3}{8}$ on a weekend away.

How much money did they give to their family?

How much money did they spend on their weekend away?

Jesus Welcomes Children



At that time the disciples came to Jesus and asked,

"Who is the greatest in the kingdom of heaven?"

He called a child, whom he put among them, and said, "Truly I tell you, unless you change and become like children, you will never enter the kingdom of heaven.

Whoever becomes humble like this child is the greatest in the kingdom of heaven.

Whoever welcomes one such child in my name welcomes me."

Matthew 18: 1-5
(NRSV)