

Year 6 – Week Commencing 01/02/21			
Day	Maths	English	Other
Day 1	<p><b>This will be the focus of today's Zoom call.</b>  <b>LI: To convert fractions to decimals.</b>            Numeracy Ninjas:            Week 14            Session 1</p> <p><b>Or</b> select a task on My Maths/Times Tables Rockstars</p> <p>Watch the video to learn how to convert fractions to decimals.  <a href="https://vimeo.com/491237616">https://vimeo.com/491237616</a></p> <p>Complete the worksheet:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO8-Fractions-to-decimals-1-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO8-Fractions-to-decimals-1-2019.pdf</a></p> <p>Click here for the answers:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-ANS8-Fractions-to-decimals-1-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-ANS8-Fractions-to-decimals-1-2019.pdf</a></p>	<p><b>LI: To make predictions</b>            We know that Macbeth is going to return to the Witches – to seek a further prophecy from them. What do you think they might say? Will it involve Macduff? The Kings Sons – who are Macolm and Donalbain? Fleance (Banquo's son who has escaped?) What do you think they might say will happen next and how should Macbeth prepare for it?</p> <p><b>Write your predictions for the Witches next prophecy and send them into your teacher on the class emails.</b>  <i>Ext: Try to sound like the witches – look back through previous scenes we have read for ideas.</i>  <a href="mailto:class13@fairways.southend.sch.uk">class13@fairways.southend.sch.uk</a>  <a href="mailto:Class14@fairways.southend.sch.uk">Class14@fairways.southend.sch.uk</a></p>	<p><b>Home learning-</b> 30 minutes of reading.  <b>Music</b>  <b>L.I. To listen and appraise music using the elements of music.</b>  <b>(To complete this lesson you will need to look at the detailed <a href="#">lesson plan</a> and the <a href="#">lyrics sheet</a> which is attached to the Year 6 Remote Learning.)</b></p> <p>Last week you listened to a song by Benjamin Britten which told the story of a fisherman. This week you are going to listen to a different genre of music which has also been inspired by fishing. We hope you have fun listening to them!</p> <p><a href="https://www.youtube.com/watch?v=FkNwhbyiA4Y">https://www.youtube.com/watch?v=FkNwhbyiA4Y</a></p> <p><a href="https://www.youtube.com/watch?v=TWDuDosFZ_A">https://www.youtube.com/watch?v=TWDuDosFZ_A</a></p> <p><b>RE</b>  <b>L.I. To describe and make connections between examples of religious creativity.</b>  <b>Task:</b> We are starting a new RE unit, where we are going to consider whether it is better to express religion in arts and architecture or in charity and generosity.</p> <p>We are going to start today by looking at some great examples of religious architecture.            Please could you research the following:</p> <ul style="list-style-type: none"> <li>- The Shwedagon Pagoda, Mynamar (Buddhism): <a href="#">Shwedagon Pagoda</a></li> <li>- The Blue Mosque, Istanbul, Turkey (Islam): <a href="https://istanbul.com/blog/fascinating-history-of-blue-mosque/">https://istanbul.com/blog/fascinating-history-of-blue-mosque/</a></li> <li>- Notre-Dame Cathedral, Paris, France (Christianity- Catholic): <a href="https://www.britannica.com/topic/Notre-Dame-de-Paris">https://www.britannica.com/topic/Notre-Dame-de-Paris</a></li> <li>- Meenakshi Temple Temple, Madurai, Tamil Nadu, India (Hinduism): <a href="https://www.culturalindia.net/indian-temples/meenakshi-temple.html">https://www.culturalindia.net/indian-temples/meenakshi-temple.html</a></li> <li>- Neue Synagogue, Berlin, Germany (Judaism): <a href="https://www.berlin.de/en/attractions-and-sights/3560461-3104052-new-synagogue.en.html">https://www.berlin.de/en/attractions-and-sights/3560461-3104052-new-synagogue.en.html</a></li> </ul>

			<ul style="list-style-type: none"> <li>- Harmandir Sahib, Punjab, India (Sikhism): <a href="https://theculturetrip.com/asia/india/articles/harmandir-sahib-the-golden-temple-with-a-golden-story/">https://theculturetrip.com/asia/india/articles/harmandir-sahib-the-golden-temple-with-a-golden-story/</a></li> <li>- York Minster, York, England (Christianity- Church of England): <a href="https://yorkminster.org/">https://yorkminster.org/</a></li> <li>-</li> </ul> <p>After you have looked at each of these religious examples of architecture, please could you choose those that you find most impressive and present your reasoning behind your decision. Send your reasoning to us on the class email addresses.</p> <p>Obviously, there are lots more great examples of religious architecture throughout the world. If you would like to research any different examples of religious buildings that you have heard of before as an extension activity, you are very welcome to- we would love to see your research!</p>
<p>Day 2 –</p>	<p><b>LI: To convert fractions to decimals.</b> Numeracy Ninjas: Week 14 Session 2</p> <p><b>Or</b> select a task on My Maths/Times Tables Rockstars</p> <p>Try this true/false question, think back to what you learned yesterday when converting fractions to decimals;</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-Spring-B1-S8-Fractions-to-decimals-1.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-6-Spring-B1-S8-Fractions-to-decimals-1.pdf</a></p> <p>Watch this clip to progress with your understanding of converting fractions to decimals.</p> <p><a href="https://vimeo.com/491970120">https://vimeo.com/491970120</a></p>	<p>This will be the focus of today's Zoom call. <b>To discuss storylines and predictions</b> We will start by sharing your predictions from yesterday's English task. Then together we will read: <b>Act 4, Scene 1</b> and discuss If we have time, we'll watch this scene in the cartoon version <a href="#">KS2 English: Macbeth. 6: Something wicked this way comes - BBC Teach</a> or we might ask you to watch it yourselves at the end of the call.</p>	<p><b>Home learning-</b> 30 minutes of reading. <b>French-</b> <b>LI. To broaden vocabulary.</b> This week you are going to broaden your vocabulary to enable you to talk and write about more places in the town. You have already learned the word "les magasins" meaning "shops". We are going to learn the names of some shops you will find in most French towns. Watch the following video. This week, there are no sub-titles but don't worry the picture clues are great and I'm sure you will be able to understand! As you are watching, it will be useful to pause the video and make a note of the shops which are mentioned, remember to record the gender of the noun correctly (le or la.) Use your language learning skills to identify cognates and near-cognates (words which are the same or similar in English.)For other words, what strategies can you use to help you to remember them? <a href="https://www.youtube.com/watch?v=6XkR-XCYaYQ">https://www.youtube.com/watch?v=6XkR-XCYaYQ</a> Did you like the presenter's drawings? Now create some drawings of your own to represent the different shops, labelling them accordingly. You can present your work as an illustrated dictionary/word bank, create a town plan or a high street. Remember, you can go back a watch the clip as often as you wish. We would love to see your drawings – please email them to your Class email address:</p>

	<p>Complete the worksheet:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO9-Fractions-to-decimals-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO9-Fractions-to-decimals-2-2019.pdf</a></p> <p>Click here for the answers:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-ANS9-Fractions-to-decimals-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-ANS9-Fractions-to-decimals-2-2019.pdf</a></p>		<p><a href="mailto:Class13@fairways.southend.sch.uk">Class13@fairways.southend.sch.uk</a>  <a href="mailto:Class14@fairways.southend.sch.uk">Class14@fairways.southend.sch.uk</a></p> <p><b>PE- Line Dancing</b>  <b>L.I. To perform moves associated with traditional dance.</b></p> <p>This week our world tour of traditional dances take us to the USA – so grab your cowboy hats and follow these moves!  Watch this clip to see how it is done:  <a href="https://www.youtube.com/watch?v=NPwGQZ1M8VE">https://www.youtube.com/watch?v=NPwGQZ1M8VE</a></p> <p>Watch this first clip to learn a set of steps;  <a href="https://www.youtube.com/watch?v=BiuBmZPgg_Q">https://www.youtube.com/watch?v=BiuBmZPgg_Q</a></p> <p>Now follow this clip to dance the steps to music – this is not traditional line dance music, but it shows how you can adapt the steps to fit other genres of music.  <a href="https://www.youtube.com/watch?v=2oY9Er3wZzM">https://www.youtube.com/watch?v=2oY9Er3wZzM</a></p> <p>Now watch this clip and join in if you can – We are sure you will recognise this song!  <a href="https://www.youtube.com/watch?v=Ovq0YTMGk1A">https://www.youtube.com/watch?v=Ovq0YTMGk1A</a></p> <p>Are there any similarities with other traditional dances we have looked at?</p> <p>Having learned these steps, you can make up some moves of your own to your favourite music!</p>
<p>Day 3</p>	<p><b>This will be the focus of today's Zoom session – have a pencil and paper ready.</b>  <b>L.I: To understand percentages.</b>  Numeracy Ninjas:  Week 14  Session 3  <b>Or</b> select a task on My Maths/Times Tables Rockstars  Watch the video to recap on how percentages work:  <a href="https://vimeo.com/492101741">https://vimeo.com/492101741</a>  Complete the worksheet – remember to do as much working out as you need</p>	<p><b>To recite poetry from memory and with expression.</b>  Use the worksheet for today's English lesson from the Year 6 folder –labelled <b>Wednesday-English: Witches Spell.</b>  <b>Learn the spell.</b> You could memorise and act it out to others or film yourself and share it with your teacher. You could write it out in your best handwriting and decorate it/ or type it to help you to memorise</p>	<p><b>Home learning-</b> 30 minutes of reading.  <b>Science</b>  <b>L.I. To explain how shadows are formed</b>  <b>Task:</b> Look at these words- <b>transparent, translucent and opaque.</b> Can you remember what they mean? Write down the meaning of each word. Check your answers against <b>the document saved on the remote learning section of the website.</b>  Can you write down some examples of materials that are transparent, translucent and opaque?  A shadow is formed when light is blocked by an opaque object.  Using <b>a torch (this can be the torch on your mobile phone),</b> recap on how a shadow changes size by carrying out a mini experiment. You will need a dark room. Use a torch to create a shadow with an object. Keep the torch still but move the object away from the torch and then closer to the torch. What happens to the size of the</p>

	<p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO8-Understand-percentages-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO8-Understand-percentages-2019.pdf</a></p> <p>Click here for the answers:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2021/01/Y5-Spring-Block-3-ANS8-Understand-percentages-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2021/01/Y5-Spring-Block-3-ANS8-Understand-percentages-2019.pdf</a></p>	<p>the lines.</p> <p><i>Extension task: Can you change the ingredients listed in their spell? Keep the lines in bold the same but change the ingredients listed. Make them as repulsive as you can! If you clap the rhythm of each pair of rhyming lines you'll notice they are 7 syllables long each. Can you make your replacements seven syllables long too?</i></p>	<p>shadow?</p> <p>Create shadow puppets out of any opaque material (<b>plain paper or card should work</b>), then devise a puppet show using some of your scientific knowledge about shadows. For example, can you make the puppet's shadow appear as if it is moving closer to the audience? You may wish to include some special effects like using coloured shadows or faint shadows by using some translucent materials such as tracing paper or tissue paper.</p> <p>If possible, record your puppet shows and send them to us using the class email addresses. We would love to see them!</p> <p><b>GPS (Grammar, Punctuation and Spelling)</b></p> <p><b>L.I. To spot and spell words containing silent letters</b></p> <p><b>Task:</b> This week, we are focusing on spelling and words containing silent letters, such as <i>doubt</i>, <i>would</i> and <i>know</i>.</p> <p>Watch the two videos on this BBC webpage carefully: the cartoon and the video showing a teacher, Mr McPartlin. <a href="#">Silent letters and unstressed vowels - Year 6 - P7 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize</a></p> <p>If you have <b>your Grammar workbook</b> at home, please complete pages 92 and 93. If you don't have your Grammar workbook at home, please complete the four activities underneath the videos on the BBC webpage above.</p> <p>When you have finished either the Grammar workbook or the activities on the BBC webpage, play this game: <a href="#">Play Crystal Explorers SATs Game   Free Online Spelling Games for Kids - BBC Bitesize</a> You will need to select Challenge, then Spelling, then Silent letters.</p>
<p>Day 4</p>	<p><b>This will be the focus of today's Zoom session – have a pencil and paper ready.</b></p> <p><b>To convert fractions to percentages.</b></p> <p>Numeracy Ninjas: Week 14 Session 4</p> <p><b>Or</b> select a task on My Maths/Times Tables</p>	<p><b>To write adverbial phrases.</b></p> <p>Today you will continue with your Oak Academy lessons on The Rabbit Proof Fence: Click on the link to follow the lesson. You will need a pen and paper</p>	<p><b>Home learning-</b> 30 minutes of reading <b>or</b> in your <b>new English Targeted Question Book: Comprehension</b>, complete 'An interview with Nixie Labs - non-fiction' on pages 2-3.</p> <p><b>Art</b></p> <p><b>L.I. To use shade and tone in our sketches</b></p> <p><b>Task:</b> Continue with your sketches from last week, still working in black and white. Now add to your images using shade and tone to represent different colours within</p>

	<p>Rockstars</p> <p>Consider the true/false question. Explain your answer.  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B3-S8-Understand-percentages.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-B3-S8-Understand-percentages.pdf</a></p> <p>Watch the clip to learn how to convert fractions to percentages:  <a href="https://vimeo.com/492449530">https://vimeo.com/492449530</a></p> <p>Complete the worksheet:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y6-Spring-Block-2-WO1-Fractions-to-percentages-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y6-Spring-Block-2-WO1-Fractions-to-percentages-2019.pdf</a></p> <p>Click here for the answers:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y6-Spring-Block-2-ANS1-Fractions-to-percentages-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y6-Spring-Block-2-ANS1-Fractions-to-percentages-2019.pdf</a></p>	<p>to take part.</p> <p><a href="#">To plan a narrative scene (Part 1) (thenational.academy)</a></p>	<p>an image. Think about how this will help us consider our uses of colour and think more carefully about the shades we use.</p> <p>Look at <b>the document on the remote learning section of the website</b> to show grey scales and how the images look when transferring from colour to black and white. Firstly, create your own grey scale using pencil, then apply this to your drawing.</p> <p><b>P.E.</b>  <b>L.I: Write a Hiit session</b>  <b>Task:</b> You should have completed quite a few Hiit sessions at home by now. Please write your own programme.</p> <p>We'd like the final workout to be 20 minutes long. It needs to include a warm up and a cool down. Make sure that you include the work and rest times for each move. It is your choice whether you choose different moves or whether you repeat the same moves in rounds. For example, you may choose to focus on 10 moves but do two rounds in the 20 minutes.  If you'd like to see examples, Joe Wicks has lots of workout videos: <a href="#">joe wicks hiit for kids - Bing</a></p> <p>It is a good idea to try out your workout so that you can edit it if necessary- you may have focused on legs too much, so need to change some legs moves for some cardio or core strength moves.</p> <p>Please send your workout programmes to us using the class email addresses. We will use them in future P.E. lessons...and who knows? Mrs Anderson, Mrs Sligo and Mrs Brierley may even test them out at home in our weekends spent in lockdown!</p>
<p>Day 5</p>	<p><b>Self assessment: Fractions, Decimals and Percentages</b></p> <p>Today you are going to revise and practise your fraction, decimal and percentage knowledge.</p> <p>You can go back and re-watch any of the clips you have watched in the last couple of weeks.</p>	<p>This will be your Zoom lesson today:</p> <p><b>To read a shared text and discuss opinions.</b></p> <p>We will read together:  <b>Act 4, Scene 2</b> – Which takes place at Macduff's Castle.</p> <p>Macbeth swore to take revenge</p>	<p><b>Home learning-</b> 30 minutes of reading.</p> <p><b>Geography</b>  <b>L.I. To use the 8 points of a compass</b>  <b>Task:</b> This half term, we seem to be making you into experts at orienteering! Think about which compass points you already know? How do you remember them? Do you have a rhyme that helps you?</p> <p>Play these two online games: the first is labelling the 8 points of a compass and the second is describing which direction planes fly in.  <a href="http://resources.hwb.wales.gov.uk/VTC/compass_bearings/eng/Onlineactivity/defa">http://resources.hwb.wales.gov.uk/VTC/compass_bearings/eng/Onlineactivity/defa</a></p>

<p>If you get stuck you could watch this BBC Bitez clip to recap how to order and compare fractions:</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zkfyhcw">https://www.bbc.co.uk/bitesize/articles/zkfyhcw</a></p> <p>Remember there are also lessons on My Maths to help you.</p> <p>Complete <b>p.19</b> of the Maths Workout Book. (There are more pages on this topic but please only complete this one today.)</p> <p>The answers are in the back of the book (Mr Pinchback suggested to your parents that they might remove the answers so you might need to ask them for it.)</p> <p>(No cheating – this is a learning exercise and remember we all learn from our mistakes!)</p>	<p>on Macduff's family but surely he wouldn't actually do this... we'll read together to find out and discuss the actions. What do we think is going to happen next?</p>	<p><a href="#">ult.htm</a></p> <p>Complete <b>the independent activity</b> on the remote learning section of the website. You will need to pinpoint which direction on a compass named states are in the USA, and then identify towns in the UK following compass directions.</p> <p><b>Computing</b> <b>L.I. To edit or debug an algorithm.</b></p> <p><b>Task:</b> Continue to investigate the Scratch website. Make a simple animation project linked with Macbeth- make sure you are saving your animation each week, as you should be building it up and improving it each time.</p> <p>We have had a few children from each class email us their ongoing animations. We shared one in our Celebration Assembly last Friday for you all to see. We would love to see some more! If you can, please send us your animations on the class email addresses.</p>
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