



# Home Learning



## Year 6 Term 5 Week 3 (Week beginning 04.05.2020)

Hello South America class! I hope you've all had a fantastic week continuing your home learning with family. I've been so impressed with your Emerald power these last few weeks. We know that there are many distractions at home which might stop you from your home learning but you've all done so well to keep going despite these.

Thank you so much for the amazing video and photograph that you all created together at home. It was so nice to see all of your smiling faces.



Below, we have outlined a range of different activity ideas that you can use next week. There have been an extensive bank of resources recently released that have been designed for children specifically in their home learning. We have picked out some of the best in this newsletter but you are welcome to explore the websites and choose activities which you find most interesting and useful.

As always, we really encourage the use of Spelling Shed and Times Tables Rockstars to develop your spelling knowledge and times tables recall.

Also remember to check out our FaceBook page for regular updates!

### English

This week I would like you to use the Talk4Writing resources that have been prepared for Year 6 and are all around the theme – Doors: The World of Possibility. I would like you to do the first four activities please.

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

- Activity 1 – The world we live in
- Activity 2 – The Magic Door poem
- Activity 3 – Art activity
- Activity 4 - Idioms

You could also explore the activities from this site which provide the opportunity to refresh your grammar knowledge, comprehension skills and non-fiction writing.

[https://www.englishmastery.org/wp-content/uploads/2020/03/Pupil\\_English\\_Year-6-Workbook-WK1-4-V2.pdf](https://www.englishmastery.org/wp-content/uploads/2020/03/Pupil_English_Year-6-Workbook-WK1-4-V2.pdf)

### Maths

Work through some of these different maths activities over the week. The BBC Bitesize website also has maths resources to explore too.

<https://www.mathematics mastery.org/wp-content/uploads/2020/03/Maths-Y6-W1-4-learner-pack.pdf>

<https://whiterosemaths.com/homelearning/year-6/>

Play this fantastic game on n-rich to allow you to practise your factors and multiples skills. Can you remember how we define a factor and a multiple?

<https://nrich.maths.org/factorsandmultiples>

Literacy shed are also posting a good range of activities related to some of their short films.

<https://www.literacyshedplus.com/browse/browse/free-resources/key-stage-2-activity-packs>

Remember, with all of these resources, you are not expected to complete *everything*. Have a look as a family at the different activities on offer and plan out your day/week of learning.



Don't forget, Times Tables Rock Stars is an excellent resource for developing your fluency!

Following last week's Darwin research, can you now be a naturalist like Darwin and create your own Herbarium with a plant you found in your garden or whilst on your daily walk. Send us photos of what you created.

<https://www.darwinproject.ac.uk/learning/7-11/darwin-the-collector> (Activity 1). If you are interested in Charles Darwin's work, you could explore the other activities on this site.

This week, I would like you to learn about the circulatory system in the human body. (BBC class clips and Twinkl have lots of useful information) Then either create your own model of the circulatory system or write an explanation text explaining how the circulatory system works.

#### Computing

Try to create your own picture quiz aimed at younger children using the Purple Mash tools. I have attached the guide to this at the bottom of this newsletter.

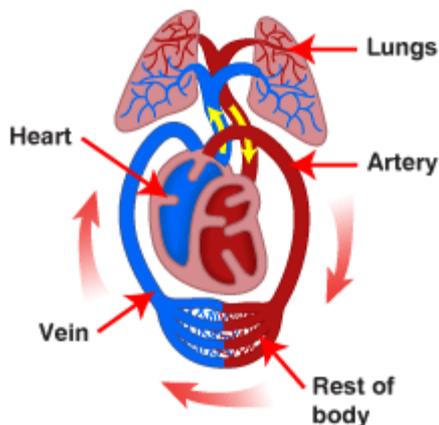
#### PSHE

This week, as part of our relationships learning, I would like you to think about the different types of relationships people have in their lives (from professional/work relationships to family relationships). Discuss with someone at home how these relationships are different and which ones are most important to you and why?

#### Spanish

Use the vocabulary provided on the knowledge organiser to practise the words for the colours in Spanish. Look at Jack's fantastic rainbow using these words – could you think of a creative way to share your learning?

### Topic



## Online Safety

In these unprecedented times it is important for children and adults to consider online safety, particularly as children may be spending more time online completing work from home. In school we often talk about being SMART online (please see the poster below for more information). This week it would be great if you could discuss the SMART points as a family. Maybe children could have a go at creating their own SMART poster. There are also lots of online safety resources on Purple Mash under the 'computing' section. Here are some further links for children and parents which you may find useful.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.thinkuknow.co.uk/>



## Wellbeing

Most of Year 6 really enjoy our mini-meditation sessions in class. If you would like to try this out at home (it is good for adults too!), just find a quiet space, put on some relaxing instrumental music and use one of the scripts from this website <https://www.greenchildmagazine.com/free-meditation-guided-relaxation-scripts-kids/>. The children might even be able to lead a meditation in your family – Can they remember the Magic Carpet or Worry Tree ones we have done in school?

If children have questions about the current situation, Axel Scheffler has produced a book for children all about Coronavirus which you may wish to share with your children. <https://axelscheffler.com/books-for-older-children/coronavirus> It is a good conversation starter if you want to open up a conversation about how they are feeling at the moment.

Finally, don't forget – you are not alone. We may not be seeing you face-to-face at the moment but the school community is always here for you. We appreciate how different life is for us all at the moment and how lots of us are juggling many aspects of our lives as best we can.

If you, or your child, are finding the situation difficult please make contact with me (Mrs Sweet) who is happy to help or our family link Mrs Mann. We can be contacted by calling school on 01454 866555 or by emailing us at [Manorprimary.s@gmail.org.uk](mailto:Manorprimary.s@gmail.org.uk)

## Gem Power Challenge



Your Gem Power Challenge this week is to use some Diamond power (solving problems). There are some problems that we can solve on our own but it is often easier to get a grown up to do this for us such as leaving your toys on the floor, not doing your home learning or maybe not getting ready for bed time.

To develop Diamond power and make this more interesting, you could get two jars or containers and fill one container with something such as coins, pebbles, marbles, buttons. This represents the grown up's jar. The grown up has had years of practise picking up things and tidying up for example and that is why their jar is full. Every time you pick up your toys off the floor, you can take one item from your grown ups' jar and put it into your jar (this resembles the skill transferring from one jar to another) so that eventually it becomes engrained, your jar becomes full and the adult no longer needs to nag! Why don't you have a go at doing something like this at home?

### Diamond Power

- I can solve some problems with a little help and encouragement from adults.
- I try to solve some of my own problems using appropriate resources and strategies.
- I know where to find help if I need it.
- I can use what I already know in a new situation to solve problems independently.
- When faced with a problem, I can decide if it's best to solve it alone or with the help of others.
- When faced with a problem, I take responsibility for solving it.
- When faced with different problems I help others to see their responsibility in solving it.

Well done to lots of you who are active on our Purple Mash Class Blog. It is fantastic to keep in touch and share your work with everyone. If you haven't posted yet, what are you waiting for?! We would love to hear from you all.

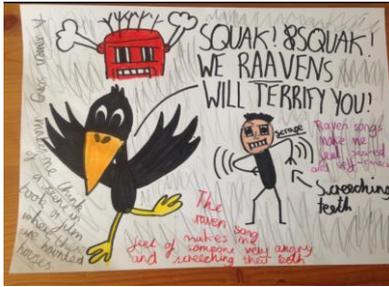
Congratulations to Cole and Toby for their awesome learning on Ed Shed. If you are not using this resource, give it a go – it is a fun and easy way to practise those spellings.

Well done to Harry and Lily who have spent the most time on TT Rockstars this week, with a special mention to Jack, Molly, Stan, Ted, Harry and Oliver who all have an average speed of less than two seconds. Keep it up everyone!

There has been a real increase in the amount of work that I have been sent this week. Please keep them coming. I enjoy seeing them (and pictures of you all) so much. You can share via Purple Mash or email them to me at [Manorprimary@sgmail.org.uk](mailto:Manorprimary@sgmail.org.uk).

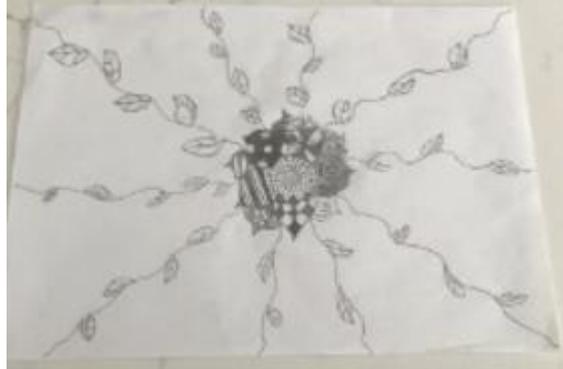
Home Learning  
Stars of the  
Week





### HIS THOUGHTS, BELIEFS AND IDEAS

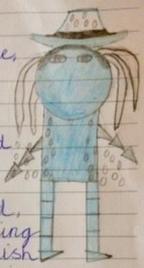
- Charles Darwin was agnostic (neither believed or disbelieved in God)
- Through his observations and studies of birds, plants and fossils, Darwin realised that a lot of these species were similar all over the world, which made him believe that the species we know today had gradually evolved from common ancestors.
- Charles Darwin saw that although individuals in a species shared the same things, they were not exact copies of each other; there were small differences between them. He also noticed that everything in the natural world was in competition.



Frostbite Fiend

There was a creature made of ice, and his name was Frostbite Fiend.

His frosty glistening hat perched rigid and firm upon his head. The long, clear icicles that hung beneath his hat melted, hit the floor and froze everything that it touched. His dark, devilish eyes stood out in his frozen figure. His strong and immensely mighty core of ice was unbreakable against anything. His icicle shaped arms are razor sharp and are capable to slice through and destroy whatever he wants to. His legs mirrored his arms: sharp, strong and deadly to all humans.



THE MAN OF STORMS

He roared through the streets with hurricanes in his eyes. His leather whip that came down on the innocent like an avalanche and it hurt the victim like they were standing on an earthquake. His heart was like an erupting volcano and he walked as fast as a tsunami. He ordered his servants to crack their whips on the innocent too; they were like wildfire. No-one could stop the Man of Storms, no-one knew who he was, no-one knew why he was such a bully. He wore a cloak as black as the night. Everyone was afraid of him. You could only see hisinky black, hollow eyes. There was no goodness in him. Sometimes, he would steal children to wrap into his evil schemes. Once they get to the Man of Storms' expectations, they are granted their wish to go into the night and steal children, like they used to be. No-one would ever know why he was so cruel and no-one would ever know how to stop him.

**thermathsfactor**  
created by Carol Vorderman

Home Course topics **Games and fun!** Parent zone

Your total marbles: **24** Total correct answers: **00524**

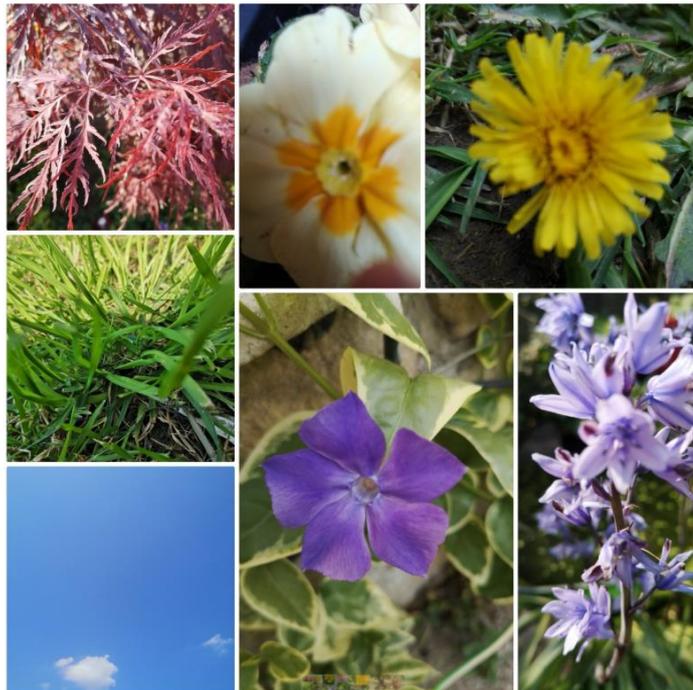
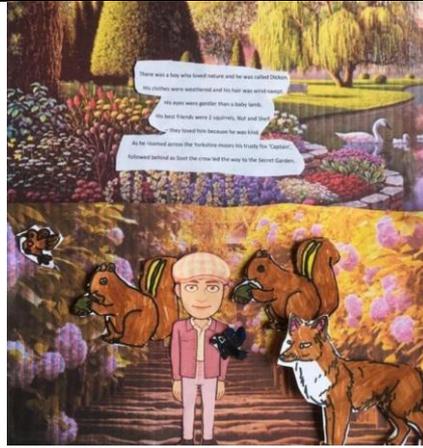
**The 30 day challenge**

Day 27. You still need to do today's Session to earn your tick. You are 1 tick away from your Gold Trophy.

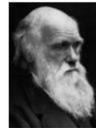
Go To	Day 27	Session
Start	27	28
28	29	30
1	2	3

Total ticks: **24**

Gold (25 ticks)  
Silver (20 ticks)



# Charles Darwin



Charles Robert Darwin was born on the 12th February 1809 in Shropshire.

When he was older, his father wanted him to be a doctor (like him) so he sent him to Edinburgh university but Charles didn't like the sight of surgery.



At the age of 22, he came across an invitation to be aboard the HMS Beagle for 5 years. And there he was standing on the HMS Beagle for the first time.



### Creating picture quizzes.

1. Open 2DIY (in computing area of Purple Mash) and look at the Activities section. Look at how the following features are suited to creating activities for young children: (Mostly picture-based, Large buttons, They look like toys that children might have in class or at home)
2. Each of these activities has a video and an example which is accessed by launching the app. You could go through these to explore the quiz layout.
3. There are also some examples of such quizzes in use within Purple Mash. You can look at: Searching for 'puzzle' in the search bar brings up a variety of puzzles that are part of Simple City for young children, Search for 'pairs', Looking at the Julia Donaldson category (in Literacy, Authors) shows how the pairing and placing games have been used with a story theme.
4. You should then plan and create an activity using their chosen tool. They should save their activity in their work folder.
5. You can add an instruction window to their quiz by clicking on the button. You can experiment with the different options here. You can also set a time limit here.
6. In some of the activities, e.g. pairs, you can add sounds for a correct and incorrect answer by clicking on the button.
7. Once completed, you should finalise, save and then share their activity to the display board.