

Year 6 School Closure work w/b 4th May 2020

Here you will find the learning for this week. Don't forget, if you don't have access to a printer, please use the blue books provided for the children to complete their work in.

It would be great if you could regularly update your profile on Class Dojo so we can see all the things that you are doing – both school related and not!

If you have any questions, please don't hesitate to send one of us a message.

Many thanks,

Miss Froggatt & Mr Whitbread

Maths

This week's maths is based around angles. We have touched upon angles last week and in school so the children should have some understanding already.

You will find daily lessons (along with answers) in this week's folder on the school website. The children should work through each of these, in turn. You'll also find the answers in the same folder should you want to go through them.

If you would like further support with this, you can find videos to go along with each worksheet on the White Rose website.

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

Please ignore the lesson numbers (they don't correspond with ours) but instead look for the name of the lesson e.g. Angles in a triangle – Missing angles.

These videos are extremely helpful and will guide the children through everything they need to know in order to answer the questions.

For those who are needing a little more support, there is three worksheets saved in the folder based on acute, obtuse and right angles. Any questions please get in touch.

Reading

For this week, reading learning is a comprehension based on Micheal Morpurgo saved in this week's work folder. This is differentiated *, ** or ***. The children are welcome to choose the level of difficulty best suited to them.

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

© Catherine Fisher 2011 from *The Snow Walker's Son*, published by Red Fox, by permission of the author.

1. *The door was the last one in the corridor.*

What is the significance of the word *last*? Can you think of another context where the word *last* has a significant meaning? e.g. *the last chance*.

2. How do the opening lines (highlighted above) set the mood of the story? What are your immediate impressions?

3. Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?

4. Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?

5. *Darkness and a damp smell oozed through the black slit.*

How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?

There is also this comprehension to have a go at.

Writing

Using the work completed last week based on doors. Your task is to create a portal story based on a door to a new place.

Here are a few things to consider

Consider what the door represents in your story. Not only is this a portal into a new world, it is often an exploration into a character's personalities, their flaws, their inner thoughts.

What lies on the other side of that door is up to you. Allow yourself the opportunity to write about what interests you and what is important to you. Look back at your plan and make sure that this is the story you want to tell. If not ... change it! Remember – use a stimulus to help you tune into the detail and bring the new world to life for the reader.

A portal story explores the relationship between a main character and a door that presents itself in their life. This can be both physical and metaphorical. Help the reader empathise with the character by tuning into their thoughts, their decisions, their inner conscience.

Great writer's 'magpie' and learn from other great writers. Reflect upon the portal stories that you have loved reading and consider what made these so engaging. Try to bring in some of these skills and techniques into your own work.

Finally, enjoy it. Writing is all about sharing a passion for words, stories and the world of possibility. Please share your writing with us. We would love to see your amazing stories!

Spelling

This week's spelling words are all abstract nouns.

<p>Week 3</p> <p>Use of the hyphen</p>
<p>Hyphens can be used to join a prefix to a root word. Words beginning with the prefix co- can be written with or without prefixes.</p>
<p>co-ordinate re-enter co-operate co-own de-ice co-author re-examine re-educate re-form co-pilot</p>

Humanities - The Ancient Maya

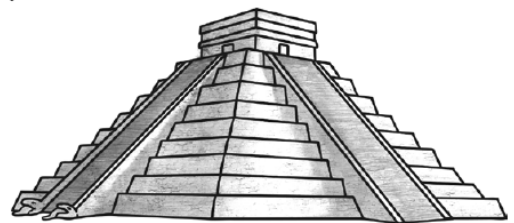
In school, we would've begun to learn about the Ancient Maya. In the work folder on the website you will find a PowerPoint about Meeting the Maya. Work through the PowerPoint and then complete this task.

Your challenge is to create a 'Welcome to the Maya Area' tourist information page.

The page must include details which answer the following questions:

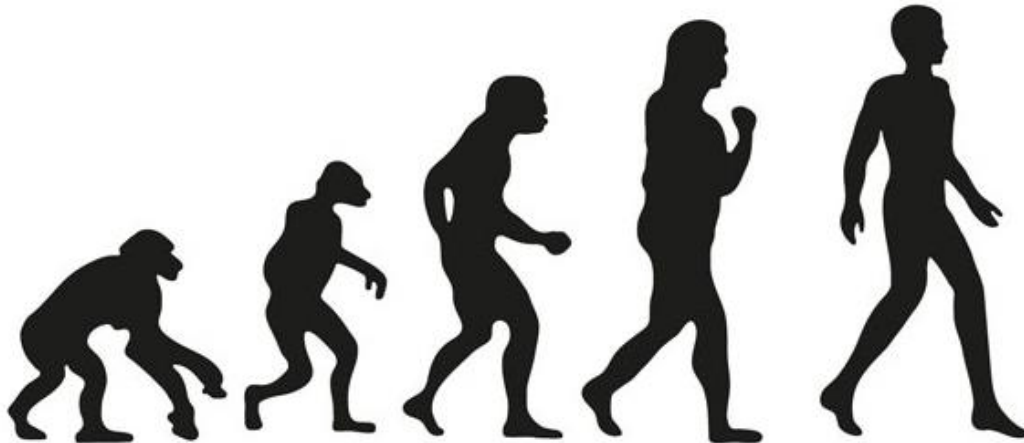
- Who were the ancient Maya people?
- Where in the world did they live?
- What is special about the ancient Maya people?

You can use maps and pictures on your page too.



Science

This term in Science we would have been looking at Evolution. Your task this week is create a poster that has information on what evolution is and how it has happened. As a starting point, looking into Human evolution and the stages we have been through to be what we are today.



E-Safety

As we are all spending much longer on technology than usual we felt it was important to cover an area of E-Safety. In the folder online there is two activities for children to work through which include different scenarios to work through and discuss.