|  |
| --- |
| Year Group:  6 |
| Week commencing:  8th February 2021 |
| Teacher’s email address: lwatson@marsdenprimary.org.uk |
| Messages: Messages: Hi Year 6! This week we are starting new work in Maths on data handling and reading more of The Explorer in English lessons. The children experience more danger and take some pretty silly risks this week! Remember to discuss the novel with an adult and talk through the situations the group find themselves in. I know you would all make better decisions than the children in these chapters! Keep sending in work and do let me know how you get on with Google Classroom. I have put Tuesday’s English and Maths tasks on there for you to access. Please email straight away if you experience any problems. I do hope using Google Classroom will make things a lot easier and allow me to give feedback on your work much more quickly. I’ll also set work, as usual, on My Maths, Spag.com and Spelling Shed. Remember TT Rockstars too! Enjoy your week,  Mrs Watson |
| You might like to try…..  *PE with Joe Wickes daily*  *Reading for a least 20 minutes a day*  *There will be a Spelling Shed assignment set each Monday – play the games daily.*  *My Maths and Spag.com work will be set to compliment the work set in English and Maths.* |

|  |  |  |  |
| --- | --- | --- | --- |
| **English** | | | |
| **Day** | **Learning objective** | **Activity**  \*You can hear the chapters of our novel ‘The Explorer’ read online by following the link:  <https://www.thepartnershiplearningplatform.co.uk/the-explorer-by-katherine-rundel/> | **Any other information** |
| **Monday** | I can identify and use semi-colons | Read Chapter 19. In this chapter, the children end up eating eight-legged treats! Would you do this is you were lost in the jungle? The author, Katherine Rundell, tries one out for herself if this clip!  <https://www.youtube.com/watch?v=FBuxIECFRBs>  In this chapter, the author uses lots of semi-colons. A semi-colon is a punctuation mark which looks like this ; . Can you find them in this chapter? Use this link to find out more about semi-colons, then complete Monday’s worksheet.  <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs>  On the worksheet, you’ll find some sentences from the book. They have their semi-colon missing. Can you place the semi-colon in the correct place? You may look back in the chapter if you are struggling. Reading the sentences aloud to find the natural place to pause will also help. | *Challenge:*  *Can you write your own sentences that include a semi-colon? Record your answers on the sheet.* |
| **Tuesday** |  | Please see Google Classroom for Tuesday’s tasks. |  |
| **Wednesday** | I can find evidence to support statements | Read Chapter 21. After reading, find the worksheets for Wednesday’s English. On the sheet I have typed some statements that I think are true about the characters at this point in the novel. I’d like you to find evidence that might prove that my statements are true. I’ve filled in the first example to help you. Your evidence can be in your own words and does not have to be a direct quote from the text. | Find out more about the fish that can be found in the Amazon. Which ones are edible? Are any dangerous to humans? |
| **Thursday** | I can design an informative poster | Read Chapter 22 and 23. In Chapter 23, the explorer warns the children all about the dangers of the rainforest and the group discover that he watches them during the night to protect them from deadly animals. Use the internet to find out about dangers in the rainforest. This video may be a good starting point for your research.  <https://www.youtube.com/watch?v=ql7lT0QpkLs>  Once you’ve gathered enough information, you need to design a poster informing people of the dangers of animals in the rainforest. Think carefully about your design and use language that will shock the reader and make them take notice. Modal verbs such as MUST, COULD, SHOULD, WILL, MIGHT can be used to emphasise the dangers. Lettering and punctuation ca also be used to get your points across well. Please let us see examples of you work! They can be emailed using the address at the top of the page. | Why not make up some true or false questions about the animals you’ve researched and turn them into a quiz to test your family? If you send them to me, I can test the children in school too! |
| **Friday** |  | Well-being Day |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | | | |
| **Day** | **Learning objective** | **Activity** | **Any other information** |
| **Monday** | **I can make tally charts** | Fluent in Five - Day 1. Complete Monday’s questions and check your answers. You should be able to answer these in five minutes.  Watch the video.  <https://vimeo.com/500377891>  Complete the corresponding worksheet. |  |
| **Tuesday** |  | Please see Google Classroom for Tuesday’s tasks. |  |
| **Wednesday** | I can interpret pictograms | Fluent in Five - Day 3. Complete Wednesday’s questions and check your answers. You should be able to answer these in five minutes.  Watch the video.  <https://vimeo.com/500378019>  Complete the corresponding worksheet. |  |
| **Thursday** | I can draw bar charts | Fluent in Five - Day 4. Complete Thursday’s questions and check your answers. You should be able to answer these in five minutes.  Watch the video.  <https://vimeo.com/502337848>  Complete the corresponding worksheet. |  |
| **Friday** |  | Well-being Day |  |

|  |  |  |
| --- | --- | --- |
| **Foundation Subjects** | | |
| **Day** | **Learning objective** | **Activity** |
| **Monday** | I know why farming was so important to the Ancient Mayas | Use this page to find out about farming in Mayan times.  <https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zd844qt>  Watch this video to find out about the foods the Mayans ate. <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-the-maya-eat/zkxc8xs>  Can you design a meal that could be made from the foods that were available to the Mayans? Draw and label your meal. We’d love to see your creations. |
| **Tuesday** | I can try out Mayan recipes | Find out a little more about the Mayan diet using the Mayan Food PowerPoint in the Topic folder. You could do your own research to find out if there’s a recipe you’d like to try, or you could give one of our recipes a go.  In the Topic folder, you’ll find a recipe for Mayan Tortillas or Mayan Tortillas. Both recipes use modern ingredients to recreate the authentic taste!  Or, you could try making guacamole made from avocados. <https://www.bbcgoodfood.com/recipes/best-ever-chunky-guacamole> ........ The tortilla chips aren’t traditional, but are rather tasty! |
| **Wednesday** | I can practise jumping in combinations | Use the video to practise combining different types of jump.  <https://youtu.be/cRjO1IGwbLo>  Have fun! |
| **Thursday** | I can identify some aspects of the human geography of Mexico | **Geography: Mexico**  Look at the ‘**Mexican Culture**’ PowerPoint to introduce the concept of human geography and then read the ‘**Mexican Culture Information**’ to find out about festivals, food, sport, music and dance of Mexico. **Write down 3 facts for each aspect of Mexican culture**. You can use the ‘Mexican Culture Fact Write’ sheet to do this or simply organise your facts in a way of your choice on a piece of paper  Challenge: Why don’t you give the Mexican Culture Game a try? Who will answer the most questions in your house? You could even make up your own game based on ‘Arriba Arriba’ |
| I can identify that animals can evolve over time | **Science: Evolution and Inheritance**  Following on from our findings about Darwin, look at the video about **evolution** <https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z9qs4qt>  Online, can you fill in the gaps in the ‘What is Evolution’ sentences? Can you complete the ‘What is Evolution’ quiz?  Challenge: Did you know that one of the most interesting places to visit is ‘The National History Museum’ in London? It is full of amazing ‘animal science’. You can explore this museum from home with its virtual museum site by following this link: <https://www.nhm.ac.uk/visit/virtual-museum.html>  Enjoy! |
| **Friday** | **WELL-BEING DAY**  **You have all been amazing over the last six weeks so today is a day to do some fun activities.** | |

**Well-being Friday**

It is so important that we look after ourselves, especially at the moment. Let’s try some activities to give us a healthy body, an active mind and create some happiness.

|  |  |  |
| --- | --- | --- |
| **Body**  **Move It, Move It!**  Pick three different exercises, such as jumping jacks, sit ups, high knees, mountain climbers, or an exercise you like to do. How many of each exercise can do in 1 minute? Challenge yourself: try the exercises again – can you do more of them in a minute?  **Dance, Dance, Dance!**  Listen to your favourite song… sing your heart out and dance around the room.  **Go Outdoors**  Go for a walk in your local area. Pay attention to your surroundings - what you can see, smell and hear. | **Mind**  **Picture Time**  Do some mindfulness colouring. You could print one of the colouring pages or create your own mindfulness image to colour.  Try some drawing with Rob. Follow this link to his website and pick a picture to draw: <http://www.robbiddulph.com/draw-with-rob>  **Game Time**  Design and make a rainforest themed game that you can play with a family member in your home. Then play it.  **Quiz Time**  Complete the picture quiz. | **Happiness**  **Random Act of Kindness**  Complete an act of kindness for a family member, friend or neighbour. Ideas: make a card or bake a special treat for them.  **Be Proud**  Create a ‘proud cloud’. Draw a cloud shape on a piece of paper. Think about who or what you are proud of. Inside the cloud write statements starting with: I am proud of …  **Be kind to yourself**  Make a list of all the things you are good at. You are amazing!  Watch your favourite movie. |

Don’t forget to share what you do with us at school!