

Hi Year 6!

We are missing you all – we hope you are remaining well and safe!

The following slides are full of different activities for you to complete each day of this week.

You can complete all work in your home learning books.

From the Y6 team

Feeling a bit down this week? Check out Edinburgh Zoo's
#PenguinCam
(They also have a tiger, koala and panda cam!)

We have also created some 'assignments' on
maths and spelling shed which you can
complete at any point during the week.

Monday 30th March

ARITHMETIC: click link below

REASONING: Roman Numerals – click link below

Remember: **Lions Can't Do Maths!**

READING: The Lost Queen reading comprehension - click link below

WRITING: planning a descriptive paragraph - see next slide.

HISTORY/ART: during the last couple of weeks at school, we began looking at the British Empire and all the countries Britain colonised. Using the facts on the 2nd next slide to remind/help you and click link below, create a **for** and **against** poster about The British Empire.

Try to remember both how the British took power over these countries and remember what the countries gained from the British.

Definition: colonisation is when a richer, more powerful country takes over a poorer, less powerful country.

Monday 30th March

You and your partner have been searching an old, eerie building and have just discovered this door.

This week you'll be writing a descriptive paragraph detailing your discovery of the door. Use the following questions to help guide your planning process:

- What do the symbols on the door mean?
- Who uses this door?
- What is behind the door?
- How do you open the door?



Monday 30th March

The largest, richest, and most powerful empire in world history was the British Empire. Over a span of some three centuries Great Britain brought lands on every continent and islands in every ocean under its rule. At its height the colonies and other territories of the empire encompassed nearly one-quarter of the world's land surface and more than one-quarter of its population. It was a common saying that the sun never set on Britain's dominions.



Tuesday 31st March

ARITHMETIC: click link below

REASONING: Number Sequences - click link below

READING: The Octopus reading comprehension - click link below

WRITING: warm-up for your draft write tomorrow by writing a range of Exciting Sentences about the image. See next slide for help!

PE: Joe Wicks YouTube at 9am - click link below

If you miss this slot, can you find another video on his YouTube?

Alternatively, complete a range of circuits outside (e.g. 10 star jumps, 5 laps of the garden...)

If you want to do some extra PE, see the next slides for some Year 6 Striking and Fielding home learning activities (please check that your adult is happy with the activities first!)

Exciting Sentences – click on the link below for examples of Exciting Sentences:

These are some of the ones we've learnt this year:

2ADJ

3_ed

Adverb, person

Verb, person

The more, the more

Last word. First word.

Noun, who, which, where

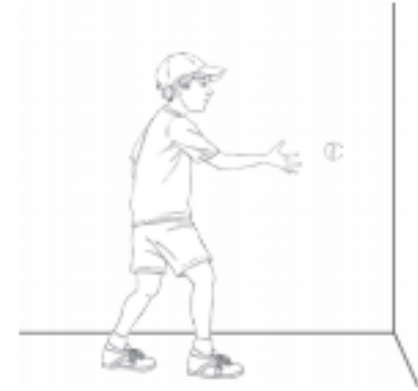
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Tuesday 31st March

Striking and Fielding Activities

Try this activity to sharpen up your catching skills. Stand facing a wall, about 3 metres away. Throw a ball at the wall and catch the ball on its return. Count each bounce that is caught successfully. The aim of the game is to see how many successful catches you can make from 10 throws. Try to beat your score each time. Why not try catching with only 1 hand?



This activity puts into practice the skill of 'attacking the ball'. You will need to play this activity with a friend or family member. Create a goal about 2m wide. One player stands just behind the goal and the other 2m in front of it. The player standing in front rolls the ball towards the other player who must run forward and try to stop the ball before it rolls through the goal. For each ball that rolls through the goal one point is scored. After 10 goes, swap roles.



Wednesday 1st April

ARITHMETIC: Click link below

REASONING: Money - Click link below

READING: On The Whale Trail reading comprehension - Click link below

WRITING: draft write a descriptive paragraph linked to the image from Monday

- What does the door look like?
- How did you discover the door?
- Use your 5 senses to describe your surroundings
- If you manage to open the door, how did you do it?
- If you manage to open the door, what's behind it?

SCIENCE: In class we started to look at electricity. Please can you look at the information on the link below and create a fact sheet to include information about:

- What electricity is?
- What conductors and insulators are?

Thursday 2nd April

ARITHMETIC: Click link below

REASONING: Time & Calendar - Click link below

SPaG: see next slide – answers are at the end of this power point.

WRITING: edit and improve your descriptive paragraph. Did you remember to include:

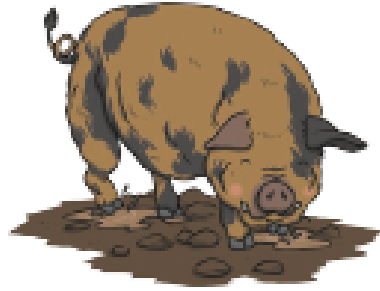
- Exciting Sentences
- Prepositions
- Fronted adverbials
- 5 senses
- A range of sentence structures and length

Remember to proof read your paragraph to check it makes sense!

HISTORY/ART: continue/finish Monday's for/against The British Empire poster

Is this sentence active or passive?

Grunting happily, the pig is playing in the mud.



a

Can you think of a more formal synonym to replace this past tense verb?

(Use a thesaurus if you need to!)

laughed

b

Mr Whoops has accidentally jumbled up an antonym of 'careless'. Can you help him to unjumble it?



l u f a r e c

d

Read the sentence below and underline the two words that are modal verbs:

You shouldn't approach the unfriendly cat as it may scratch you.



c

Tick the sub- prefix word that is a noun.

subtract

submarine

substandard

e

Can you add brackets around the parenthesis in this sentence?

Henry VIII the most well-known of the Tudor kings famously had six wives.



f

Friday 3rd April

ARITHMETIC: Click link below

REASONING: Perimeter - Click link below

SPaG: see next slide – answers are at the end of this power point.

WRITING: Publish your work in your home learning book, you could make it look extra nice by giving it a border or drawing a picture of the door to go with it.

MUSIC: Throughout the next few weeks we are going to study the composer Camille Saint-Saens and listen to some of his music. To start this off I would like you to do some reading about the composer and write 10 facts that you found out about him. You can find your own websites or click the link below.

a
Underline a modal verb in the following sentence:

As long as they follow the route correctly, all the riders should make it to the finish line safely.



b
Put the commas in the correct places within this sentence:

Kieran who was extremely creative created a wonderful sculpture during the art lesson.

d
Criminal Gets Nine Months in Violin Case!

Why is this newspaper headline ambiguous? (Clue: Ambiguous means that its not clear.)

c
marched cheering onlookers

Replace the appropriate words in the text with synonyms from the list above. One is done for you.



As the brass band walked down the road, the spectators at the parade were whooping and waving.

walked

marched

e
Match the suffix to the correct root word:

class

-ify

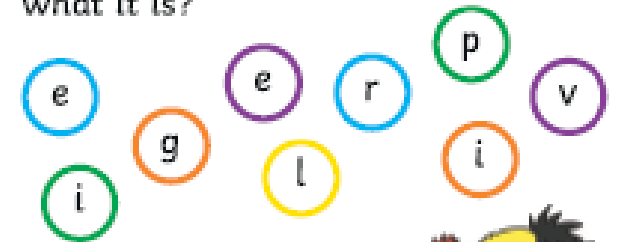
pressure

-ate

active

-ise

f
Mr Whoops has been juggling with the letters from one of his Y6 spelling words. Can you spot what it is?



p _____ e



Look on for
answers!

Is this sentence active or passive?

Grunting happily, the pig is playing in the mud.

active



a

Can you think of a more formal synonym to replace this past tense verb?

(Use a thesaurus if you need to!)

laughed chuckled, sniggered, guffawed

b

Mr Whoops has accidentally jumbled up an antonym of 'careless'. Can you help him to unjumble it?



l u f a r e c

careful

d

Read the sentence below and underline the two words that are modal verbs:

You shouldn't approach the unfriendly cat as it may scratch you.



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Can you add brackets around the parenthesis in this sentence?

Henry VIII (the most well-known of the Tudor kings) famously had six wives.



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Underline a modal verb in the following sentence:

As long as they follow the route correctly, all the riders should make it to the finish line safely.



b
Put the commas in the correct places within this sentence:

Kieran, who was extremely creative, created a wonderful sculpture during the art lesson.

d
Criminal Gets Nine Months in Violin Case!

Why is this newspaper headline ambiguous? (Clue: Ambiguous means that its not clear.)

Accept an explanation about how the headline could be misconstrued because of the word 'case' and its readers may think that the criminal was locked inside a violin case.

c
marched cheering onlookers

Replace the appropriate words in the text with synonyms from the list above. One is done for you.



As the brass band walked down the road, the spectators at the parade were whooping and waving.

walked → marched

whooping → cheering

spectators → onlookers

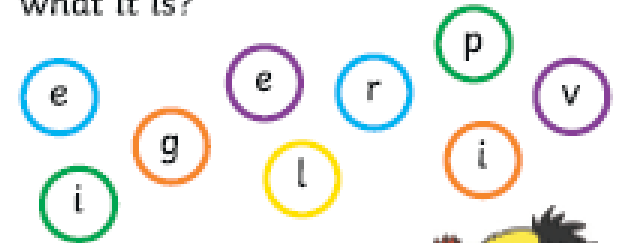
e
Match the suffix to the correct root word:

class ——— -ify

pressure ——— -ate

active ——— -ise

f
Mr Whoops has been juggling with the letters from one of his Y6 spelling words. Can you spot what it is?



_____ privilege _____

