 **Year Group: 6 Week beginning: 22/6/20**

This week in maths, year 6 will be focusing on honing their problem solving skills: working systematically, finding all possible answers and explaining their reasoning. In English, they will start the week with a comprehension based on the book *The Last Wild* and will then continue with their spooky mystery stories based on ‘Alma’. This week’s science lesson looks at human evolution and in history the children will find out more about the Vikings as traders and explorers. In French, the children will learn to talk about what they enjoy doing at break time. In PSHE, they will be investigating the effect of different drugs on the body and completing the second part of the British Red Cross first aid programme. Finally, in art they will be creating a surrealist masterpiece of their own!

|  |  |  |  |
| --- | --- | --- | --- |
| Day | **Maths Activities** | **English Activities** | **Other Subject Activities** |
| Monday | **Try this magic trick!**   1. Write down your age. 2. Multiply it by one fifth of 100 3. Add on today’s date (eg. 16 if it’s the 16th of the month) 4. Multiply by 20% of 25. 5. Now add on your shoe size (if it’s a half size round to the nearest whole number) 6. Finally subtract five times today’s date.   Look at your answer. If, for example, you get 1105, that means there are 11 hundreds. This is your age. The remaining digits 05 (or 5) show their shoe size.  Can you explain how this trick works?  Can you show how it works algebraically?  **Problem:** Have a go at the ‘Money Bags’ problem:  Ram divided fifteen pennies among four small bags.  He could then pay any sum of money, from 1p to 15p, without opening any of the bags.  How many pennies did Ram put in each bag? | **Comprehension:** Read the first chapter of *The Last Wild* by Piers Torday*.* This is available here if you sign up for a free subscription or it is available as a PDF in the year 6 folder: <https://www.lovereading4kids.co.uk/book/9132/The-Last-Wild-by-Piers-Torday.html>  Answer the comprehension questions (see printable resources).  Extension: The story takes place in a dystopian future where climate change has wiped out all animals. Children can find out more about climate change here:  <https://climatekids.nasa.gov/climate-change-meaning/>  <https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>  **Class Novel: Holes** <https://www.youtube.com/channel/UCVx5XHLwMGj0y_9AZmktkOQ/> | **Science**  What did our ancient ancestors look like? Watch these videos to find out more:<https://www.youtube.com/watch?v=N-Xs_mdrgic>  <https://www.nhm.ac.uk/discover/human-evolution.html>  Some groups of humans have evolved over time to adapt to living in extreme environments, such as the Sherpa in the Himalayas. Find out more about human adaptations with the following link. There is also information in the year 6 folder. <https://www.bbc.co.uk/news/science-environment-40006803>  How do you think humans might evolve further in the future? Try drawing a design for a future human! Some ideas could be: built in WiFi or GPS, or greater resistance to heat to survive global warming. Let your imagination run wild! |
| Tuesday | **Mini problem:** An ice cream van sells three flavours of ice cream: chocolate, strawberry and vanilla. How many combinations of three scoops can you have?  **Problem:** Have a go at the Pet Shop problem:  A pet shop sells 7 different types of animals: goldfish, cats, dogs, horses, rabbits, snakes and mice.  You can buy three pets in each visit (eg. cat, dog, mouse).  You cannot buy two of the same pet (eg. cat, cat, mouse).  Work out how many ways you can buy three different pets! | **Watch the video of ‘Alma’:**  <https://www.youtube.com/watch?v=irbFBgI0jhM>  Look at a tiny section of the video, from 1:02 to 1:09 and look at how Alma’s expressions and body language change to show how she is feeling. These are called ‘micro-expressions’.  **Read:** Read the example text – can you see how the author has used micro-expressions to show Alma’s changing feelings? Also, look at the way short, snappy sentences have been used to build tension. (The text can be read as a PDF)  **Write:** Write a paragraph describing how Alma first enters the shop, using short snappy sentences and micro-expressions.  **Class Novel: Holes** <https://www.youtube.com/channel/UCVx5XHLwMGj0y_9AZmktkOQ/> | **History**  Find out about Viking trade and exploration. The Vikings traded in many things, including wheat, wool, iron, fur and even slaves. They travelled across Europe and some even went as far as America! The following videos and websites will give you more information about Viking trade and traders.  <https://www.bbc.co.uk/teach/class-clips-video/viking-trade/z4b9jhv>  <https://www.dkfindout.com/uk/history/vikings/viking-traders/>  Learn about Leif Erikson by researching online or use the resources provided in the year 6 folder.  Write a report about what you have found out. |
| Wednesday | **Mini problem:** Solve the problems based on the year the Queen was born (see the year 6 folder for a copy of the problem).  **Problem:** Have a go at the ‘Make 200’ problem. See the attached PDF for the problem. | **Re-watch Alma if you need to:**  <https://www.youtube.com/watch?v=irbFBgI0jhM>  **Read:** Read the first example of writing. The story is being told from two points of view: the doll in the window and Alma’s. The second example of writing has been improved using DADWAVERS. These can be found in the year 6 folder.  **Writing:** Write the story from the beginning of the film to where Alma enters the shop, remembering to switch between the two perspectives. Try using the DADWAVERS sheet to use a variety of sentences.  **Class Novel: Holes** <https://www.youtube.com/channel/UCVx5XHLwMGj0y_9AZmktkOQ/> | **Art**  Create your own surrealist picture!  You could do this digitally – by putting images together on a computer.  You could create a collage by cutting out images from magazines.  You could draw your surrealist picture yourself.  A good way to start is to draw an empty room. This video will help you to create a 3D room outline:  <https://youtu.be/qOojGBEsWQw>  Then add to your room things that you wouldn’t expect to find inside, objects that are too small or too big, things that are upside down etc.  There are some examples saved in the year 6 folder to inspire you! This is a two-week project so you can take your time.  **French**  Learn to talk about what you do at break time at school.  <https://www.bbc.co.uk/teach/school-radio/french-ks2-radio-labo-7-Les-loisirs/zv8gnrd> |
| Thursday | **Mini Problem:** Pascal’s triangle. Read about Pascal’s triangle here: <https://www.mathsisfun.com/pascals-triangle.html>  **Problem:** Have a go at the ‘Rice Chessboard Puzzle’ problem. You will find a copy of it in the year 6 folder. | **Re-watch ‘Alma’ if you need to.**  **Discussion:** What do you think the doll would say if she could speak? Do you think she would warn Alma not to come closer, or do you think she is part of the trap?  **Read:** Read the example version of the full story in the year 6 folder.  **Writing:** Continue your story from where Alma enters the shop to the end of the story.  **Class Novel: Holes** <https://www.youtube.com/channel/UCVx5XHLwMGj0y_9AZmktkOQ/> | **PSHE**  Find out about the effects that several common legal and illegal drugs can have on the body.  <https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zg982nb>  <https://www.youtube.com/watch?v=uUqeKg0OH0s>  **First Aid**  Follow part 2 of the home learning pathway to find out what to do in the following scenarios:  -head injury  -broken bones  -choking  <https://firstaidchampions.redcross.org.uk/primary/guidance-and-support/home-learning-pathway/> |
| Friday | **Mini Problem:** Can you work out how many people were at the dance from the clues below?  - When they danced in pairs, one person was sitting out.  - When they danced in trios two people were sitting out.  - When they danced in quartets three people were sitting out.  - When they danced in groups of five three people were sitting out.  **Problem:** Have a go at the ‘Albert Square’ problem. See the PDF in the year 6 folder for the problem. | **Editing, improving and re-drafting**  Try the ‘SURPRISES’ method for editing your work:  S = say in head  U = under your breath  R = read aloud  P = punctuation power  R = read the openers  I = improve worrisome words  S = say in head or aloud  E = emotive and figurative check  S = share with a friend (or family member)  The PDF in the year 6 folder has more information about each of these steps.  **Class Novel: Holes** <https://www.youtube.com/channel/UCVx5XHLwMGj0y_9AZmktkOQ/> |  |