



Hagley Primary School

'Believe, Achieve, Together We Succeed.'

Home learning

Year 6

Wb. 06.07.20

Hi Year 6!

What another brilliant week of learning! As we are approaching closer to the end of term, we are going to have another week of transitional activities to support you as you get ready to move on. Also, we will need to spend some time preparing for the celebrations in our final week. Here is your home learning for this week.

Maths

	Your Maths teacher will have set you some work on MyMaths. <i>If you have any outstanding work from previous weeks, make sure that these are complete first.</i> Don't forget, there's also the Maths challenges to complete on the Maths section of the website
	Access the White Rose daily maths via our website. There are five 40-minute sessions for you to complete: one for each day of the week! You could print off the daily worksheet or alternatively, you could use paper once you have seen the questions. <i>Please note: If you are going to use the worksheets and answers, these will now need to be downloaded from our Maths page on the HPS website as they are not accessible via White Rose's website. Some of these resources will be used in school on Wednesday and Thursday.</i>
	Logon to TTRS and complete times tables practice.
	Calculator Crunch Challenge – Each week we will include one calculator crunch challenge within this newsletter. These challenges have been specifically designed for the transition between year 6 and year 7.

English

<i>We have created an English home learning sequence to help structure the week so that it is more manageable. It also imitates some of our English sequences in school.</i>	
<i>Inspire</i>	<i>Use the image or example text to inspire your writing. Talk about it with someone at home using these questions. Images: What do you notice? What do you think about? Text: What features can you spot? What do you like about it?</i>
<i>Plan</i>	<i>Plan your writing using the prompts given by your teacher</i>
<i>Write</i>	<i>Produce your first draft of writing thinking about the prompts</i>
<i>Edit</i>	<i>Read your work and edit the spelling and punctuation</i>
<i>Publish</i>	<i>Publish your work neatly in your best handwriting or maybe type it up on a computer. We would love to see the final version so upload it onto seesaw for your teachers to see.</i>

This week's task

You are going to write about **your memories** at Hagley Primary School. ***(Please note this writing task will be completed in school on Wednesday and Thursday)***

Inspire

- Do you know what an anecdote is?
 - They are short personal stories which are amusing or interesting about a real incident or person.
- Play this clip <https://www.bbc.co.uk/programmes/p00wzsq6> of Grace Nichols telling an anecdote (this ends with Grace Nichols reading the poem she wrote, based on the memory).
 - After watching the clip, was there anything you noticed? (*It was a memory, a bit funny, quite short, it had details which helped us visualise the scene, it was told like a story*).
- Some writers use memories/anecdotes, like Grace Nicholls, to write poems or stories. They may use them and combine them with more fictional writing (which means they are not completely true!) A writer who has often done this is Michael Rosen. Watch the following clip <https://www.youtube.com/watch?v=z1cfVQyrQ3Q&t=2s>.
- Now think about the following questions and make some notes reflecting on the clips you have just watched.

How did the **anecdotes** feel like stories?
What narrative features did you spot?

How did the writer help you to **visualise** the scenes?
What detail did they include?

What was the **tone** of the anecdotes?
Were they funny, serious, sad, sentimental?

Was there any **dialogue**?
What was the impact of this?

Were these accurate recounts or could you see examples of **refining, elaborating** or **exaggerating**?

What references were made to the fact that these are **memories** of the past?

As you are going to be writing memories of your time at Hagley Primary School, we want these to be true! However, we can use some of the features of what they have done in our writing. We are going to be writing these to then record as part of a leavers' video (see publishing section)!

Plan

Make notes using the following table. For those of you that started your HPS journey later, you could think about more than one memory for each year you have been at HPS for. (*The memory could be something that happened that year, a funny moment, a lesson you particularly enjoyed or a trip you went on!*)

Year group	Memory
Reception	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Write

Using the notes from your table, now write out your memory for each year group. Here is a **success criteria** to help you:

I have:

- Written in the past tense
- Written in the first person
- Been clear and concise
- Used vivid images (adjectives, adverbs, similes, metaphor, sensory description)
- Used time adverbial words and phrases to help sequence the memory
- Use dialogue (if you think it is necessary)

Publish

We would love to see your work when it is published by uploading it onto Seesaw.

Leavers' Video – we are going to put together a leavers' video, which will include a memory from every child. If you are attending school, we will film this in school. The video will be uploaded onto the website and will be able to be downloaded by all year 6 pupils to keep.

If you are working from home, we would love for you to still be part of the leavers' video. Please record yourself sharing **one memory** from any year group. Then please send this via Seesaw **by Monday 13th July 2020**, where we will download and use it as part of the leavers' video.

Spelling

Go onto spelling frame <https://spellingframe.co.uk>

1. Choose Year 5 and 6
2. Click play for spelling rule 55
3. Play some of the spelling tile games
4. On Friday, complete the test

Grammar

Here are the answers to the questions from last week.

Please complete the following tasks. We will share the answers with you next week

- C**
- 1 outside the window, against his body
 - 2 across the grass, to its nest
 - 3 around the Christmas tree, on the top
 - 4 from Dad's desk, beside the notepad
 - 5 from the bakery, up Ben Nevis
- D** 1-4 himself, We, it, who

E Underline the adverb and circle the adjective in these sentences. [4]

Example: The spacious apartment stood proudly on Baker Street.

- 1 The invasive ivy crept steadily over the garden fence.
- 2 The prehistoric dinosaur hunted stealthily for food.
- 3 I vividly dreamed of paradise – what a beautiful dream it was.
- 4 Those hurtful words were said spitefully.



Helpful Hint

Remember that an **adverb** can describe the **verb** and often ends in 'ly'.
An **adjective** describes the **noun**.

F Write whether these sentences are simple, compound or complex. [6]

Example: *The water boiled rapidly.* simple

- 1 Rita placed her teabags in a tin, which sat on the dresser.

- 2 Shakira galloped across the open fields. _____
- 3 Walid knelt on the ground but he did not make a sound.

- 4 We cut the paper, we chose pink, into a semi-circle.

- 5 Our skin is amazing as it is waterproof, tough yet sensitive.

- 6 The new bed, with matching bedding, stood proudly in the
bedroom. _____



A **simple sentence** has one **subject** and one **verb** and does not contain a **conjunction** (joining word).

A **compound sentence** has two **main clauses** linked with a joining word. **Example:** The bird's nest was in the tree and the cat watched it intently.

A **complex sentence** has a **main clause** with a **subordinate clause** that gives additional information. **Example:** The cat that I loved dearly was a menace!



Helpful Hint

If the **main clause** is the whole sentence, it is a **simple sentence**. If there is more than one **main clause** joined together, it is a **compound sentence**.
If there is only one **main clause** and some additional information, it is a **complex sentence**.

⑥ Underline the conditional phrases in this paragraph. One has been done as an example. [4]

If you could imagine what it is like to spend half of the year in almost total darkness and the rest of the year in almost continuous daylight, the north of Norway is the place to be. The winter is dark with just a few hours of daylight when the land lies under thick snow. Although the winter is long and hard, the summer months have very little darkness. When the seasons change, the sun melts the snow leaving a lush, sunny landscape. The waters provide dramatic waterfalls and fjords, once the ice melts. Even so, the tops of the mountains always remain snowy.

Reading

Here are the answers to the questions from last week.

Little Boy Blue Answers

1. What do you think the toy soldier is made from?

The toy soldier is made from metal as it says that he is 'red with rust'.

2. Can you list **two** ways the poet has shown that the toys are very precious to Little Boy Blue?

Accept any two of the following:

- **he kissed them before he went to bed;**
- **he dreamed of the pretty toys;**
- **he talked to them as though they were real;**
- **he had a smile on his little face when he played with them.**

3. Tick true or false in the following table:

	True	False
The little toy dog holds a musket.		✓
The toys are sitting on a little chair.	✓	
Little Boy Blue slept in a trundle-bed.	✓	

4. Looking through the content of the whole poem, why have the toys waited years in the same old place?

Little Boy Blue never returned to the toys because 'an angel song' took him in the night and he has never played with them again. The toys waited on the chair and wondered what had become of him.

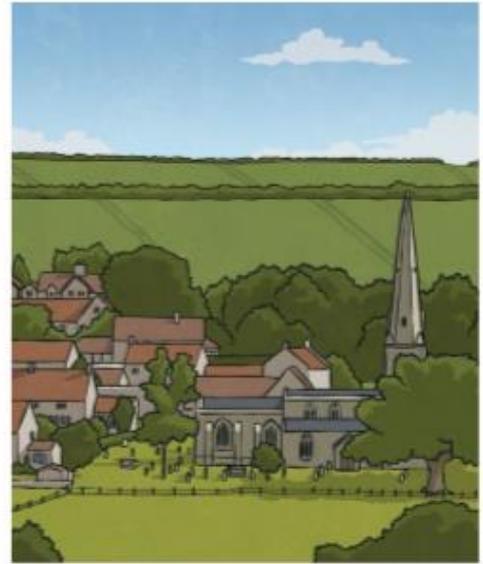
It is important that you are still reading at home and should aim for 30 minutes during the day. Please complete the following task. We will share the answers with you next week!

The Riddle House

The villagers of Little Hangleton still called it 'the Riddle House,' even though it had been many years since the Riddle family had lived there. It stood on a hill overlooking the village, some of its windows boarded, tiles missing from its roof and ivy spreading unchecked over its face.

Once a fine-looking manor and easily the largest and grandest building for miles around, the Riddle House was now damp, derelict and unoccupied.

The Little Hangletons all agree that the house was 'creepy.' Half a century ago, something strange and horrible had happened there.



1. Find and **copy** the word that tells you that the house is not lived in.

2. Why was the house known as 'The Riddle House'?

3. What three things are we told about the appearance of the house today?

4. Explain what you think might have happened to make the Riddle family abandon their beautiful home.

Topic

We would love to see your topic work. You could take a photo and share it with your teacher via Seesaw.

Transition Topic

Task 1 – Learning the songs and lyrics

Please continue to take time to practise the leavers' songs as much as possible, ready for the performance next week. Leavers' Song, We Are One, Change & Grow. Videos and lyrics can be found here:

Change and Grow

<https://www.youtube.com/watch?v=LGXvaGPyxsU>

Winter passes into spring,
Seasons come and go,
There's a time for everything,
For everything must change and grow.

Lessons learnt along the way,
Things we've come to know,
We take with us each new day,
For everything must change and grow.

There are places we've loved and those
we've left,
There are days we remember well.
There are faces we know we shan't forget,
But this day we move forward,
This day we move forward.

Who knows what tomorrow brings,
Where the winds will blow?
There will be new songs to sing,

For everything must change and grow.

Through the laughter, through the tears,
In life's ebb and flow,
Seize the moments and the years,
For everything must change and grow.

There are places we've loved and those
we've left,
There are days we remember well.
There are faces we know we shan't forget,
But this day we move forward,
This day we move forward.

Winter passes into spring,
Seasons come and go,
There's a time for everything,
For everything must change and grow.

There are places we've loved and those
we've left,
There are days we remember well.
There are faces we know we shan't forget,
But this day we move forward,
This day we move forward,
This day we move forward.

We are one

<https://www.youtube.com/watch?v=fl-0P2I-jBo>

There are people in our lives,
Some are friends and some are strangers.
Though we see through different eyes,
And we come from many places.

Chorus (A)

We are one, we are strong
As we sing our songs together.
We are one, we belong,
As we share our lives together.

There are places in our lives,
There are things we've done together.
And the memory of these times,
Will be in our hearts forever.

Leavers' Song

<https://www.youtube.com/watch?v=TxLtyK0Dtkk> (We will sing full version)

So now it's time to say 'Goodbye'
To our friends, moving on,
And after many years of being here
We'll be sad, when they're gone.

*This is our leavers' song,
We're proud of what we've done.
Many happy times we've had
And many songs we've sung
This is our leavers' song,
We're proud of what we've done.
Go from here with confidence
For all the things to come.*

So keep in mind those special times
That we've shared, here with you
And may the lessons learned through many
terms
With your friends, stay with you

Chorus (B)

Together we are strong,
We sing our songs together.
Each one of us belongs,
We share our lives together.

There are seasons in our lives,
And they bring us many changes.
Through the low times and the highs,
As we turn our separate pages.

Chorus (A) and (B) together TWICE

Last Chorus Together:

Chorus (A)

We are one, we are strong
As we sing our songs together.
We are one, we belong,
As we share our lives together.

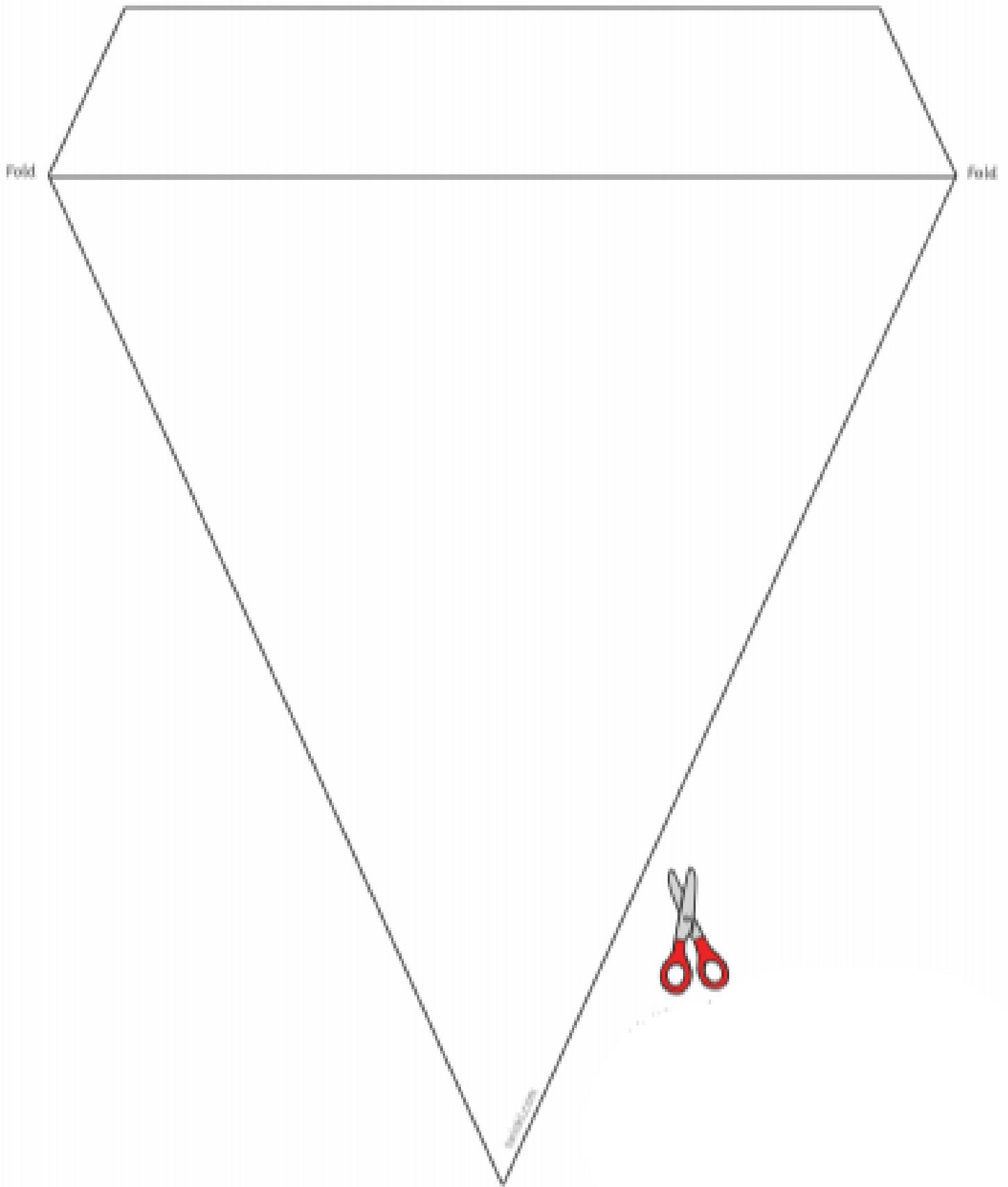
*This is our leavers' song,
We're proud of what we've done.
Many happy times we've had
And many songs we've sung
This is our leavers' song,
We're proud of what we've done.
Go from here with confidence
For all the things to come.*

So take good care and don't be scared
As you go, out from here.
Because there's so much more in store for
you
As you grow, through the years.

*This is our leavers' song,
We're proud of what we've done.
Many happy times we've had
And many songs we've sung
This is our leavers' song,
We're proud of what we've done.
Go from here with confidence
For all the things,
For all the things,
For all the things to come.*

Task 2 – Memory Bunting (This task will be completed in school)

We would like you to produce bunting packed full of memories from your time at Hagley Primary school. Try to think of a memory for each year you have been at our school. You can make as much bunting as you like. For example, you could produce six flags: one for each of the years you have been at school. Or, you could produce one flag, containing all your memories. Use illustrations and text, be creative and colourful! This bunting will be used outside during our leaving celebrations.



PE- Year 6 Hagley Challenge- Burpee Challenge *(This task will be completed in school)*

This task will challenge your speed and stamina.



How many burpees can you do in 60 seconds?

Record your first attempt, then your best attempt.

Send in your score via Seesaw or email via the school office. Results will be announced next week.

Good luck and happy 'burping'!

PSHE- Transition to high school *(This task will be completed in school)*

Watch the following short videos which have lots of advice, hints and tips about starting high school. Remember, if you have any worries, concerns or questions, you can contact your teacher via Seesaw or email.

In addition to this, you can look on your new high school's website and see if you can find some answers there.

Making new friends

<https://www.bbc.co.uk/bitesize/articles/znhf7nb>

Keeping and losing old friends

<https://www.bbc.co.uk/bitesize/articles/z7yrhbk>

Being yourself / Struggling to fit in

<https://www.bbc.co.uk/bitesize/articles/zjw9382>

<https://www.bbc.co.uk/bitesize/articles/znb9scw>

Struggling to make new friends

<https://www.bbc.co.uk/bitesize/articles/z6gkf4j>

Mindfulness

Mindful Awareness

This exercise is designed to cultivate a heightened awareness and appreciation of simple daily tasks and the results they achieve.

Think of something that happens every day more than once; something you take for granted, like opening a door, for example. At the very moment you touch the doorknob to open the door, stop for a moment and be mindful of where you are, how you feel in that moment and where the door will lead you.

Similarly, the moment you open your computer to start work, take a moment to appreciate the hands that enable this process and the brain that facilitates your understanding of how to use the computer.

These 'touch point' cues don't have to be physical ones. For example, each time you think a negative thought, you might choose to take a moment to stop, label the thought as unhelpful and release the negativity. Or, perhaps each time you smell food, you take a moment to stop and appreciate how lucky you are to have good food to eat and share with your family and friends.

Choose a touch point that resonates with you today and, instead of going through your daily motions on autopilot, take occasional moments to stop and cultivate purposeful awareness of what you are doing and the blessings these actions brings to your life.

Mindful Listening

This exercise is designed to open your ears to sound in a non-judgmental way, and indeed to train your mind to be less swayed by the influence of past experiences and preconception.

So much of what we "feel" is influenced by past experience. For example, we may dislike a song because it reminds of us of a breakup or another period of life when things felt negative.

So the idea of this exercise is to listen to some music from a neutral standpoint, with a present awareness that is unhindered by preconception.

Select a piece of music you have never heard before. You may have something in your own collection that you have never listened to, or you might choose to turn the radio dial until something catches your ear.

1. Close your eyes and put on your headphones.
2. Try not to get drawn into judging the music by its genre, title or artist name before it has begun. Instead, ignore any labels and neutrally allow yourself to get lost in the journey of sound for the duration of the song.
3. Allow yourself to explore every aspect of track. Even if the music isn't to your liking at first, let go of your dislike and give your awareness full permission to climb inside the track and dance among the sound waves.
4. Explore the song by listening to the dynamics of each instrument. Separate each sound in your mind and analyse each one by one.
5. Hone in on the vocals: the sound of the voice, its range and tones. If there is more than one voice, separate them out as you did in step 4.

The idea is to listen intently, to become fully entwined with the composition without preconception or judgment of the genre, artist, lyrics or instrumentation. Don't think - hear.

Maths – Calculator Crunch Challenge



Order, Order 2!



CALCULATOR CRUNCH DAY 3
Order, order 2!

Work out the value of these four expressions and order them from the smallest to the largest value.

$$20 \times 4 \div 2 + 20 - 30$$
$$20 \times 2 \div 4 + 20 - 30$$
$$20 + 4 \times 30 - 20 \div 2$$
$$30 \times 2 - 20 \div 4 + 20$$

- Use brackets to change the value of the four expressions ()
- Can you reverse the order of the four expressions so the one that had the smallest value now has the largest?
- Is there more than one way to do it?

Aim of the activity

To use the order of operations to work out the value of an expression.
Then to use brackets to change the value of an expression

If you need a reminder, look at the 'Top Tips' for the ways to remember the order of operations.

First you need to work out the value of the expressions as they are written and arrange them in order from the smallest to the largest.

The next part of the challenge is to use brackets to change the value of the expressions.

Can you make the expression that had the smallest value have the largest value?

Can you reverse the order of the operations by using brackets?

- Use brackets to change the value of the four expressions ()
- Can you reverse the order of the four expressions so the one that had the smallest value now has the largest?
- Is there more than one way to do it?

Is there more than one way to do it?

Extra Challenge

Extra challenge

$$20 + 4 \times 30 - 20 \div 2$$

Use brackets () or double brackets (()) to make the value as large and as small as possible

We have just picked one of the expressions this time. Using brackets, or even double brackets. How many different values can it take?

e.g. $(20 + 4 \times (30 - 20)) \div 2$

What is the largest value the expression can have?

What is the smallest?

Top Tips

In year 6, children may learn about BODMAS or BIDMAS which helps them to remember the order of operations

B – brackets

O/I – indices (powers)

D and **M** – division and multiplication

A and **S** – addition and subtraction