



Priory Junior School

Year Group: 6

Learning Activities for Week Beginning: 1.02. 2021

Subject	Activity / Resources																																							
English	Monday	Tuesday	Wednesday	Thursday	Friday																																			
	Read a book for 15 minutes. Guided Reading: Read the text 'The Migrant Crisis Newsround' and complete the word detective sheet.	Read a book for 15 minutes. Guided Reading: Read the text 'The Migrant Crisis Newsround' and complete the questions.	Read a book for 15 minutes. Guided Reading: Read the text 'The Migrant Crisis Newsround' and complete the questions.	Read a book for 15 minutes. Grammar: Watch the video and complete the lesson on colons: https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd	Read a book for 15 minutes. Grammar: Watch the video and complete the lesson on colons: https://classroom.thenational.academy/lessons/to-develop-our-knowledge-of-the-function-of-a-colon-6hjk0t																																			
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English (1 hour): Today, you will be looking at a new text. You will explore a poem and think about the language and meaning of new vocabulary. You will also have a go at performing this poem!	English (1 hour): In English today, you will be comparing poems. You will be recapping the poem you looked at yesterday and thinking about your expectations for other poems in this book. We will then look at a new poem and you will find similarities and differences between them. You will then visually represent this poem.	English (1 hour): Today, year 6, you will be expressing your opinions. You will look at two new poems and decide which one you like the best and why. Thinking about the features and language included in the poem. You will then go on to create a new very for one (or both) of the poems.	English (1 hour): A new poem to look at again today! You will be understanding the use of certain features in poetry – particularly repetition. You will be thinking about your likes, dislikes and the puzzles and patterns you notice in the poem.	English (1 hour): Finally, this week, you will be creating a poem of your own related to another new poem which you will read today. You will be using an extended metaphor and similes to create your poem!																																				

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Fluency 1.02.21 Monday Negative and Positive Fluency Mathletics: Negative numbers Have a go at trying to find the answers to these calculations. Knowing your negative numbers will help you with this weeks tasks. https://login.mathletics.com/</p> <p>Main Learning:</p> <p>Maths Home Learning Monday 1.02.21 Maths Mastery: Labeling and plotting points on an axis. Today we would like you to watch the video and complete each task as it is set. You can pause and re watch at any point to help you. You have several tasks which will include labelling an axis and plotting points across four quadrants. Complete the work on the template. This can be printed or completed online.</p>	<p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Fluency 2.02.21 Tuesday Coordinates on Graphs Fluency Mathletics: Coordinates on Graphs Have a go at trying to find the coordinates and work out where they have been plotted. Use you knowledge of what you have learnt yesterday. https://login.mathletics.com/</p> <p>Main Learning:</p> <p>Maths Home Learning Tuesday 2.02.21 Maths Mastery: Plotting quadrilaterals across quadrants. Today we would like you to watch the video and complete each task as it is set. You can pause and re watch at any point to help you. You have several tasks which will include plotting points across the axis to create four sided shapes. Challenge: Open ended investigation. Complete the investigation and find out the relationship of the points on a quadrilateral when a shape is made bigger and smaller. Complete the work on the template. This can be printed or completed online.</p>	<p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Fluency 3.02.21 Wednesday Horizontal and Vertical Change Fluency Mathletics: Horizontal and Vertical Change. Have a go at trying to find the coordinates after the instructions have been given. Work out where they have been plotted. Use you knowledge of what you have learnt yesterday. There is no image so this will require thought. You may wish to draw the image. https://login.mathletics.com/</p> <p>Main Learning:</p> <p>Wednesday Maths Homework 3.02.21 Maths Mastery: Translating shapes across four quadrants Today we would like you to watch the video and complete each task as it is set. You can pause and re watch at any point to help you. You have several tasks which will include moving shapes across the four quadrants to find where their final resting point will be. Complete the work on the template. This can be printed or completed online</p>	<p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Fluency 4.02.21 Thursday Reflection Fluency Mathletics: Have a go at trying to reflect the shape using the image to help you. Take your time. Plot the coordinates in the given box. https://login.mathletics.com/</p> <p>Main Learning:</p> <p>Maths Home Learning Thursday 4.02.21 Maths Mastery: Reflecting a shape across 4 quadrants. Today we would like you to watch the video and complete each task as it is set. You can pause and re watch at any point to help you. In today's task we would like you to reflect a shape across four quadrants. Use the line of origin as the line of symmetry. Challenge: Write down the new coordinates of the shape. Complete the work on the template. This can be printed or completed online.</p>	<p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Fluency 5.02.21 Friday Rotation Fluency Mathletics: Have a go at trying to select the correct option to give the precise way the shape has rotated. Click the option that best describes what has happened. https://login.mathletics.com/</p> <p>Main Learning:</p> <p>Maths Home Learning Friday 5.02.21 Maths Mastery: Roman Numerals Today we would like you to watch the video and complete each task as it is set. You can pause and re watch at any point to help you. You have several tasks which will include recalling Roman Numerals and writing them in standard numerals. Complete the work on the template. This can be printed or completed online.</p>
Science	<p>Adaptation</p> <p>Begin by reviewing our evaluations of the skeletal structures of horses and their ancestors. What changes dis they notice. Today we are going to be researching some secondary sources. This is part of working scientifically. Watch the video to see the power point and website we will be using to gather information on three important scientist who all made a significant contribution towards our understanding of evolution. First we will be making notes on the scientists and then we will make a fact file for each one. https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zf6vb82 - Mary Anning</p>				

	<p>Darwin and Wallace- https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-charles-darwin-and-alfred-wallace/zrbxqwx</p> <p>Alfred Wallace - https://www.nhm.ac.uk/discover/who-was-alfred-russel-wallace.html</p>
History	<p>Mayan Environment</p> <p>Recap your notes from last week.</p> <p>Today you are going to be writing as a tour guide. This means you are pretending to lead a group of tourist through the city of Palenque over 1200 years ago, explaining all the wonders the city has to offer. The sights, the sounds and the smells.</p> <p>You could imagine each scene I what appears around a different corner as you walk through the city.</p> <p>Think about using vocabulary such as: here we see, around this corner we are met with, this scene is typical of Palenque on a Saturday afternoon, Can you hear the sounds of? Can you smell the aromas of? Can you see the detail in the...?</p> <p>Remember this is going to be a piece of writing that includes historical details intertwined with creative license.</p>
Geography	<p>Rainforest Layers</p> <p>Go back and look at the different layers of the rainforest that you took notes on.</p> <p>Today we are going to be using facts to create a rainforest experience text and a quiz.</p> <p>Look at the facts on the Rainforest forest floor. Now imagine yourself walking through the rainforest, what would you see as you stepped across the florest floor? Use the facts provided to describe what can be seen and heard.</p> <p>Then look at the facts on the understory. Last week you answered questions on a quiz about the canopy. This week your task is to make a set of quiz questions (at least 10) and a set of answers.</p>
Art	<p>Mayan Masks</p> <p>You may have noticed that much of Mayans artwork included patterns, particularly the ceramics and pottery. Today you will be creating Mayan patterns. Look through the Mayan patterns on this activity and practise creating lots of different patterns. Now, apply the patterns you practised to a drawing of either a pot, a piece of jewellery like a bracelet, a piece of tapestry (a page filled with strips of different patterns). Make sure you add colour – think about the main colours used in Mayan art. There are lots of browns, reds, yellows and blues used.</p>
Technology	<p>Design</p> <p>This week we are going to evaluate our designs. Answer each of the questions in as much detail as you can.</p>
Music	<p>Log into your Yumu account (Your login details should be stuck in the back of your log book.)</p> <p>In 1934 Benjamin Britten wrote a series of 12 songs for the school in Wales where his brother was a teacher. These songs, called Friday Afternoons (that was when pupils had their singing practice), started a long process of writing music for schools and Britten's lifelong interest in music for young people and in music education. Britten set to music text by many different poets and authors. The music always illustrates beautifully the mood of the text. All the songs are accompanied by the piano.</p>

	<p>Fishing Song is one of the Friday Afternoons songs. The text is from Isaak Walton's The Compleat Angler, published in 1653.</p> <p>Play Fishing song –Original Britten version. Click on "The Words" tab to follow the words of the song on the screen. What is the story told in this song? How many different types of fish can you hear named in the song?</p> <p>Play Fishing Song – South African version. This arrangement of the song uses Britten's melody (tune) but there is a new accompaniment in a South African Jazz style.</p> <p>Look for similarities and differences between this version and the original How are they the same and how are they different? Which do you prefer and why? Remember that Britten's version would have felt very modern to children in the 1930s. Do these versions feel modern to you and your reasons why?</p> <p>Click on 'Games Tracks' where you can play some pulse, rhythm and pitch games and the vocal warm ups too.</p>
PE	<p><u>Striking and Fielding</u> Watch the video on catching. Make sure you ask adults at home before using equipment and when deciding where to complete the task. These skills are aimed at improving our catching! We could use these drills to improve our fielding skills.</p> <p>http://www.viewpure.com/NDZhgfmgA?start=0&end=0</p> <p><u>Gymnastics</u> Watch the video on gymnastic shapes. You may have done this last year so having another go now will help you secure, embed and improve your skills. If you are new to it then work slowly and carefully. Make sure that you complete this in a safe space and talk to the adults you live with <u>before</u> completing it, they can help you set up a safe space and guide you through it.</p> <p>http://www.viewpure.com/RDWICVb7Aac?start=0&end=0</p>
PSHE	<p><u>Personal Safety</u></p> <p>1. Have a look at the safety rules below:</p> <ul style="list-style-type: none"> • Know your home address and phone number/s. • Only share personal information appropriately. <p>What does 'appropriate' mean?</p> <ul style="list-style-type: none"> • Ask the person in charge of you before you go anywhere. • Listen carefully to any safety advice given to you by adults. • Use your safety eyes and ears to work out what the possible risks might be and think about how you will try to keep safer. • Stay together with the people you have gone out with. • Never touch any needles, syringes (known as 'sharps') or bags that you find. • Tell an adult on your Network of Support if anything gives you a 'no' or 'I'm not sure' feeling. <p>2. Add any extra rules you feel are more appropriate for their age group. These could include:</p> <ul style="list-style-type: none"> • Road safety strategies. • E-safety strategies.

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| | <ul style="list-style-type: none">• Always letting adults in charge of them know where they are going and arrange a time to be back.• Choosing safer places to play or hang out.• Using their senses, including their sixth sense, to spot risks.• Saying 'no' to things that give them a 'no' or 'I'm not sure' feeling.• Trying to stay calm and think clearly when they are in a difficult situation.• Saying 'no' to dangerous dares.• Knowing when and how to ask for help from an adult.• Understanding how to risk assess a potentially tricky situation so that they keep themselves or others safer. |
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Remember that you are always responsible for your own behaviour.

3.Activity: What Should You Do? Look at the 'What Should You Do?' dilemma questions. What would you do in each situation?