



Priory Junior School

Year Group: 6

Learning Activities for Week Beginning: 11.01.2021

| Subject | Activity / Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| English | Monday | Tuesday | Wednesday | Thursday | Friday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Read a book for 10 minutes. Spellings:</p> <table><tr><td>explanation</td></tr><tr><td>familiar</td></tr><tr><td>foreign</td></tr><tr><td>forty</td></tr><tr><td>frequently</td></tr><tr><td>government</td></tr><tr><td>guarantee</td></tr></table> <p>Main Learning: Today, you will be finding the features of suspense writing. You will be thinking and structural and language features and then you will be annotating the piece of suspense writing identifying all the key features and why they are use.</p> | explanation | familiar | foreign | forty | frequently | government | guarantee | <p>Read a book for 10 minutes. Spellings:</p> <table><tr><td>explanation</td></tr><tr><td>familiar</td></tr><tr><td>foreign</td></tr><tr><td>forty</td></tr><tr><td>frequently</td></tr><tr><td>government</td></tr><tr><td>guarantee</td></tr></table> <p>Main Learning: Today, you will be creating a word bank for your Watertower vocabulary. You will be thinking about what adjectives, verbs, expanded noun phrases, similes and metaphors can be used to describe different settings and characters in the book.</p> | explanation | familiar | foreign | forty | frequently | government | guarantee | <p>Read a book for 10 minutes. Spellings:</p> <table><tr><td>explanation</td></tr><tr><td>familiar</td></tr><tr><td>foreign</td></tr><tr><td>forty</td></tr><tr><td>frequently</td></tr><tr><td>government</td></tr><tr><td>guarantee</td></tr></table> <p>Main Learning: In today's lesson you will be planning your suspense writing. A sequel to 'The Watertower', what could you call it? 'The Watertower 2', 'The Watertower: Saving Preston', 'The Watertower: The Final Hour'. We can't wait to read some of you titles and plans for what this piece of writing will be about. Remember a plan is really important! Today is your opportunity to get down as many ideas as you possibly can and to organise your writing, so that when writing tomorrow, you can really focus of the structure of your writing and the language you will use.</p> | explanation | familiar | foreign | forty | frequently | government | guarantee | <p>Read a book for 10 minutes. Spellings:</p> <table><tr><td>explanation</td></tr><tr><td>familiar</td></tr><tr><td>foreign</td></tr><tr><td>forty</td></tr><tr><td>frequently</td></tr><tr><td>government</td></tr><tr><td>guarantee</td></tr></table> <p>Main Learning: Today is the day! Time to create your suspense writing! I cannot wait to read your stories. You will need to use your plan and your word bank to help you today. Also, use the example given in today's lesson to help you to write your final piece. Remember this doesn't have to be perfect as you will be editing and improving your work tomorrow. Apply the features we identified on Monday and have fun expressing your ideas. Finally, remember this book has ALOT of show not tell so be mysterious with your writing. Imply something bad</p> | explanation | familiar | foreign | forty | frequently | government | guarantee | <p>Read a book for 10 minutes. Spellings:</p> <table><tr><td>explanation</td></tr><tr><td>familiar</td></tr><tr><td>foreign</td></tr><tr><td>forty</td></tr><tr><td>frequently</td></tr><tr><td>government</td></tr><tr><td>guarantee</td></tr></table> <p>Main Learning: Finally, it is time to edit and improve your work. If you did forget your capital letters and full stops yesterday that will be where you need to start! If you didn't finish your writing yesterday that will be the next thing you will need to do. If all of the above is done you can begin editing and improving. In the video I have proof read my work – this is my editing. I would like you to also improve your work – up-levelling your vocabulary, using a range of sentence openers and making sure your writing all makes sense! It would be lovely if you were able to read your piece of</p> | explanation | familiar | foreign | forty | frequently | government | guarantee |
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| | | | | <p>is going to happen through your writing rather than telling me exactly what is happening as this will take away the mystery.</p> <p>I expect you to be writing at least three paragraphs with capital letters and full stops!!!</p> | writing out to someone at home! |
| Maths | Monday | Tuesday | Wednesday | Thursday | Friday |
| | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Pupils need to be able to apply their knowledge of equivalent fractions, decimals and percentages to a range of different contexts, such as money. Follow the instructions on the video. Look at the costs of the game. Who has got the best deal? Using what you have learnt from the week who would you buy the game from?</p> | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Watch the video on how to find percentages from known fractions. Look at how this can be achieved by knowing what half or a quarter is. Use this method to solve the percentages of amounts. Once you have completed this look at finding more challenging percentages. Such as 6% or 79%. Write down your answers and take a photograph of them. Upload the photo of your work to seesaw.</p> | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Follow the instructions on the video. You may wish to repeat each step before you attempt the activity so that you fully understand it. Today the children will be learning how to find the percentage of a whole using a bar model and finding the whole from a given percentage. You should be using bar models to help arrange your work into an easier format. Explain what a bar model is to your parents if they do not know. Finally, don't forget you can always use the bubble method too. Complete the sheet given to you in the handouts section of the lesson. Once completed on the hand out or photographed upload your work as normal.</p> | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Explore the question given on the video. Think carefully about what the statement and thing about whether this is accurate or not. Recap the bubble method for find a percentage. Complete the questions given and upload the answers to seesaw. In addition, you may wish to explain what how you achieved your answers.</p> | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Watch the video to learn about how to solve word problems using percentages. Complete the problems on the video and then complete the problems on the handout attached. Use all of the methods you have learnt this week to help you. You may wish to look at previous videos to go over some of the answers. Once completed upload photos of your work to seesaw. Have a great weekend.</p> |

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| Science | What does variation mean? What causes variation? We will look at this concept as well as inheritance. Watch the video of the slides and then complete the activity sheet, analysing how parents can have children with different combinations of features. |
| History | Watch the video - https://www.youtube.com/watch?list=PL4VnTfYq_QwWcfnHUTmEE_npZCIjmDISD&v=RXgrcpmFxt0 - How well does this video explain the significance of Maya? Citi states – where have you heard that term before? Write to the producer with suggestions to improve the video. What should it include? What are the most important parts for the film to focus on? |
| Geography | What do you notice about the location of the rainforests and the equator and the tropics of cancer and Capricorn. Why might they be found there? What is the difference between weather and climate? What is the climate is like in the rainforest? Write and then perform a weather forecast for what the weather could be like in the tropical rainforest. |
| Art | What do we already know about the Mayans? What can we expect from their art work? What materials might we expected them to use? How will it reflect their lifestyles and how will it be different to some art that is produced today? Go through powerpoint. Note the different aspects of Mayan art and the key features of each aspect. Copy (or create your own version of)one of the pieces. |
| Technology | Why would a well-designed paper aero-plane travel further when thrown, compared to a normal piece of A4 paper? What is the difference between the two? Answer these questions and then draw a diagram showing a paper aero-plane that you think will travel a good distance when thrown and label the different features that it has. |
| Music | <p>Benjamin Britten - 'Storm' Interlude from 'Peter Grimes' https://www.bbc.co.uk/teach/ten-pieces/KS2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q Watch the top video: Leanne Dunstan and Sarah Rayson introduce Britten's 'Storm'</p> <p>Benjamin Britten was an English composer who was born and lived in Suffolk. He started composing as a child and by the age of 18 he'd written more than 700 pieces! He wrote the opera 'Peter Grimes' in 1945. It's about a community struggling to make their living by the sea. Peter Grimes is a fisherman but the locals think of him as an outsider and don't trust him. The orchestral interludes including 'Storm' are sandwiched in between the sung acts to build the drama and suspense of the story.</p> <p>Listen out for: The thunderous timpani and raging brass at the beginning as the storm swells. Also listen for when the harp plays representing the sun shining through the storm clouds.</p> |
| PE | <p><u>Striking and Fielding</u> Find three safe objects to throw at home. For example a plastic bottle, an egg box, a cereal box, a ball of socks, a cushion. Make sure they are light. Practice throwing them a short distance up and catching them. List the objects in order of difficulty of throwing and catching. What makes some objects easier than others? Make sure this is completed in a safe space with safe objects. If possible complete it outside and ask an adult at home when choosing your objects.</p> <p><u>Gymnastics</u> Create three new positions with your body, for example a star, a ball or a pencil. Add these to the three you did last week so that you have six positions. Can you create a sequence of that flows through each different position smoothly. Could you include a balance? For example balancing on two hands and one foot? Or one foot with one foot raised?</p> |

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| PSHE | <p>Draw your hand and write down the name of 5 adults you could talk to if you ever needed help.</p> <p>Do you know the full name, address and a contact telephone number for someone you could call in an emergency?</p> <p>This information is personal information which should not be shared online and only shared in a situation where it is helping to keep you safe.</p> |
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