



Priory Junior School

Year Group: 6

Learning Activities for Week Beginning: 18.01.2021

| Subject | Activity / Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|---|---|--|--|---|-----------|----------|---|-----------|----------|-------------|-----------|-----------|----------|---|-----------|----------|-------------|-----------|-----------|----------|---|-----------|----------|-------------|-----------|-----------|----------|---|-----------|----------|-------------|-----------|-----------|----------|
| English | Monday | Tuesday | Wednesday | Thursday | Friday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Read a book for 15 minutes. Guided Reading: Read the text 'The Way of the Dodo' and complete the word detective sheet. | Read a book for 15 minutes. Guided Reading: Read the text 'The Way of the Dodo' and complete the questions. | Read a book for 15 minutes. Guided Reading: Read the text 'The Way of the Dodo' and complete the questions. | Read a book for 15 minutes. Grammar: Watch the video and complete the lesson on complex sentences. | Read a book for 15 minutes. Grammar: Watch the video and complete the lesson on complex sentences. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Spellings: <table><tr><td>hindrance</td></tr><tr><td>identity</td></tr><tr><td>immediately</td></tr><tr><td>interfere</td></tr><tr><td>interrupt</td></tr><tr><td>language</td></tr></table> | hindrance | identity | immediately | interfere | interrupt | language | Spellings: <table><tr><td>hindrance</td></tr><tr><td>identity</td></tr><tr><td>immediately</td></tr><tr><td>interfere</td></tr><tr><td>interrupt</td></tr><tr><td>language</td></tr></table> | hindrance | identity | immediately | interfere | interrupt | language | Spellings: <table><tr><td>hindrance</td></tr><tr><td>identity</td></tr><tr><td>immediately</td></tr><tr><td>interfere</td></tr><tr><td>interrupt</td></tr><tr><td>language</td></tr></table> | hindrance | identity | immediately | interfere | interrupt | language | Spellings: <table><tr><td>hindrance</td></tr><tr><td>identity</td></tr><tr><td>immediately</td></tr><tr><td>interfere</td></tr><tr><td>interrupt</td></tr><tr><td>language</td></tr></table> | hindrance | identity | immediately | interfere | interrupt | language | Spellings: <table><tr><td>hindrance</td></tr><tr><td>identity</td></tr><tr><td>immediately</td></tr><tr><td>interfere</td></tr><tr><td>interrupt</td></tr><tr><td>language</td></tr></table> | hindrance | identity | immediately | interfere | interrupt | language |
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| | Watch the video and complete the activity on See-Saw. | Watch the video and complete the activity on See-Saw. | Watch the video and complete the activity on See-Saw. | Watch the video and complete the activity on See-Saw. | Watch the video and complete the activity on See-Saw. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Main Learning: Today, you will be identifying features of a newspaper report. Watch the clip and then annotate the text given (as you normally would when identifying features in school). | Main Learning: Today, you will be looking at reported and direct speech ready to use in your newspaper report next week. Watch the clip and complete the activity at the end of the video. | Main Learning: Today, you will be learning about active and passive voice (this may be new to you!). Watch the video, there is an extra clip (http://www.viewpure.com/ZnL689Mpzew?start=0&end=0) to watch to help you. Change sentences between active and passive. | Main Learning: Today, you will be learning about parenthesis – adding extra detail to sentences. Watch the video and then complete the activity at the end. This clip may be useful to help you: https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/z7hpgg8 | Main Learning: Today, you will be completing an extended piece of writing. Please write a diary entry, from Spike's point of view, about the events at the water tower. I expect you to lay this out as a diary and expect you to write at least three paragraphs. I have put some questions to help you to come up with ideas for each paragraph. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Maths | Monday | Tuesday | Wednesday | Thursday | Friday |
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| | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Look at the data presented on the slides. How has this been presented? Look at how it is put into a line and then placed into a circle. Find the number of degrees each child takes up by dividing 360 by the number of children. Once you have done this multiply it by the number of children shown.</p> <p>Task: Find the percentage of degrees by using the bubble method. Reference this with the protractor. Complete each percentage.</p> | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Recap how to find the area of a rectangle. Remember it is the length multiplied by the width. Now that you have recapped this find the area of the patio on the slides.</p> <p>Task: Create 5 different gardens and find their area using the formula.</p> <p>You can include areas that don't include patio.</p> | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Recap how you find the area of a rectangle from yesterday. Now look at what happens when you have two rectangles combined but a missing side.</p> <p>Task: Complete the sheet and apply your knowledge.</p> | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Recap your knowledge of how to find areas of rectangles. Now learn the new formula to find out how to find the area of a right-angled triangle.</p> <p>Task: Find the area of the right-angled triangles using the new formula.</p> | <p>Number Facts practise for 15 minutes: TT Rockstar</p> <p>Main Learning: Recap your knowledge of how to find areas of rectangles. Now learn the new formula to find out how to find the area of all triangles. Does the formula</p> <p>Task: Find the area of the right-angled triangles using the new formula.</p> |
| Science | <p>Adaptation In science we are exploring the idea of adaptation. Look at the video that covers this and then see if you can match the animal to its environment and adaptive traits.</p> | | | | |
| History | <p>Mayan Environment This week we are looking at the environment that the Mayans lived in. They thrived as a people, how did their environment help or hinder this? Look at the video and then sort the different explanations out, which ones are the most important and which are the least important?</p> | | | | |
| Geography | <p>Rainforest Layers</p> <p>We are going to look more closely at the rainforest and how it has been divided into different layers. Look at the video and then fill in the activity sheet that explores the different features of different layers. We will not cover all of them this week but we will continue looking at layers next week.</p> | | | | |
| Art | <p>Mayan Masks What do you already know about the Mayans? Mayans wore masks, who is this similar too? What do we know about Egyptian masks which may help us? Look at the slides. What do we now know about Mayan masks? Write what you know about Mayan masks from the slides. Then draw an event mask and a death mask and annotate them You can then identify the similarities and differences between the masks.</p> | | | | |
| Technology | <p>Design This week we are considering the look of our paper aero-plane. Not only must it fly well, but it has to look good while flying! How can you make your paper aero-plane appealing to the user. Ask questions to people at home regarding what they would expect and like to see on the aero-plane, what colour scheme, and any other design features. And don't forget to consider what you would like to see as well.</p> | | | | |

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| Music | <p>Benjamin Britten - 'Storm' Interlude from 'Peter Grimes' https://www.bbc.co.uk/programmes/p02b5b25 Watch the full performance of 'Storm' Interlude, played by the BBC National Orchestra of Wales and conducted by Thomas Søndergård. Think about what you have seen and heard. Task-Create a stormy seascape. You can do this art how you wish-you may have ships bobbing on the water, lightning flashes in the sky or just a swirling mass of dark sea water. You can play the orchestral performance again whilst you create your storm scene at sea.</p> |
| PE | <p><u>Striking and Fielding</u> Watch the video on ball control. 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 control with a ball while using an object like a racket or bat. Enjoy!</p> <p><u>Gymnastics</u> Watch the video on Rock and Roll gymnastics. 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> |
| PSHE | <p><u>Personal Safety</u> You have a responsibility for your own safety in your environment. Can you list different ways you keep yourself safe at home and at school. For example: washing your hands regularly; being careful when using electrical items; ensuring you sit properly on your chair; crossing roads carefully when out walking; wearing a seatbelt when a passenger in a car etc. What risks do you face on a day to day basis? How can you put measures in place to reduce the risk and keep yourself and others around you safe? Create a poster of ways you combat risks you face on a daily occurrence. These are likely to be things we do all of the time without thinking but are important in ensuring your safety.</p> |