



# Great Wood Home Learning Recommendations



## Year 6 April 20<sup>th</sup> – April 25<sup>th</sup> 2020

Hello 6L and 6P – we hope you are managing to do your daily exercise, keeping fit and staying healthy. If you are unable to get outside, don't forget about the daily Joe wicks PE workouts on Youtube. Your parents have told us about a wide variety of activities you have got up to so far, on top of the work you have done from the home learning packs, so well done and keep it up! Thank you to those who have sent pictures of your activities, it is lovely to see you albeit remotely. Remember, as well as the weekly activity (**highlighted in yellow**) that you should email to your class teacher, you can send us other work for feedback, to share and celebrate. Also, please don't hesitate to get in touch if you require any further support or information regarding the following activities.

**Maths.** Log into ixl and spend at least 10 minutes on each recommended skill, unless you can master the skill in less than 10 minutes! 2 per day. Warm up with 5 minutes on Times Tables Rock Stars. Remember, practice will improve your speed and proficiency.

Monday	Tuesday	Wednesday	Thursday	Friday
ixl recommended skills: Place value I Place value II	ixl recommended skills: Convert between place values Covert between words and digits	ixl recommended skills: Compare numbers Put numbers in order	ixl recommended skills: Roman numerals Rounding	ixl recommended skills: Compare integers <i>or</i> count on a number line up to 10 (negative numbers) Put integers in order <i>or</i> count on a number line up to 100 (negative numbers)

**SPAG.** Log into ixl and practise the recommended English skill.

Monday	Tuesday	Wednesday	Thursday	Friday
ixl recommended skill: Identify adjectives	ixl recommended skill: Order adjectives	ixl recommended skill: Use adjectives to compare	ixl recommended skill: Choose the synonym	ixl recommended skill: Find the synonyms in context

**English.**  
**Focus Theme: It's Magic!** This week focuses on all things magic! The children will explore extracts from the 'The Nowhere Emporium' by Ross Mackenzie, 'Harry Potter and the Philosophers Stone' by JK Rowling and the poem 'The Magic Box' by Kit Wright. Based on this, children will then write their own opening chapter based on a magical shop.

Monday	Tuesday	Wednesday	Thursday	Friday
Read the prologue of the Nowhere Emporium – pages 7-10. <a href="https://www.lovereading4kids.co.uk/book/10854/The-Nowhere-Emporium-by-Ross-MacKenzie.html">https://www.lovereading4kids.co.uk/book/10854/The-Nowhere-Emporium-by-Ross-MacKenzie.html</a> (You will need to become a member of the LoveReading4Kids community. Membership is free). Select your ten favourite words/phrases from the prologue and write them down. Then select your overall favourite and explain why you have chosen this.	Watch Harry Potter seeing Diagon Alley for the first time: <a href="https://www.youtube.com/watch?v=Zhf0EH7y24U">https://www.youtube.com/watch?v=Zhf0EH7y24U</a> (Certificate PG) Write down any similarities to the Nowhere Emporium description yesterday. Write five sentences to describe what Harry can see. Think about how to open your sentences in different ways, e.g. 'ing opener' such as: 'Peering intently, Harry saw wonders he had never seen before'.	Watch the Teacher's TV Jewellery Box clip <a href="https://www.youtube.com/watch?v=aJ8onkCF_II">https://www.youtube.com/watch?v=aJ8onkCF_II</a> Write down your prediction – what has happened? Why? Watch again and write down some noun phrases to describe what you can see in the shop, e.g. <i>glistening necklaces, mysterious statues</i> . Now build these into interesting sentences, e.g. <i>Glistening necklaces, which</i>	Watch and read the poem 'The Magic Box' by Kit Wright <a href="https://www.bbc.co.uk/bitesize/clips/zkpmhyc">https://www.bbc.co.uk/bitesize/clips/zkpmhyc</a> and <a href="https://thelinkingnetwork.org.uk/wp-content/uploads/2017/09/8-The-Magic-Box.pdf">https://thelinkingnetwork.org.uk/wp-content/uploads/2017/09/8-The-Magic-Box.pdf</a> . Use WordHippo <a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a> to investigate any words which you are unsure of. Write synonyms of these words and a definition. Imagine the poem is now called 'The Magic Shop'. What would	All of this week's daily activities and SPAG activities, will help and support you in doing this extended writing activity. Using all you have read / watched throughout the week create your own magical shop. Draw a picture of your shop – labelling what is inside and what makes it magic. Imagine you are an author and you are writing your opening chapter to introduce this magic shop. Write your chapter. Try to include some of the words/phrases and sentences you have collected and written throughout the week.  **This work can be directly typed into an email, sent as an attached word document or an attached photo. **

<p>'The Nowhere Emporium is magic.' Find all the evidence in the text which supports this statement. Based on what you have read, would you want to read this book? Give reasons for your answer.</p>	<p>Now read the extract which describes this scene – scroll down to Diagon Alley: <a href="https://owlcation.com/academia/Scenes-from-Harry-Potter-to-help-with-descriptive-work-in-your-class-Castle-descriptions">https://owlcation.com/academia/Scenes-from-Harry-Potter-to-help-with-descriptive-work-in-your-class-Castle-descriptions</a>. Which do you think was the most effective, text or film, to describe Diagon Alley? Write down your response giving evidence from both what you have read and watched.</p>	<p><i>dangled in all areas of the shop, caught my eye.</i> The clip builds up a lot of tension. Read this to remind yourself of how to build tension in writing <a href="https://www.talk4writing.co.uk/wp-content/uploads/2019/01/Suspense-toolkit.pdf">https://www.talk4writing.co.uk/wp-content/uploads/2019/01/Suspense-toolkit.pdf</a> (this will be a downloaded pdf).</p>	<p>you find in your magic shop? List some noun phrases to describe your magic shop. Now write your own poem called 'The Magic Shop' using the structure of 'The Magic Box', e.g. <i>'I will put in the shop A delicate, ornate wand swishing silently on its own'.</i></p>	
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**Foundation subjects**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>History.</u> Visit the RNLI website <a href="https://rnli.org/youth-education/education-resources/upper-primary/boating-through-the-ages">https://rnli.org/youth-education/education-resources/upper-primary/boating-through-the-ages</a> and download the zip file. Within this file, there is an interactive activity that explores how boats have changed through the ages. Can you order them correctly on the timeline?</p>	<p><u>Science.</u> Visit the EDF website and play the Greedy Guzzler Game <a href="http://jointhepod.org/teachers/games/greedy-guzzlers">http://jointhepod.org/teachers/games/greedy-guzzlers</a>. This activity will test your knowledge of which household products use the most electricity.</p>	<p><u>Art.</u> Using a draw a self-portrait. Visit this Youtube web page and watch the tutorial, which covers the basic guidelines for drawing facial proportions. It helps you decide where you should place the features (e.g. eyes) on the face and how to use the pencil as a measurement tool.</p>	<p><u>Computing, ICT.</u> Visit the computing and ICT section on the school website <a href="https://www.greatwood.lancs.sch.uk/children/using-a-mouse/">https://www.greatwood.lancs.sch.uk/children/using-a-mouse/</a>. Click the link for the typing club website and work through the sessions for improving your touch-typing skills.</p>	<p><u>French.</u> Visit this website and have a go at the pronouns activity <a href="http://www.hello-world.com/games/nouns.php?language=French&amp;translate=English&amp;activity=pronouns">http://www.hello-world.com/games/nouns.php?language=French&amp;translate=English&amp;activity=pronouns</a>.</p>

**Well-being suggestions**

Monday	Tuesday	Wednesday	Thursday	Friday
Tidy your wardrobe.	Play a board game.	Try an online meditation.	Help your parents cook tea.	Tidy the garden.

*Great Wood is providing you with options and choices to promote learning but does not wish to put undue pressure on children and families at this time. What is recommended will consolidate areas that the children have already covered and when we return to school, teachers will make sure all gaps in learning are filled. Please contact your child's teacher by email if you have questions.*