



Ark Castledown Home Learning

Year 6



To continue supporting you and your child at home we will be providing daily Home Learning. The aim is to support children in maintaining knowledge, building upon that which has already been taught this term. Therefore, we have been deliberate about the content we are providing, ensuring each activity has a clear purpose.

We are not intending to replicate 'a school experience' at home, but with this guidance our aims are:

- **To support children to build upon what they have already learned**
- **To reduce the risk of gaps in knowledge**
- **To ensure children do not feel alone or forgotten**
- **To reassure children and**– we give parents and pupils the confidence that their opportunities for success in the future are not limited by the current crisis, and that school is still here to support.

Below is some guidance on timings, schedules and subjects covered in this document. Each week a Year 6 child could:

- spend 4 hours a day learning
- spend 1 hour a day on reading activities (inc. Reading for Pleasure, Read to Succeed)
- study Reading, Writing, Maths and Physical Activity daily

There will be 8 tasks per day, each aiming to be 30 mins. Below is an example timetable of how this might be structured throughout the day.

9:00	Lesson 1- Physical Activity with Joe Wickes
9:30	Lesson 2- Read to Succeed- use the power-point to hear Miss Sloan read the story
10:00	Lesson 3- Writing
10:30	Break/ Snack
11:00	Lesson 4- Maths
11:30	Family activity before lunch
12:00	Lunch
13:00	Lesson 5- Topic
13:30	Lesson 6- Arts (this can on for as long as required)
14:30	Lesson 7- Journal/ Blog entry for the day
17:00	Lesson 8- Reading for Pleasure- Bedtime Stories on Ark Castledown Facebook Page and Reading aloud

Subject	<u>Monday 4th May 2020</u> <u>Home Learning – Year 6 – Monday</u>
Read to Succeed 	<p>Purpose:</p> <ul style="list-style-type: none"> - Fluency: Ask an adult to read the pages of the text. Now it's your turn, read fluently for 1 minute. Mark where you got to. Remember fluency does not mean SPEED- it means expression, accuracy and pace (ensuring we stop at full stops and pause at commas!) <p>Retrieval: What does Conor have for breakfast? Inference: How would you describe Conor's mom? What makes you think this? Vocab: 'It tasted as unhappy as it looked.' What do you think this means? Explain: Why do you think Conner is really, so resistant to his Grandma coming to stay? Use the text to help you.</p>
Writing 	<p>Spellings this week <u>queue, recognise, relevant, recommendation, restaurant</u></p> <p>Punctuation this week: Hyphens https://www.bbc.co.uk/bitesize/topics/zmwqtfr/articles/zh4ccqt semi colons https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs</p> <p>Writing Task for the week: <u>To Describe the monster</u> Purpose for today: create a bank of words and phrases, including figurative language, to describe the monster. Use the text. See task below</p>
Maths 	<p>Access Oak National Academy Website https://www.thenational.academy/online-classroom</p> <ul style="list-style-type: none"> - Last week's lessons were about Calculating fractions. If you didn't get a chance to look at them last week, have a quick look through them before starting this week as it will build upon the learning from last week. - Daily lessons will take you through the progression of learning - There will be a quiz, video demonstration and independent practise. Main task on website (scaffold and Challenge below) <p>Other activities to select from:</p> <ul style="list-style-type: none"> - Sumdog https://pages.sumdog.com/ - Timestable rockstars: https://trockstars.com/
Topic 	<p>Our topic this term is the Egyptians Attached below is the knowledge organiser that will be referred to throughout the term. Purpose: To research Tutankhamun and write about your findings</p> <ul style="list-style-type: none"> - Complete the 'to do' on purple mash- Tutankhamun's tomb. You can click on the '?' if you need more information, but also feel free to use the internet to research further.
Physical Activity 	<p>Purpose: To raise the Heart Rate</p> <ul style="list-style-type: none"> - Joe Wickes on YouTube: https://www.youtube.com/watch?v=Na1rzigYISU - Alternative Physical Activity for the day: Check out the Ark Castledown Facebook page for Mr Henham's challenge!
Arts 	<p>Purpose: To sketch to a piece of music</p> <ul style="list-style-type: none"> - Listen to the piece of music 'Lark ascending' By Vaughan Williams (if you are in Miss Sloan's class you may have already heard this!)- https://www.youtube.com/watch?v=ZR2JIDnT2I8 - This piece of music is telling a story-what do you imagine when you hear this music? Is it one scene, or several scenes together? What is 'a lark'? - When you listen to it again, sketch what you can see in your imagination- it doesn't necessarily have to be related to a lark!
Reading for Pleasure 	<ul style="list-style-type: none"> - Listen to the Bedtime story on Ark Castledown's Facebook Page- read by one of your teachers! - Select your own book and read aloud to a sibling, parent or pet.

	<ul style="list-style-type: none"> - Use the 'myon' login and accelerated reader, to record and quiz, the books you have been reading!
Journal/ Blog entry	<ul style="list-style-type: none"> - Record your days events in a journal or blog. Guidance on what this might look like is at the end of this document. - Blogs can be uploaded to your teacher on Purple Mash!

A monster calls by Patrick Ness

Monday 4.5.20 RTS -A Monster calls

And then the monster spoke.

Conor O'Malley, it said, a huge gust of warm, compost-smelling breath rushing through Conor's window, blowing his hair back. Its voice rumbled low and loud, with a vibration so deep Conor could feel it in his chest.

I have come to get you, Conor O'Malley, the monster said, pushing against the house, shaking the pictures off Conor's wall, sending books and electronic gadgets and an old stuffed toy rhino tumbling to the floor. A monster, Conor thought. A real, honest-to-goodness monster. In real, waking life. Not in a dream, but here, at his window. Come to get him. But Conor didn't run. In fact, he found he wasn't even frightened. All he could feel, all he had felt since the monster revealed itself, was a growing disappointment. Because this wasn't the monster he was expecting.

"So come and get me then," he said.

— • —

A strange quiet fell. *What did you say?* the monster asked. Conor crossed his arms.

"I said, come and get me then." The monster paused for a moment, and then with a roar it pounded two fists against the house. Conor's ceiling buckled under the blows and huge cracks appeared in the walls. Wind filled the room, the air thundering with the monster's angry bellows. "Shout all you want," Conor shrugged, barely raising his voice. "I've seen worse." The monster roared even louder and smashed an arm through Conor's window, shattering glass and wood and brick. A huge, twisted, branch-wound hand grabbed Conor around the middle and lifted him off the floor. It swung him out of his room and into the night, high above his back garden, holding him up against the circle of the moon, its fingers clenching so hard against Conor's ribs he could barely breathe. Conor could see raggedy teeth made of hard, knotted wood in the monster's open mouth, and he felt warm breath rushing up towards him. Then the monster paused again.

You really aren't afraid, are you?

"No," Conor said. "Not of you, anyway."

The monster narrowed its eyes. *You will be*, it said. *Before the end.*

And the last thing Conor remembered was the monster's mouth roaring open to eat him alive.

BREAKFAST

"Mum?" Conor asked, stepping into the kitchen. He knew she wouldn't be in there – he couldn't hear the kettle boiling, which she always did first thing – but he'd found himself asking for her a lot lately when he entered rooms in the house. He didn't want to startle her, just in case she'd fallen asleep somewhere she hadn't planned to. But she wasn't in the kitchen. Which meant she was probably still up in her bed. Which meant Conor would have to make his own breakfast, something he'd grown used to doing. Fine. Good, in fact, especially this morning. He walked quickly to the bin and stuffed the plastic bag he was carrying down near the bottom, covering it up with other rubbish so it wouldn't be obvious. "There," he said to no one, and stood breathing for a second. Then he nodded to himself and said, "Breakfast." Some bread in the toaster, some cereal in a bowl, some juice in a glass, and he was ready to go, sitting down at the little table in the kitchen to eat. His mum had her own bread and cereal which she bought at a health food shop in town and which Conor thankfully didn't have to share. It tasted as unhappy as it looked. He looked up at the clock. Twenty-five minutes before he had to leave. He was already in his school uniform, his rucksack packed for the day and waiting by the front door. All things he'd done for himself. He sat with his back to the kitchen window, the one over the sink that looked out onto their small back garden, across the train tracks and up to the church with its graveyard. And its yew tree. Conor took another bite of his cereal. His chewing was the only sound in the whole house. It had been a dream. What else could it have been? When he'd opened his eyes this morning, the first thing he'd looked at was his window. It had still been there, of course, no damage at all, no gaping hole into the back garden. Of course it had. Only a baby would have thought it really happened. Only a baby would believe that a tree – seriously, a tree – had walked down the hill and attacked the house. He'd laughed a little at the thought, at how stupid it all was, and he'd stepped out of bed. To the sound of a crunch beneath his feet. Every inch of his bedroom floor was covered in short, spiky yew tree leaves. He put another bite of cereal in his mouth, definitely not looking at the rubbish bin, where he had stuffed the plastic bag full of leaves he'd swept up this morning first thing. It had been a windy night. They'd clearly blown in through his open window. Clearly. He finished his cereal and toast, drank the last of his juice, then rinsed the dishes and put them in the dishwasher. Still twenty minutes to go. He decided to empty the rubbish bin altogether – less risky that way – and took the bag out to the wheelie bin in front of the house. Since he was already making the trip, he gathered up the recycling and put that out, too. Then he got a load of sheets going in the washer that he'd hang out

on the line when he got back from school. He went back to the kitchen and looked at the clock.

Still ten minutes left. Still no sign of— “Conor?” he heard, from the top of the stairs. He let out a long breath he hadn’t realized he was holding in. — • —

“You’ve had breakfast?” his mum asked, leaning against the kitchen doorframe.

“Yes, Mum,” Conor said, rucksack in his hand.

“You’re sure?”

“Yes, Mum.” She looked at him doubtfully. Conor rolled his eyes. “Toast and cereal and juice,” he said. “I put the dishes in the dishwasher.”

“And took the rubbish out,” his mum said quietly, looking at how neat he’d left the kitchen.

“There’s washing going, too,” Conor said.

“You’re a good boy,” she said, and though she was smiling, he could hear sadness in it, too. “I’m sorry I wasn’t up.”

“It’s okay.”

“It’s just this new round of—”

“It’s okay,” Conor said. She stopped, but she still smiled back at him. She hadn’t tied her scarf around her head yet this morning, and her bare scalp looked too soft, too fragile in the morning light, like a baby’s. It made Conor’s stomach hurt to see it.

“Was that you I heard last night?” she asked. Conor froze.

“When?”

“Sometime after midnight, must have been,” she said, shuffling over to switch on the kettle. “I thought I was dreaming but I could have sworn I heard your voice.”

“Probably just talking in my sleep,” Conor said, flatly.

“Probably,” his mum yawned. She took a mug off the rack hanging by the fridge. “I forgot to tell you,” she said, lightly, “your grandma’s coming by tomorrow.” Conor’s shoulders sank.

“Aw, Mum.”

“I know,” she said, “but you shouldn’t have to make your own breakfast every morning.”

“Every morning?” Conor said. “How long is she going to be here?”

“Conor—”

“We don’t need her here—”

“You know how I get at this point in the treatments, Conor—”

“We’ve been okay so far—”

“Conor,” his mum snapped, so harshly it seemed to surprise them both. There was a long silence. And then she smiled again, looking really, really tired. “I’ll try to keep it as short as possible, okay?” she said. “I know you don’t like giving up your room, and I’m sorry. I wouldn’t have asked her if I didn’t need her to come, all right?” Conor had to sleep on the settee every time his grandmother came to stay. But that wasn’t it. He didn’t like the way she talked to him, like he was an employee under evaluation. An evaluation he was going to fail. Plus, they had always managed so far, just the two of them, no matter how bad the treatments made her feel, it was the price she paid to get better, so why—? “Only a couple of nights,” his mum said, as if she could read his mind. “Don’t worry, okay?” He picked at the zip on his rucksack, not saying anything, trying to think of other things. And then he remembered the bag of leaves he’d stuffed into the rubbish bin. Maybe grandma staying in his room wasn’t the worst thing that could happen. “There’s the smile I love,” his mum said, reaching for the kettle as it clicked off. Then she said, with mock-horror, “She’s going to bring me some of her old wigs, if you can believe it.” She rubbed her bare head with her free hand. “I’ll look like a zombie Margaret Thatcher.”

“I’m going to be late,” Conor said, eyeing the clock.

“Okay, sweetheart,” she said, teetering over to kiss him on the forehead. “You’re a good boy,” she said again. “I wish you didn’t have to be quite so good.” As he left to head off for school, he saw her take her tea over to the kitchen window above the sink, and when he opened the front door to leave, he heard her say, “There’s that old yew tree,” as if she was talking to herself.

Fluency (time for 1 min and record the amount of words read, read the same text each day to gain confidence and learn unknown words):

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____

Spelling worksheet

Look at your spelling words:

queue, recognise, relevant, recommendation, restaurant

Can you create a mnemonic for one of the words above?

Can you draw a hook, for one of the words above, to help you remember how to spell the word?

Can you find the tricky part in one or two of the words and create a way to help you remember it?

Use each word in a sentence- Challenge, use a hyphen and a semi colon, too!

Create a scribble diagram for your spelling words:

English

This week, we will be writing a descriptive piece about the monster. Below, I have written a selection words which could be used, but they might be a bit boring- can you up level them (synonyms), to make them much more exciting? Don't forget to use figurative language to create some interesting phrases!

Big, angry, brown, tall, long, deep, low, walking, shouted, teeth, eyes, big hands,

You could use a thesaurus online, if you needed help!

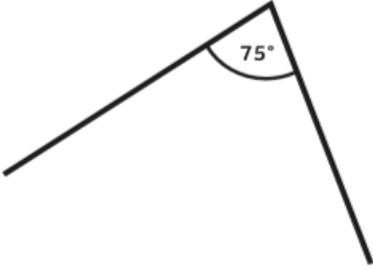
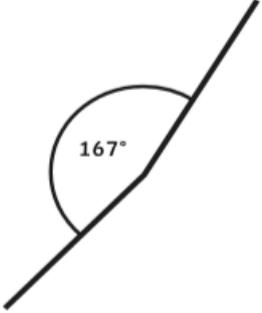
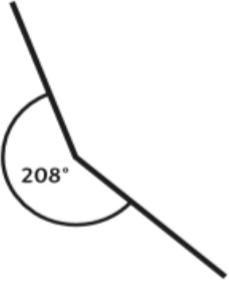
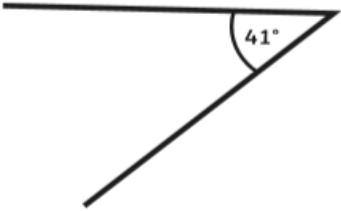
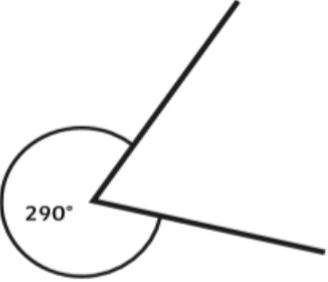
Think of figurative language and exciting adjectives to describe: eyes, mouth, hands, skin, voice, movement. For example, instead of: 'The monster opened its mouth to show its teeth' I might write: 'The monster opened its cavernous mouth to reveal a set of knotted and rotting tree stumps.' This creates a much better image!

Now you have a go!

Share your writing on your purple mash blog.

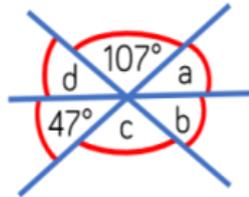
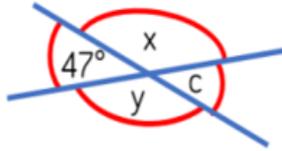
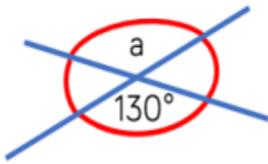
Maths Support (**Scaffold**)

Label these angles as acute, obtuse or reflex:

 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>

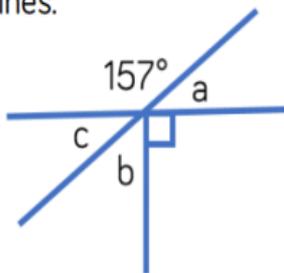
Maths Challenge

Find the size of the missing angles.



Is there more than one way to find them?

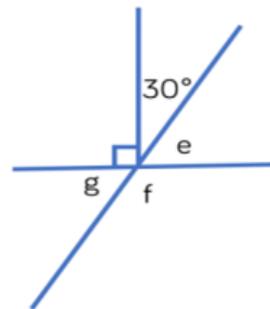
The diagram below is drawn using three straight lines. 6.



Whitney says that it's not possible to calculate all of the missing angles.

Do you agree? Explain why.

The diagram below is drawn using three straight lines.



Amir says that angle g is equal to 30° because vertically opposite angles are equal.

Do you agree? Explain your answer.

Find the size of all missing angles.
Is there more than one way to find the size of each angle?

Topic- knowledge Organiser

Pyramid Construction		Year	Event	Vocabulary	
1	Approximately 4000 Egyptian workers built the pyramids.	3100BC – 30BC	Ancient Egyptian era	linen	A cloth made from a plant called flax, used for making clothes or sheets.
2	Workers cut huge blocks of stone out of the ground.	2,640 BC	First pyramid is believed to be built.	tomb	A large grave which is above ground with a sculpture or decoration on it.
3	Stones were loaded onto boats, which took them to the pyramids along the River Nile.	2,520 BC	The Great Sphinx (body of a lion and head of a human) is believed to be built.	monument	Large structure usually made of stone, which is built to remind people of an event in history.
4	Using a chisel and hammer, workers made the rocks smooth so they would fit together tightly.	1,332 BC	The 10-year rule of Tutankhamun begins.	chisel	A tool which has a long metal blade with a sharp edge at the end. Used for cutting wood or stone.
5	Workers moved the heavy blocks using wooden sledges on ramps up the side of the pyramids.	51 BC	Queen Cleopatra's reign begins. She is the last Pharaoh of the ancient Egypt period	hieroglyphics	A picture used as a form of writing instead of letters.
6	Pharaohs were usually buried under the pyramid structure although some had burial chambers built inside the pyramid.	Nov 1922	Howard Carter discovers the tomb of Tutankhamun in the Valley of the Kings.	official	An important person who holds a position of authority in an organisation.
<p>Map of Egypt Cairo is the capital of Egypt The River Nile is the longest river in the world. People settled near the Nile as it was a useful source of water (used for drinking, washing, watering crops)</p> 		Egyptian Gods		mummification	The process in which the flesh and skin of a corpse (dead body) can be preserved.
		Ra	The Sun God	pharaoh	An ancient Egyptian ruler (king or queen).
		Isis	The Mother Goddess	merchants	A person who buys or sells goods in large quantities.
		Osiris	The Ruler of the Underworld	pyramid	A building with triangular sides built as an Egyptian tomb (a place to bury the dead).
		Horus	The God of the Sky	burial chamber	A room that is often below ground level that is used to bury the remains of the dead.
		Thoth	The God of Knowledge	descendants	A person who is related to you and who lives after you, such as your child or grandchild.
		Hathor	The Goddess of Love and Joy	<p>An example of hieroglyphics</p> 	
		Anubis	The God of the Dead		

Session 2 – ?

What do you already know about Ancient Egypt?

Now complete your online Ancient Egyptian project, on purple mash.

Art:

Music can be very powerful, and create different feelings within us, move us. Listen to the music via the link posted above. What do you imagine? It might be useful to write down a list of things you imagine as you listen, or to say these things aloud.

Guidance on writing a blog!

Here are some guidelines we have created to help you write and structure your blog.

How to access your calls blog

1. On purple mash click on the **sharing** tab
2. Select **Shared blogs**
3. Locate your class/ teachers blog

Structuring your blog:

A well structured blog posting will catch the readers' attention, and make them want to read what you have to say. You can help do this if you follow these tips:

1. Give the blog posting a title that will catch the reader's eye. This is the first thing they see and will help them decide if it is of interest to them.
2. Put the main point in the first paragraph. This is the first thing readers see and it will make them want to read on.

Writing style

1. Try to write in a friendly and informal style. Use first person 'I' and try to include reference to your own context and teaching experience.
2. Try to describe rather than tell e.g. instead of saying you thought a book was great, try to explain why you enjoyed it and what you learned from it.
3. Try to question your reader and ask for their response to what you have written.
4. Always be polite, respectful of other cultures and opinions, and informative.

What to include:

1. Your Reflections
2. Recommendations for articles, books, websites
3. Reflections on projects
4. Useful tips or activities

Where to upload your blog?

You can upload your blog to the sharing tab on purple mash. Your teacher and friends will be able to see what you have been up to.