



Year 6 Remote Learning Pack

Welcome

This pack contains your work for ten school days.
It is really important that if you are feeling well that you continue to learn from home and we are eager to support you with this.

Links to other resources which may support you

<https://classroom.thenational.academy>

<https://www.bbc.co.uk/bitesize/primary>

<https://play.ttrockstars.com>

home.oxfordowl.co.uk

[purplemash.com](https://www.purplemash.com)

Day 1 - Mathematics

WALT: Select the correct operations to use when solving word problems

Today's on-line lesson will focus on solving multi-step word problems, selecting the correct order of operations to use.

To accompany our on-line lesson, you can visit the Oak National Academy website to learn more about solving word problems.

<https://classroom.thenationalacademy/lessons/reasoning-and-problem-solving-part-2-6cyp4c>

After the on-line lesson, complete pages 16 and 17 in your Maths book - 'Solving Calculation Problems'.

Day 1 - Literacy

WALT: Understand and identify clauses and phrases.

Today's on-line lesson will focus on identifying the differences between main and subordinate clauses, the introduction of relative clauses and recognising what constitutes a 'phrase'.

To accompany our on-line lesson, you can visit the Oxford Owl YouTube platform to learn more about clauses and phrases. You can find the link at:

<https://www.youtube.com/watch?v=kSGMWCq-UHQ>

After the on-line lesson, complete pages 12 and 13 in your English book - 'Clauses' and 'Phrases'.

Day 1 - Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 1 - History

WALT: Understand why the Nile was so important to ancient Egyptian life

Today's on-line lesson will explore the daily lives of ancient Egyptian people and explain why the River Nile was essential to survival for the ancient Egyptians.

To accompany our on-line lesson, you can use the video resources from BBC Bitesize Home learning website to find out 'How does the River Nile help people survive in Egypt?'

Find it at: <https://www.bbc.co.uk/bitesize/clips/z3rwmp3>

Task 1: Imagine a drought alert!

Our wonderful river is in danger. Act now!

It has been suggested that (due to particularly high temperatures) our precious river is vanishing. River levels have been reducing for months. They do not match normal river levels for this time of year. We are in danger of losing our river altogether if we don't act now.

A meeting has been called for next week.

Come and help us to persuade the Pharaoh's Vizier to pass our desperate message on, so that action will be taken to replenish the diminishing water levels.

Pick a role from the options below and think about why the River Nile is important to them:

Role 1

You are the Vizier. You answer only to the Pharaoh.

- You are a bit concerned that it has taken longer for the slaves to collect the Pharaoh's water for bathing. This is making the Pharaoh irritable.
- You are fairly sure that the river levels are fine and that the gods will return the water to normal levels soon.

Role 2

You are a farmer who keeps animals.

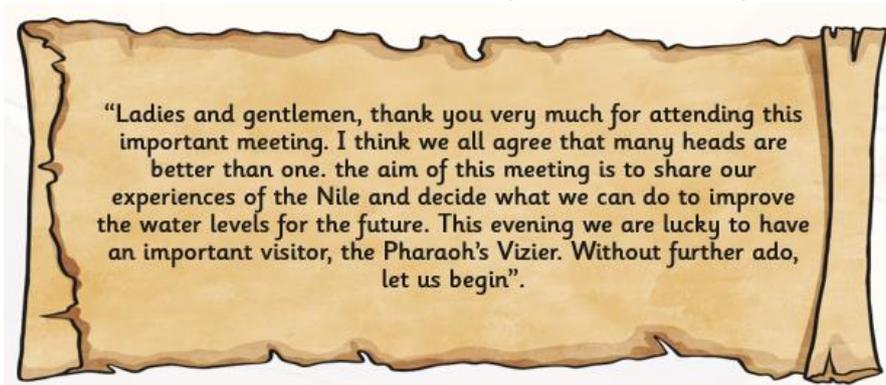
- The river means that the animals can drink water.
- The rich soil of the riverbanks, which make it easy for farmers to grow crops, provides food for the animals to eat.
- Meat is used as a trading resource to swap for other goods. It also feeds the very wealthy in your society, e.g. the Pharaoh.
- Some of the animals are used to pull ploughs that work the land, ready to grow crops.

Role 3

You are a sailor.

- The river means that you can travel around Egypt, trading goods.
- You depend on the river because you need to be able to travel around to get the best deal when you trade.
- It would take a long time to travel by foot and you would not be able to carry the goods.

We will now host a Drought Alert Meeting.



Can you explain your character's point of view and offer reasons why you think action should be taken to protect the river for ordinary people?

Day 2 - Mathematics

WALT: Simplify fractions

Today's on-line lesson will focus on using knowledge of factors to simplify and compare equivalent fractions

To accompany our on-line lesson, you can visit the Oak National Academy website to learn more about simplifying fractions.

<https://classroom.thenationalacademy/lessons/simplifying-fractions-using-highest-common-factor-71hk2c>

After the on-line lesson, complete page 18 in your Maths book - 'Simplifying Fractions' - and answer the questions below.

Join pairs of equivalent fractions.

$\frac{4}{5}$	$\frac{2}{3}$	$\frac{1}{6}$	$\frac{3}{7}$
---------------	---------------	---------------	---------------

$\frac{20}{25}$	$\frac{4}{24}$	$\frac{27}{63}$	$\frac{10}{15}$
-----------------	----------------	-----------------	-----------------

$\frac{30}{36}$ in its simplest form is $\frac{10}{12}$

) Is this statement correct? Explain your answer.

Marlon is blowing bubbles in the park.

- 8 bubbles landed on the grass.
- 10 bubbles floated away.
- 6 bubbles popped straight away.



The fraction of bubbles that floated away is $\frac{5}{12}$ in its simplest form.

Is Marlon correct? Explain your answer.

Day 2 - Literacy

WALT: Punctuate by using commas after subordinate clauses

Today's on-line lesson will focus on the correct identification of a subordinate clause within a sentence and the correct use of a comma to punctuate these clauses.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about using commas. You can find the link at:

<https://www.bbc.co.uk/bitesize/topics/zvwwwxnb/articles/zc773k7>

After the on-line lesson, complete page 42 in your English book - 'Commas After Subordinate Clauses' and the work below:

Task 1:

Finish off the sentences by adding more detail to these subordinate clauses.

a) While the rain poured down, _____

b) Before the party had started, _____

c) _____ before it's too late.

d) _____ because I don't know the answer.

Task 2:

These sentences begin with a main clause. Add a subordinate clause to each one to finish the sentences. Remember that the subordinate clause **should not make sense on its own**.

a) Jack plays rugby _____

b) Tim likes to draw _____

c) Flying a kite is fun _____

d) I love sunny mornings _____

e) Bathtime is fun in our house _____

Task 3: Can you extend these sentences by adding a subordinate clause at the beginning and at the end? You can choose a different subordinate clause for each variation.

Remember to think carefully about punctuation.

E.g.:

Existing sentence: Katy took a deep breath and blew out her candles.

Extended sentences:

After we sang Happy Birthday, Katy took a deep breath and blew out her candles.

Katy took a deep breath and blew out her candles **before we cut into the cake.**

Existing sentence: I think it's my turn to do the washing up.

Existing sentence: James lit the rocket and the fuse started to fizz.

Day 2 – Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

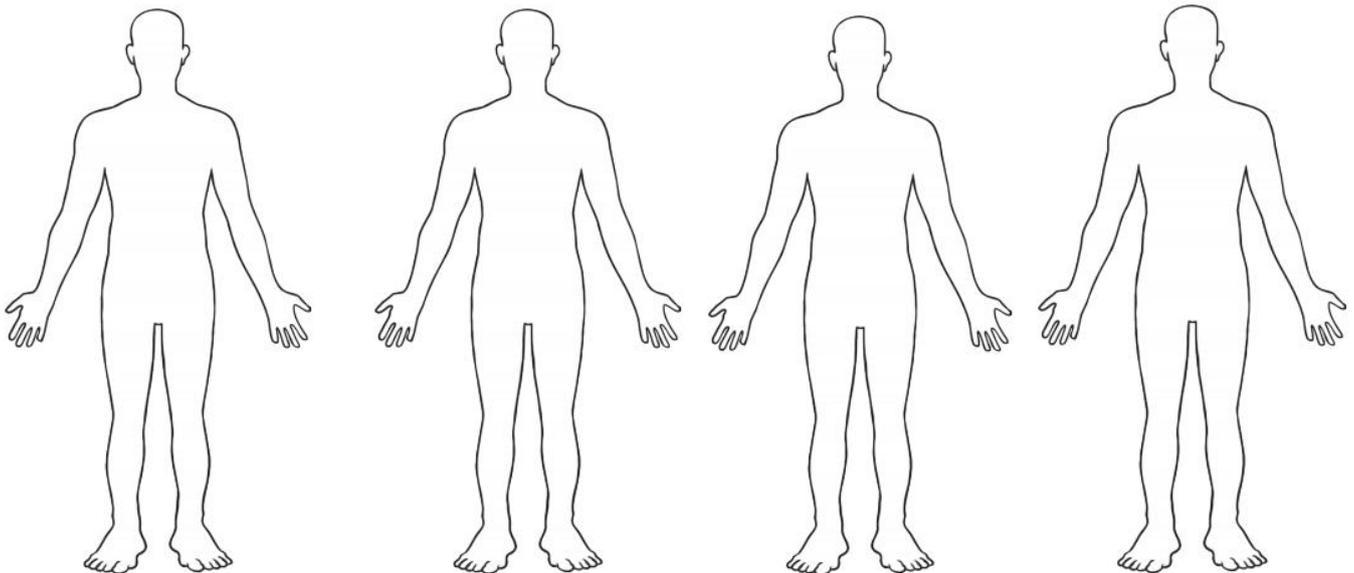
Day 2 - PHSE

WALT: Recognise and manage uncomfortable feelings

Today's on-line lesson will explore the strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

It is so important to be able to recognise the emotions we are experiencing. It can be confusing or even frightening when we experience a new emotion and we often try to ignore any uncomfortable feelings we experience. However, being able to identify our feelings and describe them is the first step to understanding how to deal with uncomfortable emotions.

Task 1: Choose four of the uncomfortable emotions we have discussed and think about where in your body you experience that emotion. Next, choose a colour to represent that emotion and put colour on the body outline to show where you feel that feeling. Remember, there is no right or wrong as we all experience feelings in slightly different ways.



Task 2: The Emotional Scale. Below is a list of different emotions, ranked from least to most uncomfortable and a set of possible scenarios.

For each scenario, consider the intensity of the emotion that the child in the scenario might feel and rate it on the scale.

Joy/Love
Gratitude
Enthusiasm
Belief/Optimism
Hopefulness
Contentment
Boredom
Pessimism
Frustration
Disappointment
Doubt
Worry
Loneliness
Discouragement
Stress
Anger
Rage
Jealousy
Insecurity/Guilt
Fear/Grief

Emotions Scenario Cards



Benji is feeling embarrassed about wearing his brother's old jacket.

Emotions Scenario Cards



Katleen is anxious about performing in the school play.

Emotions Scenario Cards



Summer is jealous of her friend's new football boots.

Emotions Scenario Cards



Eon is angry that he has been knocked out of the chess championship.

Emotions Scenario Cards



Ralph is fearing his teacher's reaction; he has forgotten his homework – again!

Emotions Scenario Cards



Michele is disappointed that she cannot go to her cousin's party.

Emotions Scenario Cards



Wesley is grieving, as his grandpa has just passed away.

Emotions Scenario Cards



Sienna is bored at her parents' anniversary party as she is the only child there.

Emotions Scenario Cards



Leila is upset because her cat has to go to the vets to be put down.

Emotions Scenario Cards



Ashley is nervous about his first day at secondary school.

Task 3: Think about the statements:

'If feelings and emotions are inside us, they cannot have an impact on our actions, nor on anyone else.'

Do you agree or disagree? Why?

Think about the impact the emotions felt during the scenarios above might have on a person in terms of how it could impact their thoughts and actions and the impact it could have on others.

Pick three of the scenarios and write up their impact below:

Scenario	Feelings	Thoughts	Behaviour
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

Day 3 - Mathematics

WALT: Order and compare fractions

Today's on-line lesson will focus on ordering and comparing fractions. This will involve converting between mixed numbers and improper fractions.

To accompany our on-line lesson, you can visit the BBC Bitesize website learn more about ordering and comparing fractions. <https://www.bbc.co.uk/bitesize/articles/znk4kmn>

After the on-line lesson, complete page 19 in your Maths book - 'Ordering Fractions' - and answer the questions below.

One fraction in this comparison statement is incorrect.

Identify which one and explain your reasoning.

$$\frac{1}{8} < \frac{1}{7} < \frac{4}{14} < \frac{20}{28} < \frac{32}{56}$$

Some of the numerators and denominators are missing from this comparison statement.



$$\frac{\boxed{2}}{\boxed{}} < \frac{\boxed{}}{\boxed{6}} < \frac{\boxed{}}{\boxed{9}} < \frac{\boxed{20}}{\boxed{}}$$

Can you find different ways to make it mathematically correct?

Nikita has to order these fractions from smallest to largest:

$$\frac{5}{6}, \frac{3}{4}, \frac{2}{3}, \frac{7}{9}$$



Explain how Nikita might do this.

Day 3 - Literacy

WALT: Understand and identify different sentence structures

Today's on-line lesson will focus on identifying different sentence structures - simple, compound and complex.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about understanding simple, compound and complex sentences. You can find the link at:

<https://www.bbc.co.uk/bitesize/articles/z4m8r2p>

After the on-line lesson, complete page 14 in your English book - 'Sentences' as well as the work below:

Simple and compound sentences

When you are writing, it would be strange to only use short, simple sentences. Instead, try making some compound sentences.

Two simple sentences can be joined together with a conjunction to make a compound sentence. For example:

'I do not like eating meat.' is a **simple** sentence.

'I love vegetables.' is also a **simple** sentence.

By putting the two sentences together and joining them with a conjunction, we can make a much more interesting **compound** sentence.

'I do not like eating meat' + **but** + 'I love vegetables.' =

'I do not like eating meat, but I love vegetables.'

Remember, commas are not conjunctions and they should never be used to join two sentences together. (Commas are not sticky, so you can't use them to stick information together!)

Now try this

Join the following sentences together to make **compound** sentences. A space has taken the place of a full stop. Choose the most suitable conjunction from the list below and put it in the space.

1. I enjoy reading _____ I don't enjoy cooking.
2. Ben is thoughtful _____ He always plays with me when I'm lonely.
3. Kate walked home from school slowly _____ She was tired.
4. Babies cry all of the time _____ They can get some attention from their mum.
5. 7H is a hardworking class _____ All of the children want to do well at school.
6. I can use simple sentences in my writing _____ I can use compound ones to make it more interesting.

<u>Conjunctions</u>					
for		and		nor	so
		yet		but	or

Using **complex** sentences

What makes a **complex** sentence?

A clause. This means

.....

And a clause. This means

.....

As the website states, if a complex sentence starts with a subordinate clause, it needs to begin with a subordinate conjunction.

*Other subordinate conjunctions:

After	Even though	Since
Although	How	So that
As far as	If	Through
As soon as	Inasmuch as	Until
As if	In case that	Unless
As though	No matter how	Whenever
Because	Now that	Wherever
Before	Once	Whether
Even if	Provided that	While

Write three of your own examples of **complex** sentences:

Day 3 – Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 3 - Science

WALT: Describe how diet and exercise impact on the human body

Today's on-line lesson will focus on identifying how to live a healthy lifestyle through diet and exercise.

Food Groups

Fruit and Vegetables
These are good sources of vitamins and minerals and fibre. Aim to eat 5 portions a day! Choose from fresh, frozen, tinned, dried or juiced. Fruit juice and/or smoothies should be limited to no more than a combined total of 150ml per day.

Carbohydrates
Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat. These are important for giving us energy. Choose higher-fibre, wholegrain varieties, such as wholewheat pasta and brown rice, or simply leave skins on potatoes.

Food and Drinks High / or Sugar
Eat less often and in small amounts.

Water, lower fat milk, sugar-free drinks including tea and coffee all count.
Limit fruit juice and/or smoothies to a total of 150ml a day.

Proteins
Proteins such as beans, pulses, fish, eggs, meat are very important for helping us grow and build muscles. Beans and pulses are a good alternative to meat as they contain less fat and are higher in fibre and protein. Try to eat 2 portions of fish a week, and try to reduce intake of red and processed meat.

Oil & spreads
Choose unsaturated oils and spreads and use in small amounts. Eat sparingly.

Dairy and Alternatives
These are a source of calcium which is important for strong teeth and bones. Choose lower fat and sugar options.

Write down your typical meal for breakfast, lunch, dinner and the types of drinks that you might choose during the day.



Breakfast



Lunch



Dinner

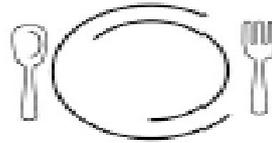
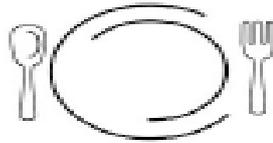
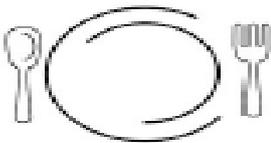


Drinks

For each of the foods that you have written above, add them into the table below in the correct food group. You should be able to see which food types you eat the most of and which types of food you need to include more of in your diet.

Carbohydrates	Proteins	Fats and Oils	Fibre	Fruits and Vegetables	Dairy and Alternatives	Sugary Foods

Using the food groups wheel to help you, plan a day's menu for an eleven-year-old child which includes a balance of the main food groups. Think carefully about what each of the food groups provides the human body with. Remember, that an eleven-year-old child is likely to be very active and their bodies are growing. After each food, write which food group it belongs to, for example, fish - protein.



Breakfast

Lunch

Dinner

Drinks

Produce a leaflet to advise eleven-year-old children how to live a healthy lifestyle. This may include information about diet, exercise and lifestyle.



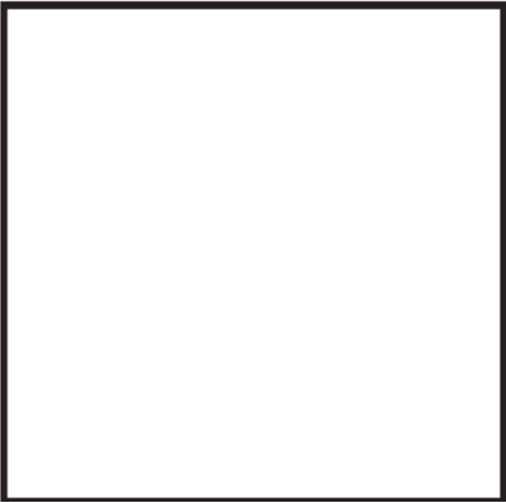
Vertical lines for writing.



Vertical lines for writing.



Healthy Lifestyle



Vertical lines for writing.

Day 4 - Mathematics

WALT: Add and subtract fractions

Today's on-line lesson will focus on adding and subtracting fractions by converting fractions to have common denominators.

To accompany our on-line lesson, you can visit the BBC Bitesize website to learn more about adding and subtracting fractions.

<https://www.bbc.co.uk/bitesize/articles/z42vgwx>

After the on-line lesson, complete pages 20 and 21 your Maths book - 'Adding and Subtracting Fractions'.

Day 4 - Literacy

WALT: Use apostrophes for possession

Today's on-line lesson will focus on using apostrophes in the correct place to show possession for both singular and plural nouns

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about how to use possessive apostrophes. You can find the link at:

<https://www.bbc.co.uk/bitesize/topics/zvwwwxnb/articles/zx9ydxs>

After the on-line lesson, complete page 53 your English book - 'Apostrophes for Possession' as well as the work below:

Change the sentences below so that they each contain an apostrophe to show possession by a **singular noun**.

For example:

The rays belonging to the sun shone on the ground.
The sun's rays shone on the ground.

1. The reindeer belonging to Santa flew through the air.

2. The harp belonging to the giant sang beautifully.

3. The cauldron belonging to the witch boiled and bubbled.

Look at the table below. Each box contains an apostrophe to show possession. You must decide if the possession in each case is by a singular or plural noun. Colour in each box according to the key.

Key			
Singular Possessive Apostrophe: blue			
Plural Possessive Apostrophe: green			

The Queen's tarts	monsters' fur	dog's paws	wolves' howls
fairies' wings	pigs' trotters	sun's rays	passengers' suitcases
castle's turrets	babies' milk bottles	flowers' petals	witch's broomsticks
trees' leaves	the kings' jewels	girl's slippers	teacher's notebook

Look at each list of nouns below. Circle the correct **plural possessive noun** in each list.

- | | | | |
|---------------|-----------|-----------|------------|
| 1. teachers | teacher's | teachers' | teachers's |
| 2. dragon's | dragons's | dragons | dragons' |
| 3. pilots' | pilots's | pilots | pilot's |
| 4. painters's | painters' | painter's | painters |
| 5. elf's | elves' | elves | elves's |
| 6. cars | cars's | cars' | car's |
| 7. chickens's | chicken's | chickens | chickens' |
| 8. pizzas | pizza's | pizzas' | pizzas's |
| 9. trees | trees' | tree's | trees's |
| 10. clocks' | clocks's | clock's | clocks |

Now, using some of the examples given above, write two sentences which include a plural possessive noun.

1. _____

2. _____

Day 4 - Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 4 – Reading Comprehension

WALT: Answer questions on the text 'Marcus Rashford'.

Today's on-line lesson will introduce and explore the life of the footballer Marcus Rashford. It will explore his early life, his life as a footballer, the changes he has championed in today's society and the impact he has had.

Task 1: Read the following information on 'Marcus Rashford':

Marcus Rashford



Marcus Rashford is a professional footballer who plays for Manchester United. Alongside being famous for his ability to score goals, Marcus is also well known for his charity work and for speaking openly about matters that he feels passionate about. In June 2020, Marcus wrote a letter to UK MPs that asked them to rethink a decision that he believed would leave many children hungry.

Early Life and Football Career

Marcus Rashford was born on the 31st October 1997 in Manchester, UK. He joined his first football team aged five. When he was seven, he joined the Manchester United academy system. Marcus speaks openly about how his family would often struggle to have enough to eat. As a result, when he was 11 years old, Marcus's mum asked if he could start a programme that meant that he would be able to live closer to Manchester United's training area. Usually, the programme is only available to children over the age of 12 but Marcus was allowed in a year early. When talking about his childhood, Marcus mentions the difficult decisions that his mum had to make so that he could have the best chance at success.

In February 2016, Marcus played his first match for the Manchester United first team. During the match, he scored two goals. Just three days later, he played in his first match in the Premier League where he also scored twice. In May 2016, Marcus played for the England. During his first match for the national football team, he scored a goal in the third minute of the game. This made him the youngest ever player to score a goal for England in their first match.

Charity Work

When the UK went into lockdown (to help to slow the spread of COVID-19), Marcus wanted to do something to help. As a result, he partnered with a charity called FareShare. They collect food that is no longer needed and help to distribute it to charities who turn it into meals for people who are in need.

Marcus partnered with FareShare to help to raise awareness of the amazing work that they do. To begin with, he hoped to help families in Manchester but later announced that they were able to feed three million people in one week across the UK.

An Open Letter to MPs

On the 15th June 2020, Marcus Rashford wrote an open letter: a letter which is written to a specific person or group of people but is published for anyone to see. Marcus wrote his letter for all members of parliament and posted it on his social media platform.

In the letter, Marcus spoke about his childhood. He explained that his family often relied on school meals or the kindness of others to keep them fed; he also wrote about how his mother worked hard to make sure that his family wouldn't go hungry. He explained that this wasn't easy and is something that he believes many families still find difficult today.

As a result, Marcus asked MPs to come together to help to solve the problem. When he was writing the letter, there were plans in place to stop a scheme (that helped to provide meals to school children) when the summer holidays started. Marcus asked for this decision to be reversed, saying that he felt as though he needed to use his voice to help others.

The letter was shared multiple times and was praised by people across the country. One day after the letter was published, the decision was made to continue the scheme over the summer holidays. The Queen awarded Marcus with an MBE for his help with this.



Task 2: Answer the questions, referring to the text when necessary:

1. In which year did Marcus write an open letter? Tick one.

- 1997
- 2012
- 2016
- 2020

2. Number the events from 1-4 to show the order that they happened in.

- Marcus played his first match in the Premier League.
- Marcus joined his first football team.
- Marcus played his first match for Manchester United.
- Marcus played his first match for England.

3. Fill in the missing words.

When he was _____, he joined the Manchester United _____ system.

4. **...for speaking openly about matters that he feels passionate about.**

How else could the author have written this phrase?

5. Look at the section called **An Open Letter to MPs**

Find and copy one word which means the same as 'numerous'.

6. Look at the section called **Early Life and Football Career**

Explain why Marcus's mum's decision might have been difficult.

7. 'Marcus has a great reputation for scoring goals.'
Using evidence from the text, explain why someone might think this.

8. How do you know that the author supports the work of FareShare?
Use evidence from the text to support your answer.

9. Summarise how Marcus's impact during 2020 has been greater than he expected.

Day 5 - Mathematics

WALT: Multiply fractions

Today's on-line lesson will focus on multiplying fractions by either another fraction or by a whole number.

To accompany our on-line lesson, you can visit the BBC Bitesize website to learn more about adding and subtracting fractions.

<https://www.bbc.co.uk/bitesize/articles/z6ghscw>

After the on-line lesson, complete page 22 in your Maths book - 'Multiplying Fractions' - and answer the questions below.

Fill in the missing digits in the calculations below.

$$\frac{1}{\square} \times \frac{2}{10} = \frac{\square}{\square} \text{ or } \frac{1}{10}$$

$$\frac{2}{5} \times \frac{5}{\square} = \frac{\square}{\square} \text{ or } \frac{1}{3}$$

$$\frac{\square}{5} \times \frac{3}{8} = \frac{\square}{\square} \text{ or } \frac{3}{10}$$

$$\frac{1}{\square} \times \frac{2}{8} = \frac{\square}{\square} \text{ or } \frac{1}{16}$$

Using a different number (any number) for each part of the fraction, can you find five different ways to complete this calculation?

$$\frac{\square}{\square} \times \frac{\square}{\square} = \frac{1}{2}$$

Day 5 - Literacy

WALT: Use commas in lists

Today's on-line lesson will focus on revisiting the correct use of commas to separate items in a list.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to find the answer to the question how are commas used in a list? You can find the link at:

<https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zxvcrdm>

After the on-line lesson, complete page 40 your English book - 'Commas in Lists' as well as the work below:

<p>1a. Add the missing commas to the sentences below.</p> <p>A. You will need eggs flour jam butter and water to make a Victoria sponge cake.</p> <p>B. I enjoy baking painting running and swimming.</p> <p> VF </p>	<p>1b. Add the missing commas to the sentences below.</p> <p>A. My mum's favourite desserts are cake jelly yoghurt and fruit.</p> <p>B. We had cake pizza jelly ice-cream and popcorn at the cinema and pizza party.</p> <p> VF</p>
<p>2a. Rewrite the sentence below putting commas in the correct place.</p> <p>Sinead's hobbies include swimming and football and running and cycling.</p> <p> VF</p>	<p>2b. Rewrite the sentence below putting commas in the correct place.</p> <p>We had maths and English and art and geography on Friday.</p> <p> VF</p>

<p>3a. Which sentence has used a comma in a list correctly? Tick one.</p> <p>A. My sister bought a drink, a Galaxy, crisps and Skittles from the shop. <input type="checkbox"/></p> <p>B. The football fans shouted, cheered, clapped, and celebrated at the match. <input type="checkbox"/></p> <p> VF</p>	<p>3b. Which sentence has used a comma in a list correctly? Tick one.</p> <p>A. We ordered rice, curry, samosas and bhajis from the Indian take away for dinner. <input type="checkbox"/></p> <p>B. I live with my mum, dad, brother, sister, and pet dog Goldie. <input type="checkbox"/></p> <p> VF</p>
<p>4a. Circle the incorrect use of a comma in the sentence below.</p> <p>My best friend has a cat, a dog, a rabbit and, a snake as pets.</p> <p> VF</p>	<p>4b. Circle the incorrect use of a comma in the sentence below.</p> <p>My favourite subjects in school are maths, P.E., music, history, and English.</p> <p> VF</p>

<p>6a. Explain the mistake in the sentence below.</p> <p>I have Irish dancing and football training and gymnastics during the week and athletics club, Parkrun and swimming lessons over the weekend.</p> <p>Rewrite the sentence correctly. Remember to punctuate your sentence correctly.</p> <p> R</p>	<p>6b. Explain the mistake in the sentence below.</p> <p>I got a Nintendo DS, tickets to a concert, the Harry Potter boxset and, some new clothes for my birthday.</p> <p>Rewrite the sentence correctly. Remember to punctuate your sentence correctly.</p> <p> R</p>
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Day 5 – Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 5 - Geography

WALT: Explain how water and weather can change coastlines

Today's on-line lesson will explore how water and weather have changed the coastline of the UK over time.

To accompany our on-line lesson, you can use the video resources from BBC Bitesize Home learning website to find out more about coastlines and coastal erosion.

Find it at: <https://www.bbc.co.uk/bitesize/clips/z8tyr82>

Task 1: Coastlines are ever-changing through the effects of erosion and deposition caused by the waves and tides. These slow changes have created a varied and dramatic coastline in the UK and provide many tourist destinations.

Look the images below showing some of the coastal destinations in the South West of England and think about the process of erosion.



**Caves in Tintagel,
Cornwall**



**Durdel Door,
Dorset**



**Newquay,
Cornwall**



**Towan Beach,
Cornwall**



**Lulworth Cove,
Dorset**



**Ilfracombe,
Devon**

Think about the photos above.

What features did you spot?

How you think the coastline used to look?

How might it change in the future?

Task 2: If you can, re-watch the video describing the coastal erosion of the Holderness coast and remind yourself of the situation that Liz Turner finds herself in. Her house and land are slowly beginning to be eroded and will, one day, end up in the sea.

Find the link at:

https://www.bbc.co.uk/bitesize/clips/z9xsb9q?fbclid=IwARiHoZud_vlp7QnGyuxEo-a--e6le_czTTUcCkzEmfcrbQhtHEtQYp5gH0

Coastal erosion occurs when the sea wears away the land. A great deal of coastal erosion has taken place in the Holderness area on the east coast of England. Erosion is so dramatic here because the cliffs along the coast are made from boulder clay, which is soft and crumbly rock. Heavy rains and sea storms make the erosion worse.

From what you have learned, explain:

How has coastal change affected people in the South West of England (Devon, Cornwall and Dorset)?

What are the positive aspects of coastal change?

How has coastal change affected people on the Holderness coast?

Why is the Holderness coast so susceptible or vulnerable to erosion?

What are the negative aspects of coastal change?

And finally, would you want to live in an area of the UK that is affected by coastal changes?

What are the positive aspects of coastal change?

Day 6 - Mathematics

WALT: Divide fractions

Today's on-line lesson will focus on dividing fractions by a whole number.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about dividing fractions by a whole number.

<https://www.bbc.co.uk/bitesize/articles/zhw8wtj>

After the on-line lesson, complete page 23 in your Maths book - 'Dividing Fractions by Whole Numbers' - and answer the questions below.

Prove if each child has completed their calculation correctly. Show your reasoning.


$$\frac{20}{32} \div 6 = \frac{5}{48}$$


$$\frac{21}{36} \div 4 = \frac{7}{48}$$


$$\frac{12}{42} \div 5 = \frac{3}{35}$$

Meera has $\frac{24}{30}$ of a bag of chocolate chips to use to make eight muffins.

Write the calculation Meera can use to find out what fraction of the bag to use in each muffin.

Daniel uses $\frac{10}{13}$ of a roll of wrapping paper to wrap five equal sized presents.

What fraction of the roll of wrapping paper does each present use?

Day 6 - Literacy

WALT: Spell words with silent letters

Today's on-line lesson will focus on recognising the silent letters within words and learning to spell these words accurately.

To accompany our on-line lesson, you can visit the BBC Teach Website to learn more about silent letters. You can find the link at:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-silent-letters/zh4hf4j>

After the on-line lesson, complete the following pages in your English book: pages 92 and 93 'Words with Silent Letters'.

Day 6 - Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 6 – R.E. (Religious Education)

WALT: Understand how and why Muslim charities try to change the world.

Today's on-line lesson will explore Muslim ideas, from scriptures and from charities with an Islamic character, about the importance of being generous and charitable.

To accompany our on-line lesson, you can use the video resources from the BBC website to find out more about the importance of charity in Islamic belief.

Find the link at: <https://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml>

Think about these big questions:

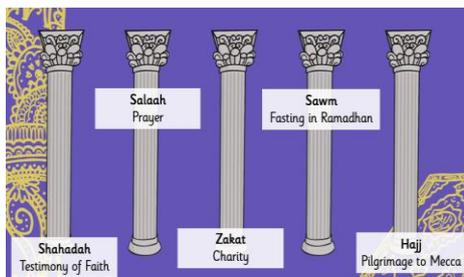
What does it mean to 'be charitable'?

What sorts of things can people give?

Why should they? Why should we?

There are five pillars or duties in Islam, that every Muslim must do in their life.

One of these pillars is Zakat (charity).



The Qur'an teaches:

'Be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah; for Allah sees all that you do.' (Qur'an 2:110)

'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.' (Qur'an 24:56)

Task 1: Look through the information on the following pages about two Muslim charities, or find out more information by visiting their websites.



Find out more information at: <https://www.muslimaid.org/>

As a faith based international NGO, Muslim Aid draws upon a rich heritage of social action and working with various communities to improve the lives of others in need.

Inspired by our faith, we work with an inclusive approach to all peoples; regardless of their faith, race, ethnicity, age and ability.

We recognise the complexity and dynamic nature of the work we engage with, and actively seek a participatory approach from all levels to address the underlying structural and systematic causes of poverty within the communities we work with.

Where we work

For over 30 years we have been serving humanity around the globe. We are one of the largest Muslim development and humanitarian organisations in the UK.

We strive to ensure that all those suffering from the effects of poverty, natural disaster and war are able to survive and empowered to thrive.

Through our field offices and partners, we strive to achieve the following goals.

Humanitarian / Emergency relief

We issue rescue and relief services to those in danger and at immediate risk of harm. We also focus on developing and upgrading our capacity to link relief and rehabilitation with long term development.

Sustainable Livelihoods

Our long-term development programmes build independent, brighter futures. We enable marginalised communities to live with dignity through restoring livelihood opportunities, improving agriculture productivity, enabling access to micro-finance, improving skills and the creation of new enterprises through appropriate training and logistic support.

Education

We believe in providing everyone with access to education to all. In particular, our focus is to enable girls to attend school – thereby creating opportunities to break out of the cycle of poverty for future generations.

Healthcare

Our medical and health care programmes save and protect lives across the world. Key priorities of our healthcare intervention is the promotion of good health and well-being of children and mothers with a focus on combating the major causes of childhood deaths and diseases. Muslim Aid's geographical and thematic spread has grown enormously over the past thirty years.

Give to those in need

Our Need is Greatest appeal is just that: we find, reach out and serve the people who are suffering the most.

From remote communities, to widows reeling with grief, abandoned and orphaned children and the vulnerable or frail elderly, we deliver global aid to combat the effects of poverty, drought, disaster and conflict.

Find out more information at: <https://www.islamic-relief.org.uk/>



Islamic Relief is an independent non-governmental organisation (NGO) founded in the UK in 1984 by a group of medical doctors and activists.

Since 1984 we have saved and transformed the lives of over 120 million people. By responding to disasters, rebuilding lives and preparing people in case disaster strikes – we save lives before they are lost.

In addition to providing disaster and emergency response, we also promote sustainable economic and social development by working with local communities – regardless of race, religion or gender.

Our Mission

Together we will inspire and enable people to respond rapidly to disasters and fight poverty through our Islamic values, expertise and global reach.

While we started our work providing disaster and emergency relief – supporting those who have suffered and lost everything in droughts, earthquakes, floods or conflict – alongside this immediate assistance, Islamic Relief has always aimed to **relieve poverty and suffering in the long-term** too.

The year after we were founded, Islamic Relief set up its first field office in Khartoum, Sudan, ready to help those affected by the drought to not just survive but to **rebuild their lives**. Since then, we have opened over 100 offices in 40 countries worldwide – from Afghanistan to Albania, Pakistan to Palestine, Somalia to Sudan.

In addition to disaster relief, we carry out sustainable development work to provide water, food, shelter, healthcare, education in the long-term. We work to support orphans and children, help people into employment and build livelihoods to support their families, and protect vulnerable communities from future disasters, preventing the loss of lives and property.

Islamic Relief also advocate towards building a more just and equitable society. Inspired by our faith, we campaign against a range of issues including the increasing impact of climate change, gender-based violence and war and conflict worldwide.

The most important question

The most important question should be **'is your donation being used effectively?'**

With Islamic Relief, the answer is **YES!** Each day, Islamic Relief works hard to be a safe pair of hands for your donations. We're accountable to you, to the people we serve and most importantly to Allah (SWT).

Alhamdulillah, because of your support, we've transformed and saved over 120 million lives since 1984.

Day 7 - Mathematics

WALT: Calculate percentages of amounts

Today's on-line lesson will focus on revisiting our learning about calculating percentages of amounts before solving word problems involving percentages.

To accompany our on-line lesson, you can visit the Oak National Academy website to learn more about calculating percentages of an amount.

<https://classroom.thenationalacademy/lessons/solve-problems-involving-the-calculation-of-percentages-of-amounts-c5gkge>

After the on-line lesson, complete pages 34 and 35 in your Maths book - 'Percentages of Amounts'.

Day 7 - Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 7 - Literacy (World Book Day)

WALT: Explore the text 'Protect the Planet' by Jess French



Today's on-line lesson will focus on one of the World Book Day £1 books 'Protecting the Planet' by the author Jess French. Jess French is a nature lover who is passionate about protecting the environment. When she's not helping animals as a vet, she's busy writing books to tackle issues that affect them in the wild, such as plastic waste. Her TV work has included presenting the kids' show 'Minibeast Adventure' with Jess.

ALSO BY THIS AUTHOR



WHAT A WASTE

Published by: **DK**



THE BOOK OF BRILLIANT BUGS

Illustrated by: **Claire McElfatrick**

Published by: **DK**



EARTH'S INCREDIBLE OCEANS

Illustrated by: **Claire McElfatrick**

Published by: **DK**

Task 1: BECOME AN EARTH WARRIOR BEFORE READING THE EXTRACT:

Consider why the Earth is a beautiful place that deserves our protection. On the split up paper below - LAND, SEA and SKY - write down or draw any words, ideas or images that you think of in the boxes. After you have written your initial ideas down, you can choose one of the categories and create a collage to show why it deserves our protection.

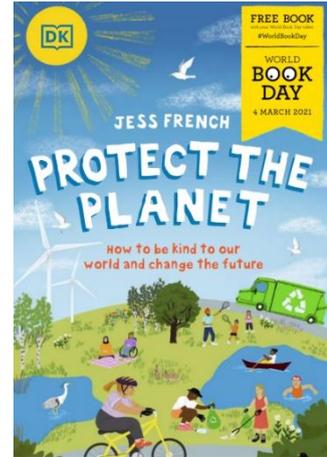
SKY

LAND

SEA

Task 2: Read the extracts from the text 'Protect the Planet' which are in a booklet inside your learning pack.

After reading the extract. Answer these questions:



TAKEN FROM PAGES 10-13 OF PROTECT THE PLANET!

1. Is this book 'fiction' or 'non-fiction'? What is the difference? How can you tell?

2. What does it mean that the Earth is 'a perfect system'? Use pages 10-11 to help you.

3. What does Jess French mean when she says that we don't always treat the planet 'with kindness'?

Day 7 – World Book Day (afternoon session)

WALT: be inspired by the text 'Protect the Planet' by Jess French



Today's on-line lesson will continue to look at one of the World Book Day £1 books 'Protecting the Planet' by the author Jess French. After studying an extract this morning, we will hear more from the author and find out how the text can inspire children to make a difference towards protecting our planet.

Task 1: If you can, watch the World Book Day Author and Illustrator Academy video on their YouTube page. You can find the link at:

https://www.youtube.com/watch?v=B3tZENfYcPA&feature=emb_title

Whilst watching it, make notes on the page below:



WORLD BOOK DAY Author & Illustrator ACADEMY

My notes on

.....
[Author or illustrator's name]

NAME

AUTHOR & ILLUSTRATOR ACADEMY

What did you hear? What ideas did you come up with as you watched the Author & Illustrator Academy? What stood out to you?

READING

How did you feel when you read the extract from the author's book? What was your favourite part? Did it remind you of any other stories you've read?

SHARE A STORY CHALLENGE

What was the challenge? How would you approach this? What ideas do you have in response to this challenge?

Task 2: AFTER WATCHING THE VIDEO, DEVELOP JESS'S IDEAS

INSPIRATION 1: MAKING SMALL CHANGES

In the video, Jess talks about how making a few changes to your everyday life can have a huge impact on the planet - for example turning lights off, walking to school, and using less plastic.

Create a list of ten small changes you, and the people around you, can make on the sheet below and attach it somewhere you can see it (for example as a classroom display, or on the fridge at home!). As a class or with your family, tick off each time one of you makes a small change. Keep track of who makes the most changes each week!

CHANGES I CAN MAKE:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Day 8 - Mathematics

WALT: Compare fractions, decimals and fractions

Today's on-line lesson will focus on converting between fractions, decimals and fractions to compare them and to solve word problems.

To accompany our on-line lesson, you can visit the BBC Bitesize website to learn more about comparing fractions, decimals and percentages.

<https://www.bbc.co.uk/bitesize/articles/znkwwzfr>

After the on-line lesson, complete pages 28 and 29 in your Maths book - 'Fractions, Decimals and Percentages'.

Day 8 - Literacy

WALT: Use commas to avoid ambiguity.

Today's on-line lesson will focus on adding commas to sentences where, without them, the meaning of the sentence is ambiguous or confusing.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to learn more about using commas for clarity. You can find the link at:

<https://www.bbc.co.uk/bitesize/articles/zrdyvk7>

After the on-line lesson, complete page 41 in your English book - 'Commas to Avoid Ambiguity' as well as the work below.

Task 1:

Alter the following so they include one comma in the correct place:

1. When the lightning was bright people were scared.
2. "Careful children!" shouted the teacher.
3. As the campers sat round the fire eating the bear hid in the bushes.
4. "Let's leave Samira!" he shouted.

Task 2: Add in a comma or commas to create different meanings in these sentences;

1) We ate chocolate cake and raspberries.

We ate chocolate cake and raspberries.

2) She liked Ben who played drums better than Jim.

She liked Ben who played drums better than Jim.

3) The old lady collected all sorts of things: silver paper hats felt flowers and buttons.

The old lady collected all sorts of things: silver paper hats felt flowers and buttons.

4) Let's eat Grandpa.

Let's eat Grandpa.

5) Explain what is wrong with this piece of writing:



Day 8 - Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 8 - Science

WALT: Name the systems in the human body

Today's on-line lesson will provide an introduction to the human body. You will learn more about three of the body's systems: the skeletal system, the muscular system and the digestive system.

Use the information from today's on-line lesson and from carrying out Internet research to complete the table below about the systems of the human body.

Picture of the system			
Name of the system	Skeletal system	Muscular system	Digestive system
Name at least three different parts of the system.			
Does the system contain organs? If so, which ones?			
What is the purpose of the system?			
Why is the system important?			

Day 9 - Mathematics

WALT: Solve problems involving the relative sizes of two amounts

Today's on-line lesson will focus on solving problems involving proportion and ratio.

To accompany our on-line lesson, you can visit the BBC Bitesize website to learn more about problem solving involving the relative sizes of two amounts.

<https://www.bbc.co.uk/bitesize/articles/zffq4xs>

After the on-line lesson, complete pages 30 and 31 in your Maths book - 'Relative Sizes'.

Day 9 - Literacy

WALT: Spell words ending with 'ance', 'ancy' and 'ence', 'ency'.

Today's on-line lesson will focus on learning to recognise the different spellings of the often confused 'ance', 'ence' and 'ancy', 'ency' and ways in which to determine which spelling is correct.

After the on-line lesson, complete pages 80 and 81 in your English book - 'Word Endings - 'ance', 'ancy' and 'ence', 'ency'.

Day 9 - Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 9 - History

WALT: Understand and explain the ancient Egyptian ritual of mummification

Today's on-line lesson will explore the key steps in the mummification ritual and the significance of this process to the ancient Egyptians.

To accompany our on-line lesson, you can use the video resources from BBC Teach website to find out more about mummification in Ancient Egypt.

Find it at: <https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn>

Task 1: Mummification instructions:

Using the knowledge you have gained on the ritual of mummification, and the key vocabulary listed below, create step by step instructions for the process of mummification. Ensure each step is in chronological order and explained as fully as you are able.

Pictures have been given to help.

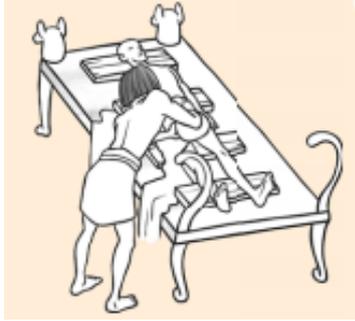
KEY VOCABULARY:

Ancient, Egypt, Egyptian, civilisation, burial, purified/purification, Canopic jars, Duamatef, Imsety, Qebehsenuf, Hapi, jackal, falcon, baboon, stomach, liver, intestines, lungs, natron, linen, sarcophagus, amulets, resin, Book of the Dead, shroud, palm oil, preparation.

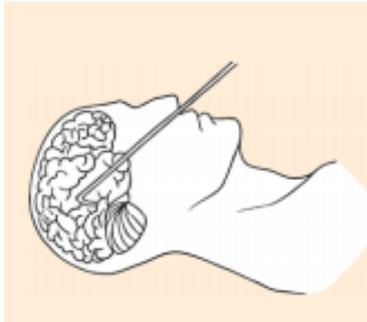
HOW TO MAKE A MUMMY

You will need:

- A dead body
- Canopic jars
- Natron
- Palm oil and water from the Nile
- Linen
- Amulets and a Book of the Dead
- Make up, fake eyes and hair
- Resin
- Hook
- Knife



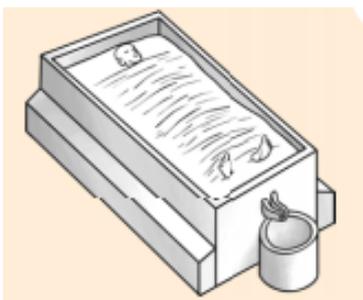
Step 1: _____



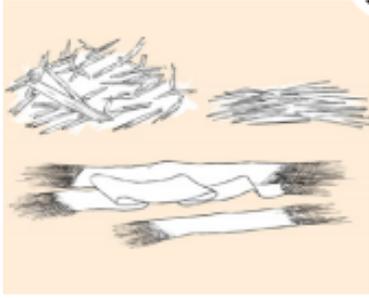
Step 2: _____



Step 3: _____



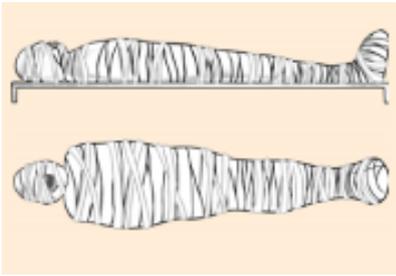
Step 4: _____



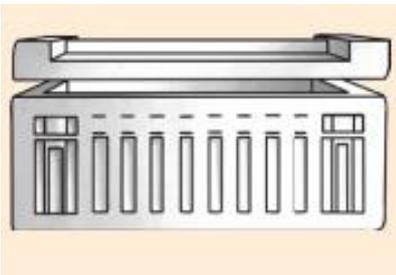
Step 5: _____



Step 6: _____



Step 7: _____



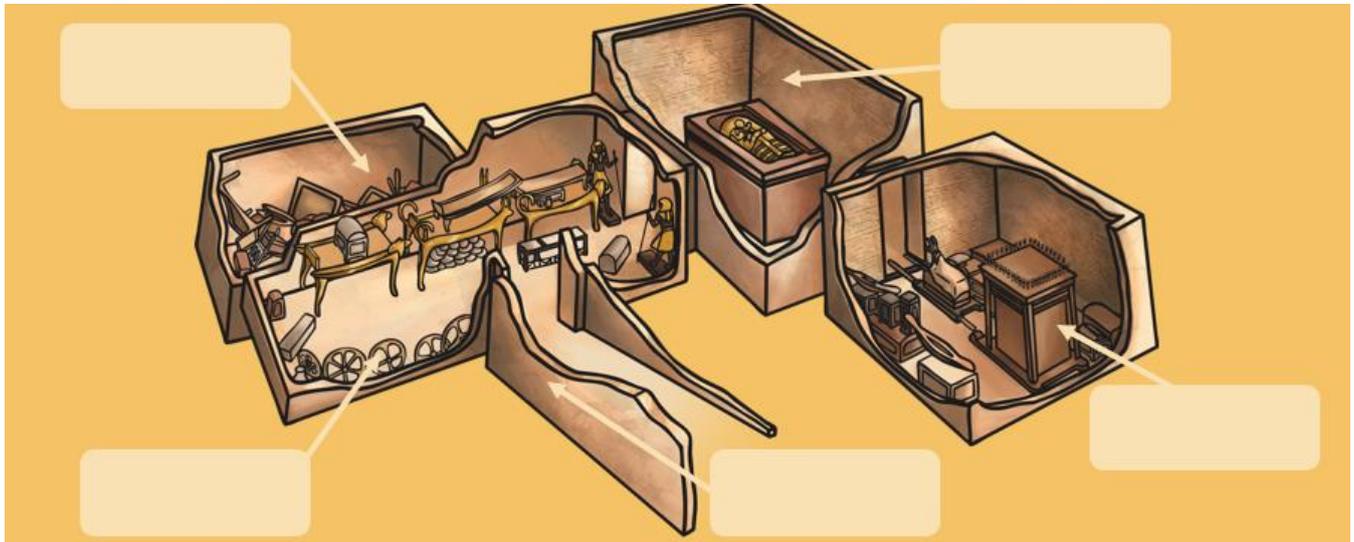
Step 8: _____

Task 2: Where did the mummies go?

Mummies were buried in a complicated series of chambers inside a pyramid.

On the picture below, try and match the label with the correct part of the tomb.

Write the answers in the spaces.



Treasury

Entrance

Burial Chamber

Antechamber

Annex

Day 10 - Mathematics

WALT: Use scale factors to enlarge shapes

Today's on-line lesson will focus on enlarging shapes by a given scale factor and finding the scale factor of an enlarged shape.

To accompany our on-line lesson, you can visit the Oak National Academy website to learn more about using scale factors to enlarge shapes.

<https://classroom.thenationalacademy/lessons/solve-problems-involving-scale-factor-in-shapes-c4u3ar>

After the on-line lesson, complete pages 32 and 33 in your Maths book - 'Scale Factors'.

Day 10 - Literacy

WALT: Use apostrophes for its and it's

Today's on-line lesson will focus on the correct use of apostrophes in the much confused words: its and it's. We will also revise the use of apostrophes for contraction and possession.

To accompany our on-line lesson, you can visit the BBC Bitesize Home Learning website to revise your learning about using apostrophes.

<https://www.bbc.co.uk/bitesize/articles/zdsthbk>

After the on-line lesson, complete pages 54 and 55 in your English book - 'Its and It's' and 'Apostrophe Practice'.

Day 10 - Additional Learning Activities

Mathematics - Practise your times tables on Times Tables Rock Stars for a minimum of 15 minutes.

Literacy - Visit home.oxfordowl.co.uk and read a book for your year group or read a book of your choice from home for a minimum of 15 minutes.

Day 10 - Art

WALT: Understand how to use continuous line

Today's on-line lesson will introduce the children to the work of continuous line artists and help develop an understanding of its meaning. They will use the work of Pablo Picasso as a starting point for Cubist-inspired drawings.

To accompany our on-line lesson, you can use the video resources from the Virtual Instructor website to find out more about continuous line drawing.

Find it at: <https://thevirtualinstructor.com/continuous-line-drawing.html>

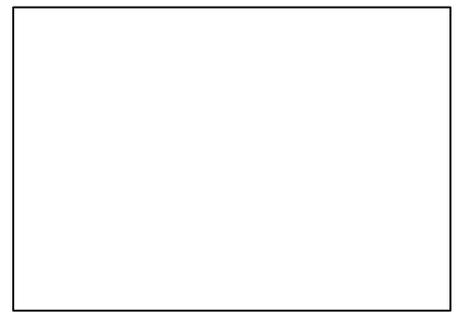
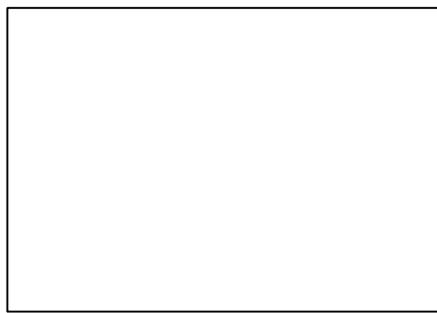
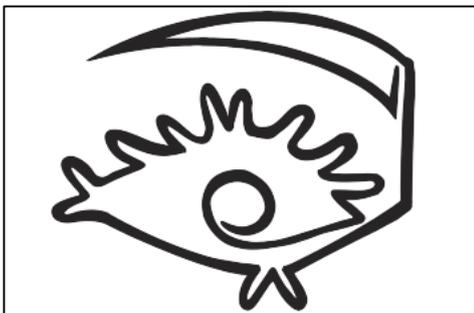
Task 1: Look at the templates of Cubist facial features below and practice drawing them without removing your pen or pencil from the page.

Eyes:

Image

Practise 1

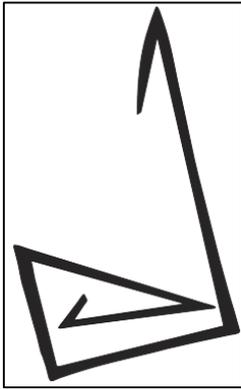
Practise 2



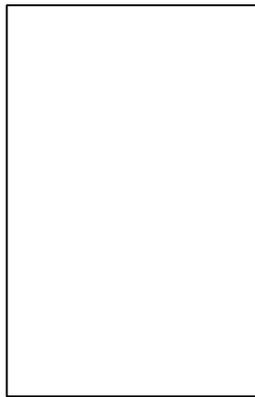


Noses:

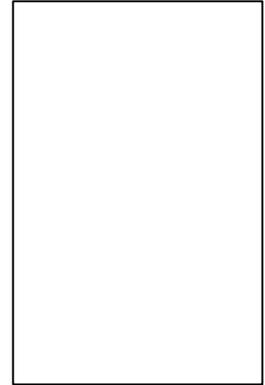
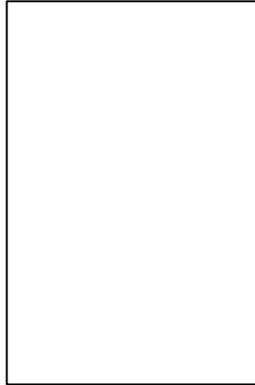
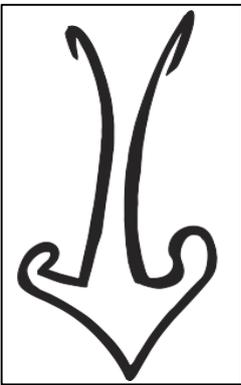
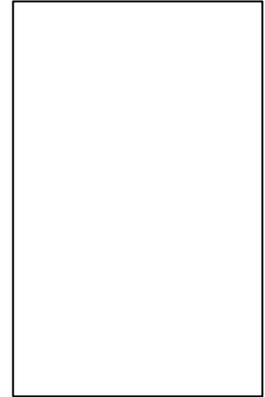
Image



Practise 1

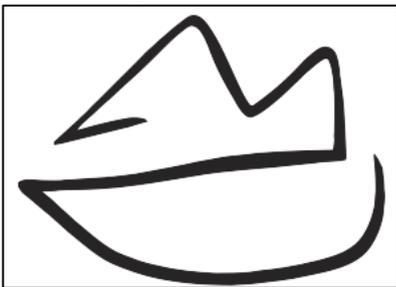


Practise 2

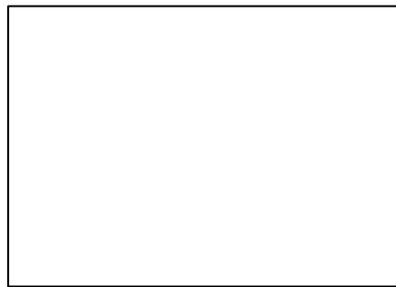


Lips:

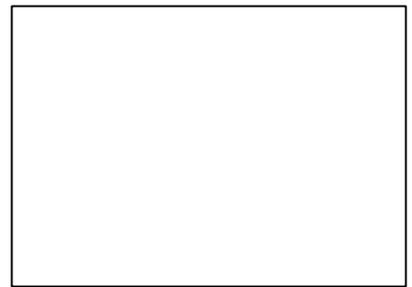
Image

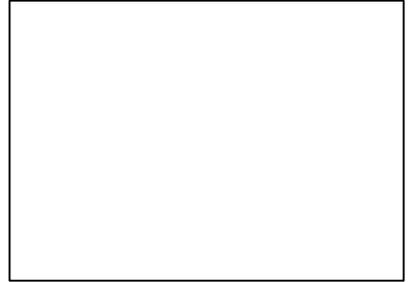
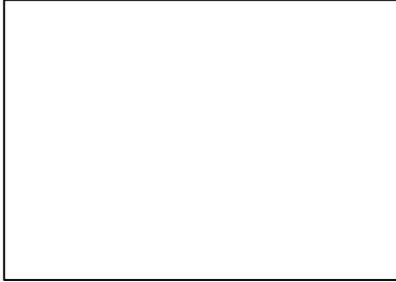
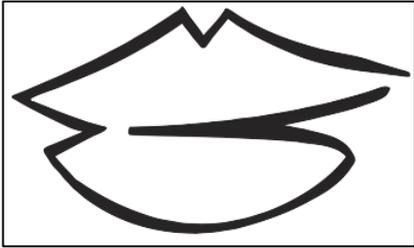
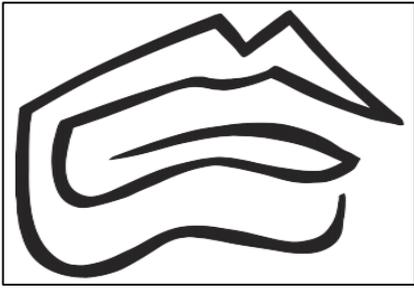


Practise 1



Practise 2





Ears:

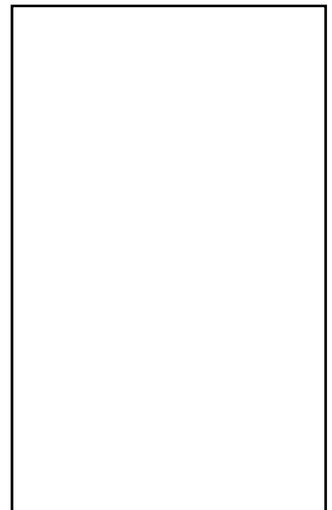
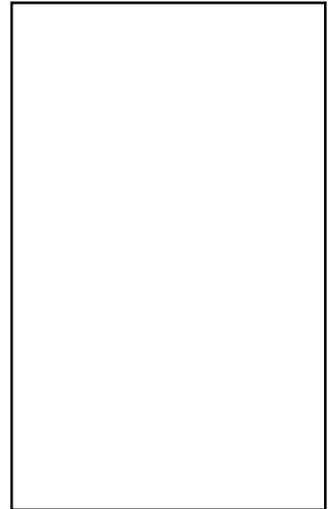
Image



Practise 1



Practise 2



Task 2: A Cubist portrait

Combine your favourite of the continuous line facial features that you practised, to create an entire face in the Cubist style.

