

Remote Learning

Wednesday 1st February 2023

We are unable to provide live lessons on the strike days as there will not be capacity to do this. However, in order to provide some guidance to support you and your children during this time, we have put together a selection of things that your children could do, with or without a computer.

You can select those which are best for your child and your situation. They are not expected to submit their work but may want to share it on the google classroom or bring it in to show the teacher the following day.

Children who are in school will not be starting any new learning. They will be recapping prior learning so that all children are at the same place the following day. This will ensure those children not able to attend school are not unfairly disadvantaged.

There are general and Year group suggestions linked to their current or prior in school learning.

We would ask all children to do at least some of the following, where appropriate:

- Continue with TT Rockstars/Numbots practice – this is for children in all year groups and everyone should know their log ins.
- Complete tasks on Spelling Shed. Again, children should know their log ins
- Read your reading book
- Find a book to read for pleasure, or to share with an adult or read to a brother or sister

In addition to this, there are many things the children can do, whatever year they are in:

- Share a favourite storybook with an adult and talk about the characters, the plot and answer questions, such as 'Why do you think they behaved like that?' 'What if.....'
- Write a review of a book they have read to share and bring it to put in our library or in the classroom
- Design a character for a storybook or from a favourite storybook
- Practise some mindfulness ahead of children's mental health week next week. There are some great ideas on BBC bitesize
<https://www.bbc.co.uk/bitesize/articles/zjvwkmn>
- Make a fitness circuit in the home or garden. Practise it and give ideas about what you are doing and why and how to improve
- Design a values poster for your classroom or around the school. Our 6 values are Respect, Courage, Kindness, Aspiration, Creativity and Trust
- Design and make a musical instrument from household items/recycling. Try to play along to your favourite song or make up a song of your own
- Write and illustrate a set of instructions for something you enjoy. This could be caring for a pet, making a cake, playing a game

- Make a timeline of your day. Show the time on an analogue clock and a digital clock if you can. You could take photos with a clock and you doing things eg getting up, having breakfast. You could draw pictures if you would rather or think of another way to record your work
- Look at BBC bitesize <https://www.bbc.co.uk/bitesize>
- Look at the Oak National Academy <https://www.thenational.academy/>
- Make a factfile about something that interests you. There are some ideas online if you search 'make a factfile primary children'
- Write a biography of someone famous. It could be a scientist, an explorer, an author. Include details such as their date and place of birth, their early life, where they grew up and details about their lives and work. You could draw or put in pictures too.
- Go for a walk with an adult. Try and make a map of where you go with the street names and pictures. Or just make a map of your route to school with pictures, street names etc

Useful web links

- Cosmic Yoga <https://cosmickids.com/>
- BBC Supermovers <https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw>
- Reading – Oxford Owl <https://www.oxfordowl.co.uk/>
- Joe Wicks on youtube
- Draw with Rob https://www.youtube.com/channel/UCBpgrJijMpk_pyp9uTbxLdg
- ICT games <https://www.ictgames.com/mobilePage/>

Year 6

Subject

Home Learning

English

At the start of this term, you learnt about Mary Anning and Charles Darwin and you wrote a biography about Charles Darwin's life.

- Choose another significant person (maybe someone you are interested in or have learnt about) and write a biography about them, using what you have learnt in class to help you. Remember to think about the TAP to help! (Topic, Audience, Purpose)

Title - name of biography

o Past tense

o Third Person - he/she/they

o Catchy Introduction - who/what/where/when/why

o Paragraphs

o Life events in chronological order of date

o Time openers and connectives to show this

o Quotes from others about what they think

o Conclusion - how they will be remembered



You have also been looking at journalistic writing and have created a journalistic news report about the recent discovery of remains of a woolly mammoth.

- Think about something which has happened in the news and has interested you (or make something up) and write your own journalistic report using what you have learnt to help you.

Journalistic Toolkit			
I can...			
Structure my work into paragraphs:			
Headline and opening paragraph (5Ws)			
Recounting paragraph(s)			
Quotes paragraph (s)			
Closing paragraph.			
Use a range of cohesive devices:			
Formal conjunctions			
Adverbials of time or place.			
Synonyms for person/place/event of interest.			
Maintain a formal tone:			
Journalistic words and phrases			
Formal synonyms for 'said'			
Use a range of sentence/grammatical structures and punctuation:			
Parentheses using ...	brackets	dashes	commas
Relative clauses using...	brackets	dashes	commas
Sentences written in the passive voice			
indirect and direct speech using full range of speech punctuation.			
use commas, semi-colons and colons to mark phrases/clauses.			

Grammar



Subject-Verb-Object

Identify the parts of a sentence.

Choose the word in each sentence that is the subject, verb, or object.

Ex: Yesterday, she felt sick.
SUBJECT VERB OBJECT

Ex: James likes ice-cream.
SUBJECT VERB OBJECT

1.) Rio drank some water.

Object:

2.) Tomorrow, Rintaro will buy a shirt.

Verb:

3.) I want pizza.

Object:

4.) Shotaro is going to the store.

Subject:

5.) Last week, Mao went to a soccer game.

Object:



Active and passive

Active sentences describe an action done by the subject.

I directed the award-winning film. (an active sentence)

Passive sentences describe an action done to the subject.

The award-winning film was directed by me. (a passive sentence)

Change these sentences from passive to active.

The match was won by our team.

Our team



The winning goal was scored by Rachel.

The party was enjoyed by all my friends.



Jack was stung by an unusual insect.

Maths

In Maths you have been learning about decimals and fractions, using what you have learnt in class, try to write these decimals as fractions. The first couple of each section have been completed for you.

$$0.167 = \frac{167}{1000} \quad 0.7 = \frac{7}{10}$$

$$0.73 = \frac{73}{100} \quad 0.45 = \frac{9}{20}$$

1) $0.167 =$ $0.7 =$ 2) $0.73 =$ $0.45 =$

$0.083 =$ $0.6 =$ $0.05 =$ $0.96 =$

$0.2 =$ $0.625 =$ $1.65 =$ $0.09 =$

Fill in the missing numbers.

	<p>a) $0.54 = \frac{\boxed{}}{100} = \frac{\boxed{}}{50}$</p> <p>b) $0.6 = \frac{\boxed{}}{10} = \frac{\boxed{}}{5}$</p> <p>c) $0.3 = \frac{\boxed{}}{10} = \frac{\boxed{}}{100}$</p> <p>4) A chocolate bar has 20 squares. Jane has eaten 0.2 of the bar and Millie has eaten 0.4 of the bar. How many squares of chocolate are left?</p> <p>In Maths Ninja, you have been practising formal methods for division. Have a go at these and try some of your own.</p> <p>1) $2 \overline{) 426}$ 2) $3 \overline{) 132}$ 3) $4 \overline{) 108}$</p> <p>1) $14 \overline{) 364}$ 2) $21 \overline{) 357}$ 3) $33 \overline{) 627}$</p> <p>4) $25 \overline{) 625}$ 5) $17 \overline{) 510}$ 6) $24 \overline{) 816}$</p>
Foundation Subjects	<p>In your 'Fossil Hunters' topic you are learning about how living things have changed over time and are focusing on Evolution and Inheritance.</p> <ul style="list-style-type: none"> • Think about different plants or animals. Select a couple and explain how they have adapted to suit the environment in which they live. • In art, you have created some sketches of fossils, using differing pencil lines and shading. Maybe try to create another fossil drawing or picture using pencil or other mediums • When learning about Inheritance, you thought about what would happen if Miss Dotty and Mr Small had a child. Think of 2 different characters and then describe what characteristics the child might inherit from them.