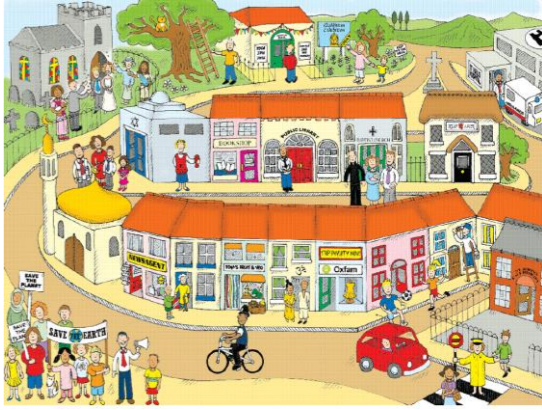


Distance Learning - Summer 1 2020 overview

Year Group: 6

	w/b April 20th	w/b April 27th	w/b May 4th	w/b May 11th	w/b May 18th
SPAG	<p>Ark English lessons - Grammar - week 1</p> <p>Spellings Practise each word. Choose two and write their definitions. Choose two to write in sentences: <i>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached</i></p>	<p>Ark English lessons - Grammar - week 2</p> <p>Spellings Practise each word. Choose two and write their definitions. Choose two to write in sentences: <i>available average awkward bargain bruise category cemetery committee communicate community competition conscience</i></p>	<p>Ark English lessons - Grammar - week 3</p> <p>Spellings Practise each word. Choose two and write their definitions. Choose two to write in sentences: <i>conscious controversy convenience correspond criticise curiosity definite desperate determined develop</i></p>	<p>Ark English lessons - Grammar - week 4</p> <p>Spellings Practise each word. Choose two and write their definitions. Choose two to write in sentences: <i>dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation</i></p>	<p>Ark English lessons - Grammar - week 5</p> <p>Spellings Practise each word. Choose two and write their definitions. Choose two to write in sentences: <i>foreign forty frequently government guarantee harass hindrance identity immediate(ly)</i></p>
Reading	<p>1 - Ark English lessons -Reading- Week 1 Read <i>The Girl Who Stole an Elephant – Chapter 1</i> Before reading: Predict. What do you think the story might be about based on the name of it. How many different ways might a girl steal an Elephant? During reading: Write a list - the names of every new character you meet. After reading: Which character do you think is the most important and why? Write 4-5 full sentences saying why.</p> <p>2 - Listen to a story - could be from the World Book Day <i>World of Stories</i> webpage https://www.worldbookday.com/world-of-stories/ or Amazon audible https://stories.audible.com/discovery Post a ten word review under the Google Classroom question.</p>	<p>1 - Ark English lessons - Reading - Week 2 Read <i>The Girl Who Stole an Elephant – Chapter 1</i> Underline 3 words you are not sure of. Find the meaning of these words. Can you use them in a sentence of your own? On page 2: What was Chaya doing? (Write full 1-2 sentences) Who stopped her? (Write 1 full sentence) On page 3: Meekly is closest in meaning to: a) confidently b) shyly c) loudly d) lovely What was the statue of? What 2-3 things do we learn about it? Why is Chaya at the palace? What reason does she give to the guard? What is the real reason?</p> <p>2 - Draw a character from a story you have read this week http://edvere.com/</p>	<p>1 - Ark English lessons - Reading - Week 3 Read <i>The Girl Who Stole an Elephant – Chapter 1</i> On page 4: Thrashing is closest in meaning to: a) beating b) stroking c) moving d) running Why was it 'really time to get out '? (1-2 full sentences) On page 6: Why did the guards try to stop her? (1-2 full sentences) On page 8: Where did she end up at the end of the chapter? How do Chaya's emotions change throughout the chapter? (Include when she took the jewels, when she was being chased, when she was settled in the tree.) Write 1-2 paragraphs.</p> <p>2 - Choose a Masterclass to watch and then complete the challenge set. https://www.worldbookday.com/online-masterclasses/</p>	<p>1 - Ark English lessons - Reading - Week 4 Read <i>'Endangered species: The African Elephant'</i> Read the article carefully. Answer the multiple-choice questions at the end of the reading. Then write your own multiple-choice question.</p> <p>2 - Listen to a poem or story on https://www.youtube.com/MichaelRosenOficial Which one did you choose to listen to? Would you recommend it to someone else? Why?</p>	<p>1 - Ark English lessons - Reading - Week 5 Read the Poem <i>'Promise'</i> Who is the poem talking about? How does mum help? Why do you not notice 'them'? Why does mum say you should help people?</p> <p>Extension: Find out about the homeless charity <i>Crisis</i>. What do they do and how do they help? Create a leaflet to share what you find.</p> <p>2 - Read a story to someone or something at home (could be a teddy or a pet!) Take a photo and upload it to google classroom.</p>
Handwriting	Handwriting Week 1 - Fireworks night poem (either print off sheet or practice on separate paper. Take a photo to upload onto Google Classroom)	Handwriting Week 2 - George poem (either print off sheet or practice on separate paper. Take a photo to upload onto Google Classroom)	Handwriting Week 3 - If poem (either print off sheet or practice on separate paper. Take a photo to upload onto Google Classroom)	Handwriting Week 4 - Leisure poem (either print off sheet or practice on separate paper. Take a photo to upload onto Google Classroom)	Handwriting Week 5 - Life cycle of a plant (either print off sheet or practice on separate paper. Take a photo to upload onto Google Classroom)
Writing	<p>Ark English lessons - week 1 Write two paragraphs to describe the palace when Chaya stole the jewels. <input type="checkbox"/> Around 15-20 lines <input type="checkbox"/> Describe 4-5 different parts of the palace, in detail <input type="checkbox"/> Full stops and capital letters</p>	<p>Ark English lessons - week 2 You made it home safe! Write a diary entry about escaping with the jewels as if you are Chaya. <input type="checkbox"/> Write as if you are Chaya <input type="checkbox"/> Around 15-20 lines <input type="checkbox"/> Describe your conversation with the guard <input type="checkbox"/> Describe what you had in your pouch and how you feel about it</p>	<p>Ark English lessons - week 3 You are the Queen, write a letter to the public asking them to find the thief. <input type="checkbox"/> Give a description of the thief (2-4 details) <input type="checkbox"/> Give details of a generous reward <input type="checkbox"/> Around 15-20 lines <input type="checkbox"/> Write words and phrases that sound like a Queen (formal language)</p>	<p>Ark English lessons - week 4 Write a persuasive paragraph about protecting elephants. It will be printed in a Wildlife magazine aimed at 9-14 year olds . <input type="checkbox"/> Around 15-20 lines <input type="checkbox"/> Use language that persuades the reader to protect elephants <input type="checkbox"/> Give 3-4 different ideas on the problem</p>	<p>Ark English lessons - week 5 Write your own poem about a time you have helped someone in need. <input type="checkbox"/> Looks and sound like the original poem <input type="checkbox"/> Tells a different story to the original poem <input type="checkbox"/> Same length as the original</p>
Maths (incl. number facts / times tables)	<p>Daily Timetable Rock Stars</p> <p>White rose Week 1: ratio Follow the link and complete each lesson daily. https://whiterosemaths.com/homelearning/year-6/ You should watch the video first and then complete the activity on</p>	<p>Daily Timetable Rock Stars</p> <p>White rose Week 2: ratio/proportion/measuring/angles Follow the link and complete each lesson daily. https://whiterosemaths.com/homelearning/year-6/ You should watch the video first and</p>	<p>Daily Timetable Rock Stars</p> <p>White rose Week 3: angles Follow the link and complete each lesson daily. https://whiterosemaths.com/homelearning/year-6/ You should watch the video first and then complete the activity on Google</p>	<p>Daily Timetable Rock Stars</p> <p>White rose Week 4: Follow the link and complete each lesson daily. https://whiterosemaths.com/homelearning/year-6/ You should watch the video first and then complete the activity on Google</p>	<p>Daily Timetable Rock Stars</p> <p>White rose Week 5: Follow the link and complete each lesson daily. https://whiterosemaths.com/homelearning/year-6/ You should watch the video first and then complete the activity on Google</p>

	Google Classroom.	then complete the activity on Google Classroom.	Classroom.	Classroom.	Classroom.													
Topic	<p>Activity 1 (RE): Make a list of some ways the community is enriched by religious diversity: What is good about a society where many religions exist side by side? Make a list following on from: 'If we were all the same, then there would be no...'</p> <p>Activity 2 (Science): Space https://oh.larc.nasa.gov/oh/ Using this link take a virtual tour of Nasa and record 10 facts you learnt.</p> <p>Activity 3 (Art/DT): Draw/Paint/Create a rainbow. Create a rainbow using any media you wish and display it for others to see. Take a photo and upload it to Google Classroom. The best rainbow will be awarded!</p>	<p>Activity 1 (RE): Take a virtual tour of the Mandir using https://www.truetube.co.uk/film/holy-cribs-mandir Can you make a table like the following and list the similarities and differences between The Mandir and a Christian church.</p> <table border="1"> <thead> <tr> <th>Similarities</th> <th>Differences</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Activity 2 (History): Research a famous person of interest to you. They can either be living now or have lived in the past. Complete one of the activities from the following: -Create a Google Slide presentation about them. -Create a quiz about the person. -Make a game using facts about them. -Write a report. -Draw a portrait of them. -Write a poem about them. -Create a timeline about the person's life.</p> <p>Activity 3 (Art/Geography): <u>Street art around the Globe</u> Visit https://artsandculture.google.com/story/iA WxzhmS3pNmLQ?hl=en and look at street art around the world. Choose your favourite location and post an explanation on Google Doc to Google Classroom explaining why you have chosen it. Think about the following questions: What do you like about it? How does it make you feel? What does it make you think of? Who do you think did it?</p>	Similarities	Differences			<p>Activity 1 (RE): Can our community be more harmonious? Who is 'us' and who is 'them'? Look at the following list: soccer fans, Catholics, British, Africans, Europeans, asylum seekers, children, pensioners, workers, mothers, males, females, comic book fans, married people, single people, divorced people, English, Irish, Welsh, Scottish, travellers, Europeans, Christians, Muslims, Atheists, Disney fans, gangs, Scouts + Guides, country people, townies, children, young people, older people. Sort out who is 'us' and who is 'them'. Is 'us and them' a good way to look at the world? Apply this to the religious groups in the region. What does it mean to say 'we're all human'? Make a symbol or design a flag that is not just for one group, but for all humanity.</p> <p>Activity 2 (Geography): <u>Make your own rain gauge.</u> Follow the instructions on the google classroom and create your own rain gauge. Take a photo and upload onto the google classroom. Also design a table to collect your results over the next two weeks.</p> <p>Extra challenge: You could set up more than one and place them in different places in your garden. Do you get the same results?</p> <p>Activity 3 (Art): <u>Street art around the Globe</u> Visit https://artsandculture.google.com/story/iA WxzhmS3pNmLQ?hl=en Revisit the location you chose last week. Choose one part of the artwork to try and recreate. You can use any media. Take a photo and upload to Google Classroom</p>	<p>Activity 1 (RE):</p> <table border="1"> <tr> <td>"Do to others as you would like them to do to you; reject for others what you would reject for yourself." Muslim, Hadith of Abu Dawud</td> <td>The Greatest Commandment: 'Love the Lord your God with all your heart, all your soul, all your strength and with all your mind. And, 'Love your neighbour as you love yourself.' Christian, Luke 10:28</td> <td>"I am a stranger to no one, and no one is a stranger to me. Indeed, I am a friend to all." Sikh, Guru Granth Sahib 1299</td> </tr> <tr> <td>"What you don't like, don't do to anyone else." Jewish, Talmud: Shabbat 31a</td> <td>"No one of you is a believer until you love for your brother or sister what you love for yourself." Muslim, Forty Hadith of an-Nasawi, 13</td> <td>"This is the sum of duty; don't do anything to others that you don't want them to do to you." Hindu, Mahabharata 5, 1517</td> </tr> <tr> <td>"Don't hurt others in ways you yourself</td> <td>"May all beings look on me with the eye of a friend. May I look on all beings with</td> <td>"Treat other people as you'd want to be treated in their situation."</td> </tr> </table> <p>Look at a larger image of the above. Choose one of the versions of the Golden Rule and create a poster to go with it. There are examples of this activity on: www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/?ThemelD=60</p> <p>Activity 2 (Science): <u>Create your own set of Planet Top Trump cards</u> (An example of one for Earth will be uploaded onto Google Classroom as an example).</p> <p>Activity 3 (Art): <u>Street art around the Globe</u> If you were going to create your own piece of Street Art in your local area where would it be? Using Google Earth https://earth.google.com/web/@52.3633803,-0.67856184,73.22974396a,0d,60y,134.68470609h,87.4156238t,0r/data=!lhoKFjAtY0swREc1SII2VIFsTzdTRUVxdUEQAg Explore the community and decide where your artwork would be displayed. Then create a plan to show what your Street Art would look like.</p>	"Do to others as you would like them to do to you; reject for others what you would reject for yourself." Muslim, Hadith of Abu Dawud	The Greatest Commandment: 'Love the Lord your God with all your heart, all your soul, all your strength and with all your mind. And, 'Love your neighbour as you love yourself.' Christian, Luke 10:28	"I am a stranger to no one, and no one is a stranger to me. Indeed, I am a friend to all." Sikh, Guru Granth Sahib 1299	"What you don't like, don't do to anyone else." Jewish, Talmud: Shabbat 31a	"No one of you is a believer until you love for your brother or sister what you love for yourself." Muslim, Forty Hadith of an-Nasawi, 13	"This is the sum of duty; don't do anything to others that you don't want them to do to you." Hindu, Mahabharata 5, 1517	"Don't hurt others in ways you yourself	"May all beings look on me with the eye of a friend. May I look on all beings with	"Treat other people as you'd want to be treated in their situation."	<p>Activity 1 (RE): Look at larger image on class page of the following:</p>  <p>Identify 15 things in the picture that connect to religion. List ten similarities between this village and where you live. List ten differences. Why do these differences matter? If you lived here, would you like the multi-religious feel of the village? Write down three reasons why or why not.</p> <p>Activity 2 (Geography/History): <u>Rain gauge results.</u> Upload your results tables to google classroom and answer the following questions: How much rainfall fell altogether over the last two weeks? On what day did you get the most rainfall? On what day did you get the least rainfall? What was the mean (average) rainfall each day?</p> <p>If you were to repeat the experiment what changes would you make?</p> <p>Extra challenge: Could you create a graph of your results?</p> <p>Activity 3 (Science): <u>Record how your shadow changes during the day</u> – draw around it or take photos. Write a conclusion about what you find</p>
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Physical	<p>Daily PE lesson with Joe Wicks at 9am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Also check out his weekly homework task. Complete, send to Joe Wicks and also upload a copy to the Google Classroom.</p>	<p>Daily PE lesson with Joe Wicks at 9am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Also check out his weekly homework task. Complete, send to Joe Wicks and also upload a copy to the Google Classroom.</p>	<p>Daily PE lesson with Joe Wicks at 9am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Also check out his weekly homework task. Complete, send to Joe Wicks and also upload a copy to the Google Classroom.</p>	<p>Daily PE lesson with Joe Wicks at 9am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Also check out his weekly homework task. Complete, send to Joe Wicks and also upload a copy to the Google Classroom.</p>	<p>Daily PE lesson with Joe Wicks at 9am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Also check out his weekly homework task. Complete, send to Joe Wicks and also upload a copy to the Google Classroom.</p>													
PSHE	<p>Introduce your family to MindUP by watching this link together. https://www.youtube.com/watch?v=w1R6go7YT5Y Talk to your family about what you have</p>	<p>Continue with brain breaks at home. https://www.youtube.com/watch?v=ZzAre5TDK7g Continue to use your mindfulness journal to</p>	<p>Continue with brain breaks at home. https://www.youtube.com/watch?v=ZzAre5TDK7g Continue to use your mindfulness journal to</p>	<p>Continue with brain breaks at home. https://www.youtube.com/watch?v=ZzAre5TDK7g Continue to use your mindfulness journal to</p>	<p>Continue with brain breaks at home. https://www.youtube.com/watch?v=ZzAre5TDK7g Continue to use your mindfulness journal to</p>													

	<p>learnt about the brain and mindfulness at school. Then share a brain break with your family and agree a time they could be used in your house. You can either lead it yourself or you can use this link https://www.youtube.com/watch?v=ZzAr e5TDK7g</p> <p>Create a mindfulness journal this week. This can either be online or in a notebook. Use this journal to record</p> <ul style="list-style-type: none"> -your thoughts and feelings -things you are grateful for -any worries you might have -funny things that make you smile -moments you want to remember. <p>Try and use your journal once a day for a short period of time. You can share this journal if you would like to.</p>	<p>record your thoughts.</p> <p>What are you grateful for? Mindmap things you are thankful for and create a picture or poem to include all these things. Take a photo and upload it to Google Classroom.</p>	<p>record your thoughts.</p> <p>Think of a memory that makes you feel happy. Can you write a short piece describing this memory thinking carefully about your senses?</p> <p>How did you feel? What could you see? Were there any smells you can remember? What could you hear?</p> <p>Upload it to Google Classroom.</p>	<p>record your thoughts.</p> <p>Acts of Kindness can make somebody feel special. Your challenge is to create something that could make someone else smile. It can be a picture, a story, a joke, a poem or anything else you can think of.</p> <p>Take a photo of your creation and upload it to Google Classroom.</p>	<p>record your thoughts.</p> <p>Create a list of ten positive statements about yourself. For example: I am a good friend or I am very creative.</p> <p>Share your list on Google Classroom.</p> <p>Challenge: Can you create a list of ten compliments for somebody else? It could be a friend or a member of your family.</p>
French	<p>Create an account on www.duolingo.com. Complete at least a 10 minute lesson every day.</p>	<p>Complete at least a 10 minute lesson on www.duolingo.com every day.</p>	<p>Complete at least a 10 minute lesson on www.duolingo.com every day.</p>	<p>Complete at least a 10 minute lesson on www.duolingo.com every day.</p>	<p>Complete at least a 10 minute lesson on www.duolingo.com every day.</p>