



North Downs Home Learning Projects and Activities

Year 6 - Week commencing 20.04.20

Weekly Maths Tasks (Aim to do 1 per day)

Weekly Reading Tasks (Aim to do 1 per day)

To get them warmed up:

- Children should spend a little time each day practising their tables ideally working on [Times Table Rockstars](#). - phone app available.
- Get a piece of paper and ask your child to show everything you know about addition and subtraction. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
- They could play on [Hit the Button](#) - focusing on times tables, division facts and squared numbers.
- My mini maths provides daily [arithmetic](#) for different areas of maths.

Then follow up with:

- White Rose Maths [Week 1](#) - there's a video introduction and a follow-up practice activity for each day.
- [I See Maths Challenges](#) - again a clearly explained video and a follow up task to work through.
- Get your child to work on their [reasoning and problem solving](#) by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. Click on one of the topic areas listed to gain access to the questions.

Attached - A Maths Dictionary, Year 6 Maths Support booklet & an alternative printable Year 6 Maths Home Learning pack.

- Ask your child to read at least a chapter from their home reading book or any new book they have started - ideally non-audio.
- Following this, ask your child to briefly summarise the events from the chapter. They could bullet point what happened, create a comic strip, or present the information in their own creative way.
- Extra books, to read, are available at [Scholastic Reading Pro](#) - logins registered until end of May. (Usual login.)
- Share book recommendations and reviews on our **Purple Mash shared blog - Eagles and Kestrels**.
- Encourage your child to note down any unfamiliar words from the chapter they have read. Independently, explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions.
- Challenge your child to read something around the house that is not a book. Ask questions about what anyone has read today - this includes the possibility that family members are reading (from screens) and working from home.
- Discuss as a family who has read the most/ most varied / most entertaining article etc.

Weekly GPS Tasks (Aim to do 1 per day)

Weekly Writing Tasks (Aim to do 1 per day)

- As this is the first Home Learning Week, we are attaching a few help sheets:
 - ❖ **SPAG Tube Map** in case you have mislaid yours at home.
 - ❖ **Year 5 & 6 Statutory Spelling Lists.**
 - ❖ **Writing Help** - which explains the key GPS tasks we were working at improving.
- Encourage your child to use the Year 5/ 6 Statutory Spellings in conversation and writing over the week.
- Then ask your child to choose 5 words from the list. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence. Play with the

- Ask your child to write a short diary entry/newspaper report summarising the events from the day. They can write this from their own perspective.
- Your child can think about a member of their family who is a hero/heroine to them. They can then create an information report about their chosen hero/heroine. Why not encourage them to interview that person at home or online, and include some direct quotes from the interview?
- **Story task over a few days:** Last month we were studying the stories of Shaun Tan. To get started, draw a setting and the characters within. Remember that Shaun Tan created the

words and practise handwriting at the same time.

- Practise spellings on www.spellzone.com/ using their original login, or access - wordstudyspelling.com
- Get your child to proofread all their writing. Use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence.
- Concentrate upon good handwriting and clear punctuation - even the basics, which are so easily forgotten!

extraordinary from the everyday world. The task is to plan, draft and then write a short story from their scene. Think of the important skill - describing not telling with brilliant vocabulary.

- ❖ Be guided by your senses, close your eyes and imagine your created world.
- ❖ What is the ordinary setting?
- ❖ Who are the characters?
- ❖ How would they speak, sound, feel etc.?
- ❖ What happens to twist the story around - the unexpected?
- Attached is the **Writing Help** guidance which we were working on in class. Aim to use at least 3 of these elements in your story.

Learning Project - to be done throughout the week: **My Family** (*These are things to do though the week...aim for two or more if you can*)

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on the different makeup of families, what traditions your family has, stories linked to your family etc.

- **Music from the Past** - Your child can research music from the decade their parents, grandparents or other older family members were born. What were the most popular bands or singers during this time? Ask them to perform a song from this decade and create their very own dance routine. Encourage them to explain how they need to improve their performance in order to achieve their personal best.
- **Portraits and Photography**- Direct your child to take portrait photographs of their family members considering light and textures. Following this, they can then use the photographs to draw portraits in pen considering light and tone.
- **Classification**- Ask your child to design a classification key based on the simple physical features of their family. They can then test out the keys on each member of their family. Only use 'yes' or 'no' questions.
- **Nature vs Nurture**- Speak to your child about their appearance, their personality and their dreams for the future. How much of this do they believe is determined by their genes? How much of this is determined by their family/upbringing? Ask them to decide which traits are due to nature and which traits are due to nurture e.g. hobbies and interests or sense of humour. Try this out on other family members.
- **Mapping Skills** - Identify the countries or cities within the UK where their family members originate from or live. Children can then plot these on a map and then create a bar chart to show the number of family members who live/lived in each city/country.