Year 6 Home Learning

Please see below the tasks we would like your child to work on this week. If you have any problems, please remember that you can email at ask@priestley.wilts.sch.uk during school hours.
Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

Maths

https://whiterosemaths.com/homelearning/year-6/

Summer Term - Week 1

Lesson 1 – Vertically opposite angles

Lesson 2 – Angles in a triangle

Lesson 3 – Angles in a triangle – special cases

Lesson 4 – Angles in a triangle – missing angles

Lesson 5 – Friday Maths Challenge

Week 2

Lesson 1 – Angles in special quadrilaterals

Lesson 2 – Angles in regular polygons

Lesson 3 – Problem solving

Lesson 4 - Problem solving

Lesson 5 - Friday Maths Challenge

Maths learning will follow the White Rose Home learning lessons. Some of the learning is new learning and some will be work we may have covered previously. If it's too difficult take a look at the other Year groups.

White Rose https://whiterosemaths.com/homelearning/
DoodleMaths https://www.doodlemaths.com/

Top marks https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals
IXL Year 6 section linked to Lines and angles (Y1 – 8) https://uk.ixl.com/math/year-6
Times Table Rock Stars https://ttrockstars.com/

Reading

Make sure that children are continuing to read every day at home. They can read to an adult at home or their siblings. Make sure that you are also discussing what they have read and asking them questions to see how much they have understood of the story.

Useful links:

BookTrust
Getting children reading

Welcome to Book Trust Home Time

Looking for something fun as a family? Enjoy story time with our free online books and videos, play games, win prizes, test your knowledge in our book-themed quizzes, or even learn how to draw some of your favourite characters.

https://www.booktrust.org.uk/books-and-reading/have-some-fun/

Reading is Magic
CRESSIDA COWELL

Waterstones Children's Laureate Cressida Cowell has loads of great stuff planned! She's reading How to Train Your Dragon chapter-by-chapter and suggesting activities to try, as well as organising lots of other fun stuff for your children.
https://www.youtube.com/playlist?list=PLE5MZB5pedUMNJLdgu0wYaSlL0dRLHcU0

audible
an amazon company

Stories help.

They entertain. They teach. They keep young minds active, alert, and engaged.

For as long as schools are closed, we're open. Starting today, children everywhere can instantly stream an incredible collection of stories, including titles across six different languages, that will help them continue dreaming, learning, and just being kids.

All stories are free to stream on your desktop, laptop, phone or tablet.

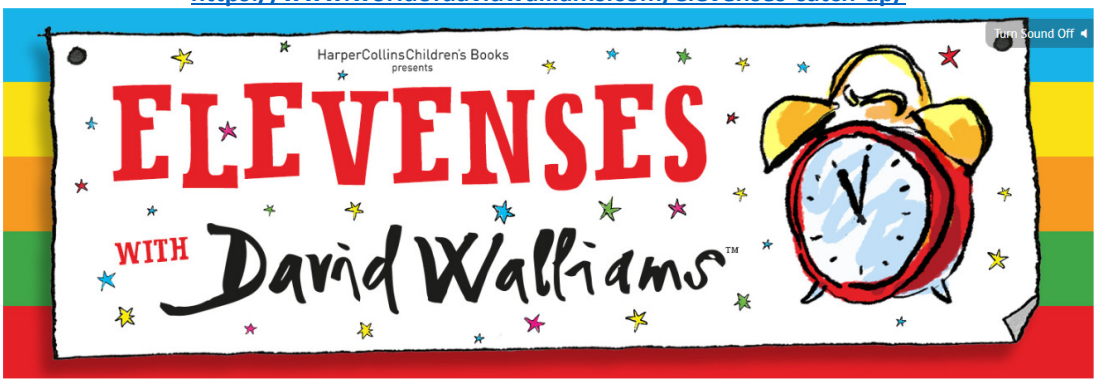
Explore the collection, select a title and start listening.

It's that easy.
https://stories.audible.com/start-listen

Cracking Comprehension

https://www.risingstars-uk.com/login

Author David Walliams is also reading stories aloud for children at 11am daily. You can find all previous read stories on his website free for you to listen to:
https://www.worldofdavidwalliams.com/elevenses-catch-up/



Greta and the Giants – by Zoe Tucker and Zoe Persico

This inspiring picture book retells the story of Nobel Peace Prize nominee Greta Thunberg – using allegory to make this important topic accessible to young children.

Greta is a little girl who lives in a beautiful forest threatened by Giants. When the Giants first came to the forest, they chopped down trees to make houses. Then they chopped down more trees and made even bigger homes. The houses grew into towns and the towns grew into cities, until now there is hardly any forest left. Greta knows she has to help the animals who live in the forest, but how? Luckily, Greta has an idea…

A section at the back, explains that in reality the fight against the 'giants' isn't over and explains how you can help Greta in her fight.

Greta and the Giants

https://www.youtube.com/watch?v=92uF0nI_E-s (The story being read)

https://www.youtube.com/watch?v=F0NfTJbJMvI (On story telling)

https://www.youtube.com/watch?v=GcCgn7QTAXw (Behind the scene on the book being made)

https://www.youtube.com/watch?v=P0B6AxeVNY8 (A message from Greta)

Greta and the Giants

There was once a girl who lived at the heart of a beautiful forest. Her name was Greta.

One morning, things weren't quite as they should be. Greta stepped out into her garden and there, huddled together in the shadows of the trees, were all the animals in the forest. A soft, silvery-brown wolf stepped forward, with his tail low to the ground. "Please help us" he whispered. "The forest is broken, and we don't know where to go. The giants are ruining our home."

The Giants had always been there, for as long as Greta could remember, but now they were worse than ever. They were huge, lumbering oafs and they were always busy.

They chopped down trees to build homes. Then they chopped down more trees and built bigger homes. The houses grew into towns and the towns into cities. They built factories and shops and cars and planes. They worked all day and all night until eventually…

There was hardly any forest left. But the greedy Giants had forgotten how wonderful the forest was. They didn't see all the little birds and bugs and butterflies and bears that trembled in the shadows. And no one told them to stop because everyone was so scared of them.

Everyone except Greta. "Will you help us?" asked the wolf. Greta looked around her. The animals looked tired, and sad. She had to help them – but how?

Then Greta had an idea.

The next morning, Great went to the middle of the forest and waited for the Giants to come. She stood alone, holding a big sign. The sign said STOP! She waited… and waited…

On the first day, the Giants didn't see her, and lumbered on by. And on the second and the third too. But on the fourth day something strange happened.

And a little boy who had been watching Greta made a sign and came and sat down next to her. He didn't day much, but Greta knew he felt like she did. Soon more people and animals saw what they were doing and joined in too.

Before long, a huge crowd filled the forest, stretching out to the city and the roads beyond. They stood together and waited. The crowd was so huge…

…That the giants were stopped in their tracks. "Please STOP!" Greta cried. "Your greedy behavior is spoiling our home. You've broken the trees and trampled the flowers and now the bees and birds have flown away. These animals are homeless, and our forest is dying." After Greta had spoken, everything was silent.

But then everyone in the crowd began to shout.

“The smoke from your fires is choking the air.”

“And please stop cutting down the trees.”

“You can help plant some new ones.”

“And mend my home!”

“We need to take care of our forest and live together. Will you please try?” they all said.

The giant shuffled… and fidgeted… and stomped their feet on the ground. They were embarrassed and little bit sad. You see, the Giants were so busy building, they didn’t see what they were doing to the forest or the animals who lived there. The giants felt terrible. “We’re sorry.” they said. And they promised to try harder.

So from that day on, the greedy Giants weren’t so greedy!

They slowed down and learned to live quietly. They stopped working all the time, and instead took up new hobbies. They chopped down trees and learnt all about gardening and living in a forest. They cooked, repaired tided and shared and before long…

… The forest became more beautiful then they could ever have imagined.

THIS STORY IS INSPIRED BY A REAL GIRL CALLED GRETA THUNBERG.

When Greta was not much older than you, she found out about something called climate change. This means the world is getting hotter and hotter and this is causing a lot of damage. Scientists all agree that this rising temperature is down to human activity. When we burn coal, oil and gas (called ‘fossil fuels’), something called carbon dioxide is released into the air and this makes the world warm up. The polar ice is melting and sea levels are rising. Forests are being chopped down and animals are left homeless.

The Earth is already 1 degree Celsius hotter than it used to be. This has resulted in worse wildfires, storms and floods, and more than one million people living near the coast have been forced to leave their homes. If we carry on as we are, things will only get worse. Climate change is the biggest crisis humans have ever faced.

Greta knew all of this and she couldn’t understand why no one was doing anything about it. So, when she was 15, she went on strike from school, sitting outside the Swedish government building and holding a sign that said, ‘Strike for climate’. Over time, people stopped to join her and now, her protest has encouraged children and adults from all over the world to stand up for climate change too. Greta has spoken to politicians from many different countries, and in 2019 she was nominated for the Nobel Peace Prize.

The story you’ve just read has a happy ending. But in the real world, Greta is still fighting the Giants. They might not be as easy to see as they are in this book, but they are there. And some of the Giants don’t want to change their ways. That’s why Greta needs your help. You might think that you are too little, but Greta says:

“NO ONE IS TOO SMALL TO MAKE A DIFFERENCE.”

Here are some things you can do to help Greta:

- Learn everything you can about climate change. Tell your friends and family all about what you have learned.
- Ask your parents or guardians to take you on a climate protest so you can stand up to the Giants. Ask your teacher if your class can write to or visit your MP and members of the government to ask them to stop climate change.
- Walk, run, cycle or take the bus or train instead of getting in the car or taking a plane. This means less fossil fuel is burnt.
- Try to get your family to eat less meat. Ask your parents or guardian to buy food made nearby instead of from a far-away country.
- Look after the things you have. Mend them when they are broken instead of buying new things. Share them with your friends when you’ve finished with them.

You might think that it won’t make a difference but if we all work together, WE CAN CHANGE THE WORLD.

Further reading:
www.fridaysforfuture.org
www.greenpeace.org.uk
www.friendsoftheearth.uk
www.worldwildlife.org
www.campaigncc.org

Talk about the story

Have a think about the meaning of the story. What is it trying to tell you? What happened in the story? Have a look at the double page spread above. What message is it trying to give? Can you explain five ways you can help the environment – actual things you can start today that will make a difference?

Compare the two illustrations below. The forest after the Giants and the forest after the people stop them. What is the same? What has changed? What's happened to all the buildings at the end of the story?

These questions give children accessible starting points for discussion: Tell me…was there anything you liked about this text/image? Was there anything that you particularly disliked…? Was there anything that puzzled you? Were there any patterns…any connections that you noticed…?

Role on the Wall

Re-read the first part of the book. Ask the children what they think we have found out about the character of Greta.

Draw around one of the children or have a prepared template cut out, and pin this to the learning wall. Ask the children to write on post-it notes words or phrases they would use to describe Greta's feelings and personality, which can be stuck on the inside of the outline and what the children know about her outward appearance or other information about her to be stuck on the outside.

Return to the ideas the children generated. If the children have used a limited range of words you could use thesauri to look up synonyms for words such as 'sad'. Ask the children to write the language they look up onto post-it notes.

Research about Greta Thunberg

The story of Greta and the Giants is inspired by the life and actions of the real-life Greta Thunberg. She is a 17-year-old who grew up in Stockholm, in Sweden. Greta has Asperger's syndrome, a developmental condition, and has described it as a gift and said being different is a "superpower". In May 2018, aged 15, Greta won a climate change essay competition in a local newspaper. Three months later, in August, she started protesting in front of the Swedish parliament building, vowing to continue until the Swedish government met the carbon emissions target agreed by world leaders in Paris, in 2015. She held a sign that read "School Strike for Climate" and began regularly missing lessons to go on strike on Fridays.

Using the internet and other resources research about Greta Thunberg and her life, creating an informative fact file about how she was nominated for a Nobel Peace prize.

Make a poster

Children can make a poster or sign similar to those seen in the book. The children can create a poster warning others of climate change and what they can do to help stop it. Using A4 or A3 paper they can write their slogan in big and bold letters and design a picture to go with it.

Writing

Diamante poetry

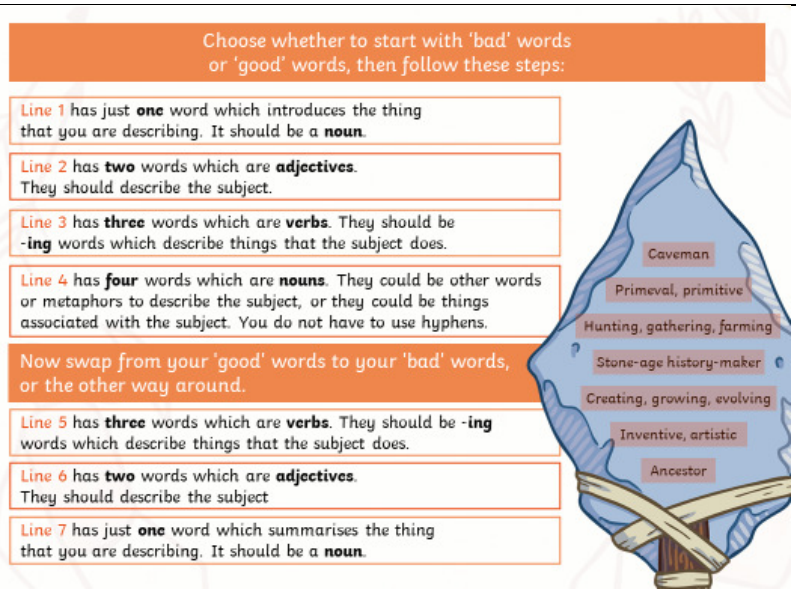
Diamante means resembling or made to look like a diamond. Diamante poems are seven lines long and follow rules which count the words in each line. They are sometimes used to show the two sides of something. Start by gathering adjectives and verbs (ending in -ing) about two different things that are opposite to each other. For example, children could create a poem about the forest when the giants have created their city vs when the people and animals fix the forest.

To make your own diamante poem, choose a subject which has **two different viewpoints** surrounding it. For example, you could choose:

Cars	Cars are useful and fun, and can be beautiful. They also damage the environment, make a lot of noise and can be dangerous.
The sun	Sunshine brings holidays, playing outdoors and beautiful scenery. It also melts ice creams, burns your skin and dries out crops.
Cats	Cats can be friendly, soft and scare away mice. They can also scratch, hiss and make some people sneeze!

Once you have chosen a subject, make a word bank of all the **nouns**, **verbs** and **adjectives** that you can think of on the subject. Separate your list into words which make the subject sound **good** and words which make it sound **bad**.

Good			Bad		
Nouns	Verbs	Adjectives	Nouns	Verbs	Adjectives



Use the gathered words to organise a poem into a diamond shape following the format above. Children can then write up their writing neatly and illustrate with a picture of their own choosing that makes sense with the story.

Response to Illustration

Share with the children the double page spread for the final pages of the story (as above).
Ask the children to look closely at the image and to note down their responses to it, looking closely at the old city. What has happened to it? What might it be like to live there now?
Ask each child to feedback their responses to you and discuss what they have noted.
Following this, invite the children to create their own version of what their town might look like if the forests started to go back. Children could draw pictures to describe what they think the world might be like.

Descriptive Writing

Using the ending of the book and the previous activity as a start, discuss with children what it might be like if the world went back to nature. What would the buildings look like? Would there still be roads and cars? Would everything have trees growing on it? What would it look like if trees suddenly grew out of roads? Using these ideas children can write a description of what their hometown would look like if nature came back. Using similes, fronted adverbials and noun phrases, children should include as much detail as possible in their writing. Think about every little detail.

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Letter writing

https://www.youtube.com/watch?v=P0B6AxeVNY8

Listen to Greta's message.

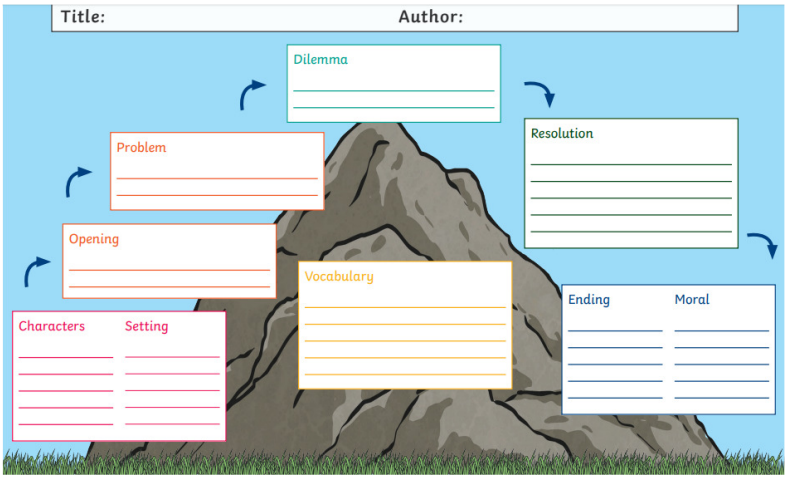
Think about the last page of the book. It discusses that the children could help with the fight against climate change and deforestastion. Children should think about ways the government could help with this. What could the governemnt do that might help the world to be better? Is there a particular law that could be passed that ment people had to use different for of paper? That companies had to be paperless and send eveyrthing to your phone? You could only drive your car at certain times of the day? Children can use these ideas to write a formal letter to the Prime Minister discussing why they think he should pass their law and how it would help the world. Create a good pursuasive argument, to try and get the Prime Minister on your side.

Story Mapping

Using the ideas in the story, have a go at story boarding what happened. What was the start? What was the problem? How did the characters fix it? Re-read the whole of the book aloud to the children and ask them to think about the main events. Ask the children to work individually to sequence the events of the story, using story mapping, drawing and annotating their maps to show the events and drawing on their knowledge of the character of the Giants and how they has changed through the story.
After the children have completed their story maps, ask them to share their story map with you, retelling the story in their own words. Ask the children to take turns, adding missed bits of information and editing their story maps accordingly as they work.

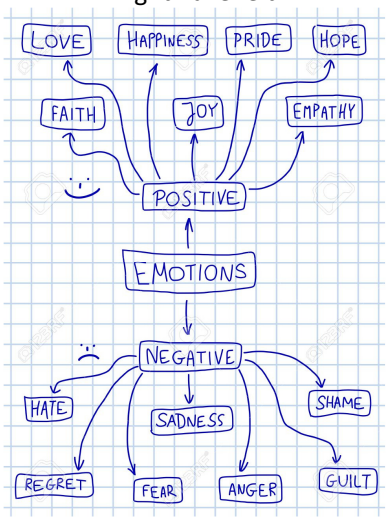
Story Writing

Using their story maps and the ideas they have gathered from the story, children to think about their own version of the sotry. Who would the main character be? Who would the antagonist be? Using what they know about story boarding, children to create a story mountian laying out their own story. How does it start? What is the problem/dilemma? How do they solve this problem and how does it end? Once the children have created a story mountain about their story, children can write their story making sure they have description and speech in their writing. Once finished children can illustrate with their own ideas of what the characters look like and what the setting looks like.



Emotion

Re-read the whole text from the beginning and the last page of the story to the children.
Think about how the characters might have felt during the story. Make inferences based on what the characters say, what their signs say as to how you think they feel. Create a mindmap together about the different emotions you think they might have felt.

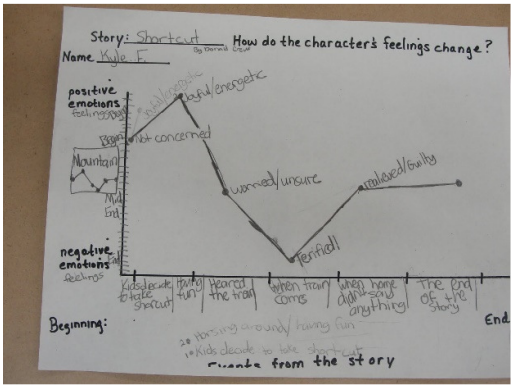


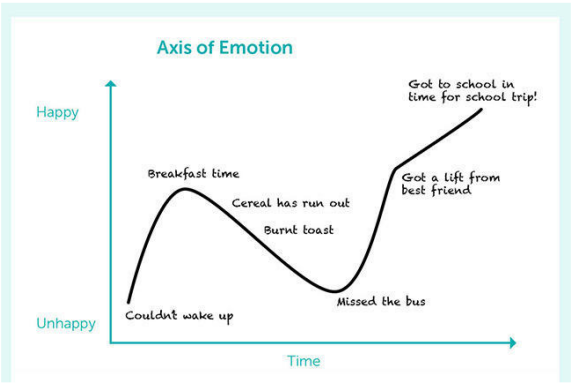
Using your emotion mindmap think about how the people and animals feel from the start of the story to the end. Were they happy or sad at the start?

Emotion graph

Think about the emotional range of the character you want to graph and select words to demarcate the y axis of your graph. Spend some time thinking about the most suitable words to use – is it sad? Or could you describe the emotions experienced better by using words such as miserable, despairing or desolate?

Use a thermometer image to build up a scale of suitable words and share these as a whole class, selecting appropriate vocabulary for your graph.
Use the main events of the story as the x axis and then graph the emotional state of the character at each of these main events to form your graph.
Display these graphs and orally retell the story of the character's emotional journey.





Tell Me and Book Talk

Look back at the end of the story and re-read the final part of the book. Discuss children's responses to this ending. What they liked or disliked, anything that puzzled them or any connections they can make.
Ask the children to think about why are there giants in the story? Who do they represent? Why do you think they are giants? Who do you think the people are? Are they adults? Why do you think that? What legacy will Greta leave?

Use some 'special questions' to explore the children's responses to the book e.g.

- ✓ Think of yourself as a spectator.
- ✓ With whose eyes did you see the story?
- ✓ When you were reading the story, did you feel it was happening now?
- ✓ Or did you feel it was happening in the past and being remembered?
- ✓ Can you tell me anything in the writing that made you feel like that?
- ✓ Did any of the characters remind you of people you know?
- ✓ Or remind you of characters in other books?

The children could write book reviews describing their responses to the text and illustrations.

Write a speech

If you were Greta Thunberg what message would you send to the world? Write a speech and then practise delivering it – in your garden. Practise emphasising key messages and projecting your voice. When you are ready, record your speech so we can watch them when we return to school.

Spellings

Take this time to learn to spell any of the common exception words you are unsure of.

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

New Curriculum Spelling List Years 5 and 6

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Grammar

This fortnight our focus is Prononuns using the IXL website: https://uk.ixl.com/ela/year-6

1. **C.1**
   Identify personal pronouns
2. **C.2**
   Choose between subject and object personal pronouns
3. **C.3**
   Replace the noun with a personal pronoun
4. **C.4**
   Compound subjects and objects with "I" and "me"
5. **C.5**
   Compound subjects and objects with personal pronouns
6. **C.6**
   Use possessive pronouns
7. **C.7**
   Choose between personal and reflexive pronouns
8. **C.8**
   Use reflexive pronouns
9. **C.9**
   Identify relative pronouns
10. **C.10**
    Use relative pronouns: who and whom
11. **C.11**
    Use relative pronouns: who, whom, whose, which and that

These twinkl activities are fun and quick to practise your SPAG knowledge

t2-e-3496-year-6-summer-term-1-spag-a | t2-e-3496-year-6-summer-term-1-spag-a | t2-e-3496-year-6-summer-term-1-spag-a | t2-e-3496-year-6-summer-term-1-spag-a | t2-e-3496-year-6-summer-term-1-spag-a | t2-e-3496-year-6-summer-term-1-spag-a

Useful links:

Please go to the following site/ link to see a further explanation:
Use this BBC website for a pronoun explanation
https://www.bbc.co.uk/bitesize/topics/zwwp8mn

Science

Linking the learning the children have been doing about this book, this science is looking at what climate is and how children could help climate change. Please have a look at the activity ideas below:

My Ideas to Tackle Global Warming

Look at each problem and note down some ideas that you could do in your own house as well as what could be done at a national and international level.

Cows making methane	Palm oil deforestation	Fossil fuels for energy	Pollution from cars and factories	Oil used for plastics
I could:	I could:	I could:	I could:	I could:
The Government could:	The Government could:	The Government could:	The Government could:	The Government could:
The world could:	The world could:	The world could:	The world could:	The world could:

Now think of 5 of your own – ways to make a difference that involve science:

1.
2.
3.
4.
5.

Electric v petrol

Can you research the arguments for and against both forms of travel – which do you believe is most efficient and has the least impact on our environment?

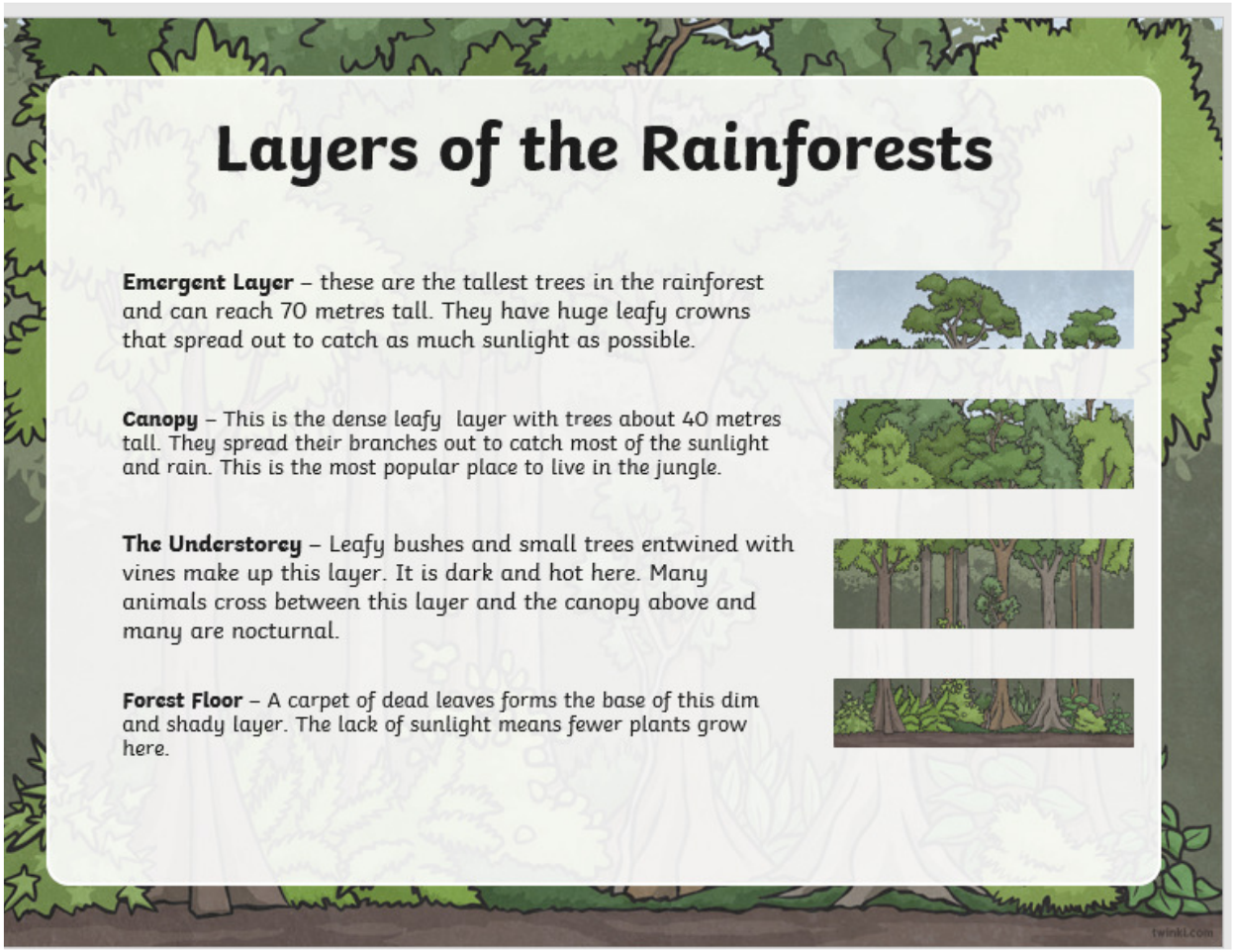
Circuits

Test your knowledge of electrical circuits with these activities:

Electric Circuits Home Learning Task

Then try creating online circuits:

Online Circuit Diagrams Home Lear

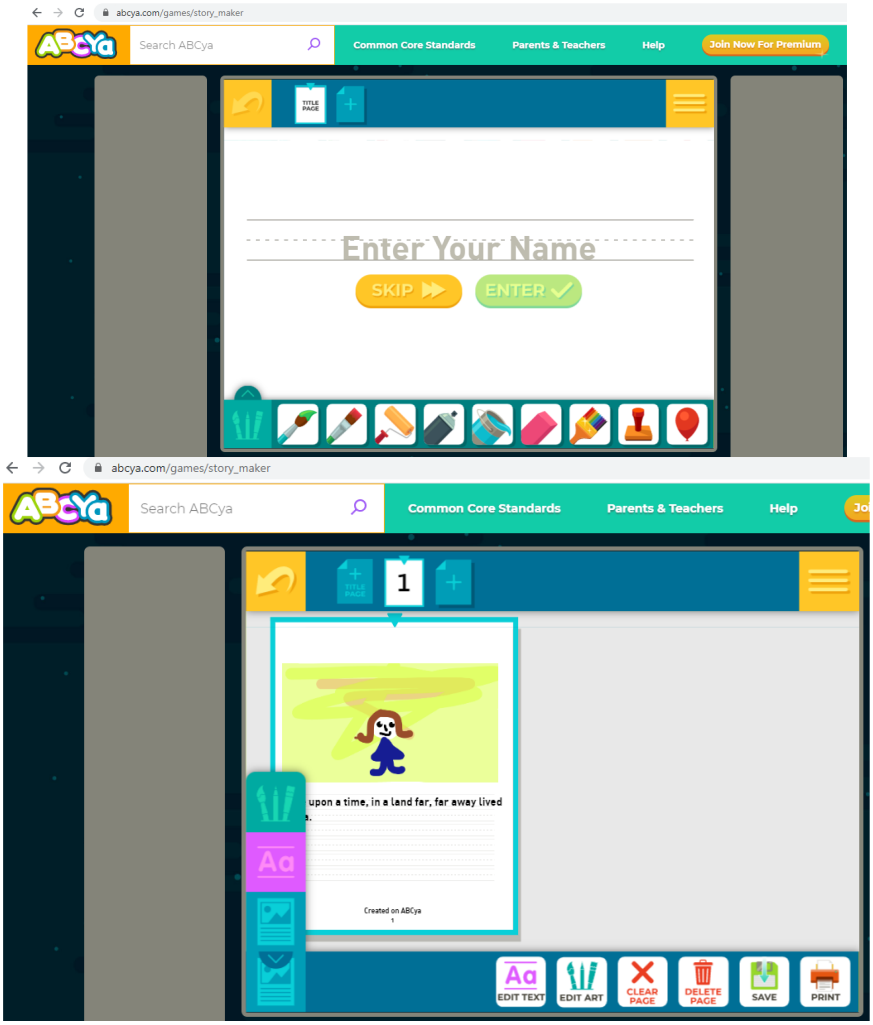


(Research about the rainforest as a habitat – Create your own factfile about the enviroment and animals that live there. What is the weather like, hot or cold? What animals live there?)

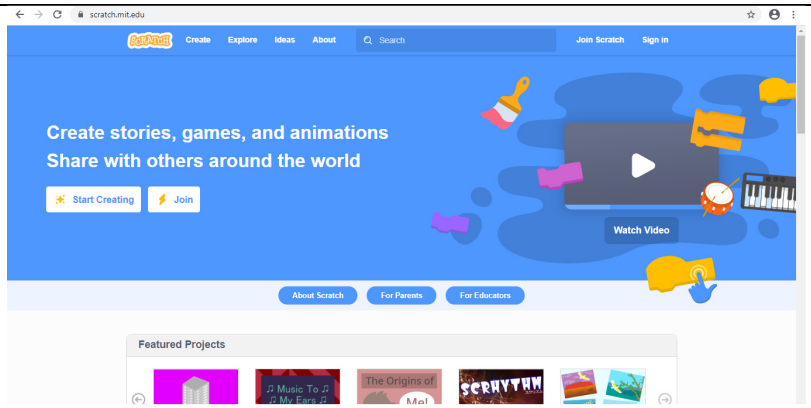
Computer Coding

Using the story or their own version of the story, children can create their own story book using:
https://www.abcya.com/games/story_maker

Here they can create pictures and write their stories to create their own book.



This may sound complicated but there are lots of free websites out there for children to help them understand how coding works. One of our favourites is https://scratch.mit.edu **. Children can program their own interactive stories, games and animations, whilst learning a bunch of key skills along the way.**



Practical tip: The main Scratch site is designed for children aged between 8 and 16 but there is also an easier version called Scrathjr https://www.scratchjr.org for children between the ages of 5 and 7.

Create a Power-point presentation which explains your views on climate change – use as many different effects and images as you can.

Art

Create your own art work based on the book.

Cardboard box habitats.

PE

Keeping Active
Being less able to go outside and play with other children may mean that your child is less active than normal but there are lots of ways you can incorporate exercise into your new home learning routine.
YouTube is an endless source of great exercise and dance videos for your children. Try these to start with – there are plenty more!

- Go Noodle is a free service parents can sign up for that provides dances/educational songs for the children to9 dance too. They can earn points and upgrade characters the more they do. https://app.gonoodle.com/
- Dance 'n Beats has a wide selection of fun dance routines for younger children to enjoy.
- Just Dance has a more challenging selection of videos for older children.
- Cosmic Kids Yoga has a fun range of videos to guide your child through yoga sessions.
- Jump Start Jonny - has some fab free high-energy workouts on his website, plus a few on YouTube too. www.jumpstartjonny.co.uk/home
- Supmovers https://www.bbc.co.uk/teach/supermovers Active learning for English, Maths, Science and PSHE.

Practical tip: Make sure children warm up and warm down before and after each workout session. Walking on the spot, arm swings or circles, jumping jacks, side hops and lunges are all good options.

Joe Wicks is providing free PE lessons live at 9am each day via his YouTube channel. This is a great way to start the day and is suitable for all ages. Either google 'Joe Wicks PE lesson' or go to the link below:

https://www.thebodycoach.com/blog/pe-with-joe-1254.html