**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 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 11**

Lesson 1 – Vertically opposite angles

Lesson 2 – Angles in triangles

Lesson 3 – Angles in quadrilaterals

Lesson 4 – Angles in polygons

Lesson 5 – Friday Challenge

**Summer Term – Week 12**

Lesson 1 – Nets of 3D shapes

Lesson 2 – Circles

Lesson 3 – Read and interpret pie charts

Lesson 4 – The mean

Lesson 5 – Friday 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 is too difficult, take a look at the other Year group activities and give something a go!.

**Useful links:**
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**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
**Times Table Rock Stars** https://ttrockstars.com/
**Sumdog Maths** https://www.sumdog.com/
**IXL Maths** https://uk.ixl.com/math/year-6/
**Maths Factor via Active Learn:** https://www.activelearnprimary.co.uk/start#tmf
**Top marks** https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals

## 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:**

**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/

**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

**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

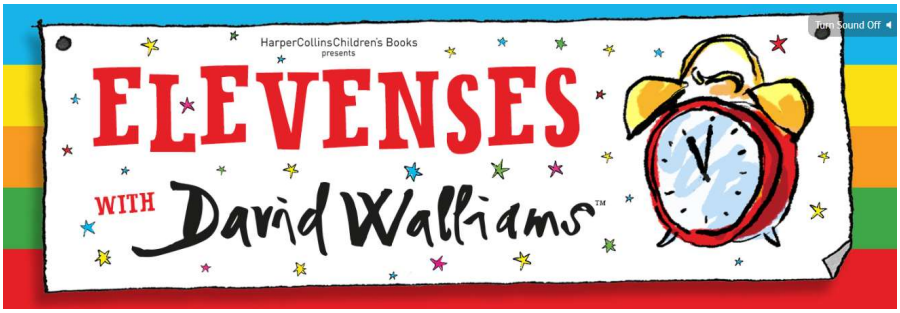
They entertain. They teach. They keep young minds active, alert, and engaged.

**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/



# The Darkest Dark

***Chris likes to play at being a brave astronaut, saving the planet from aliens, completing missions to Mars. But by bedtime, he is so afraid of the dark he cannot sleep. His parents insist he stay in his own bed or he will not be able to go next door to watch real astronauts landing on the moon, so he stays put. When he sees the first moon landing on TV, something changes in Chris. He decides to embrace the dark and to make his dreams come true.***

***Written by real-life astronaut, Chris Hadfield, about his childhood experiences, the text is warm and full of honest, philosophical musings.***

**The Darkest Dark**

Use this link to watch the story being read - https://www.youtube.com/watch?v=sL-XDombcw8

Chris was an astronaut. An important and very busy astronaut.
When it was time to take a bath, he told his mother, "I'd love to, but I'm saving the planet from aliens."
When it was time to get out and go to bed, he told his father – politely, because astronauts are always polite – "Sorry, no can do, I'm on my way to Mars."

An astronaut's work is never done, so astronauts do not like to sleep. But their parents do.
"You're a big boy now," said Chris's father. "You have to sleep in your own bed."
And Chris tried, he really did, but his room was dark. Very, very dark. The kind of dark that attracts the worst sort of aliens.

But his parents meant it. Chris. Was. Going. To. Sleep. In. His. Own. Bed. *Tonight.*
His mum and dad checked under his bed and in the closet and even in his underwear drawer. They declared the room 100 percent alien-free. The tucked Chris in. They turned on the night-light. They even got him a special bell to ring if he was nervous.

Clang, Clang! Clang! CLANG! CLANG! **CLANG!**
They took away the bell. And then his father did something that worried Chris even more than the dark did. "One more peep, young man, and I'm afraid we'll all be too tired to go next door tomorrow."
But tomorrow would be a special day. A very special day. Chris *had* to go next door. His life pretty much depended on it.
So Chris stayed in his own bed. Without a peep. It took a long time to fall asleep, but when he did, he had his favourite dream…
He flew his spaceship all the way to the moon.

The next day seemed to last forever. But finally, when the moon was shining over the lake and the summer wind was ruffling the leaves of the trees, Chris ran next door.
The house was already full of people, all gathered around the TV – the only TV on the whole island.
Chris found a spot where he could see through the crowd. And what he saw was… Astronauts. Real, live astronauts. On the actual, far away Moon. They were wearing puffy white suits and jumping for joy – jumping so high, because there was so much less gravity there.

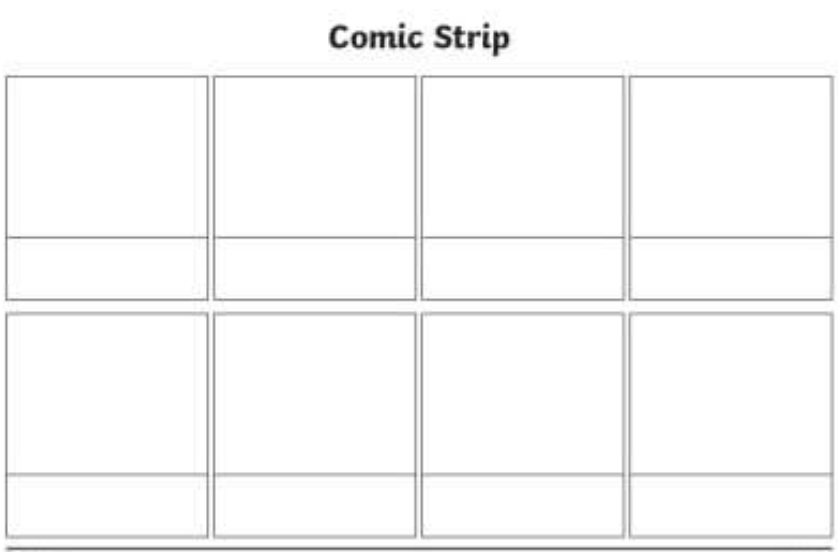
The grown-ups huddled around the TV were amazed. Their whole lives long, they'd never expected to see this sight. Even Chris (who had been to the moon just the night before) was amazed. He'd never really noticed how *dark* it was there. Outer space was the darkest dark ever.

That night, Chris did a little experiment. He turned off all the lights in his room, even the night-light. It was still dark. Very, *very* dark. There were still shadows that looked a little, well, alien. Nothing had changed.
But Chris had changed.
He'd seen that the darkness of the universe was so much bigger and deeper that the darkness in his room, but he was not afraid. He wanted to explore every corner of the night sky. For the first time, Chris could see the power and mystery and velvety black beauty of the dark.
And, he realized, you're never really alone there. Your dreams are always with you, just waiting. Big dreams, about the kind of person you want to be.

Wonderful dreams about the life you will live.
Dreams that actually can come true.

**Think about the story**

1. When young Chris witnesses the moon landing, he reflects how: "He'd never really noticed how dark it was there. Outer space was the darkest dark ever." What do you think he means by this?
2. For the first time, Chris could see the power and mystery and velvety black beauty of the dark." What do you think he is beginning to learn about the dark?
3. Why did Chris' dad say they wouldn't be able to go next door the following day? What was so important about this to Chris?
4. What happened to Chris when he watched to real life 1969 moon landing?
5. How did Chris' opinions and feelings about the dark change throughout the story?




Use what you have understood to create a comic strip/ storyboard retelling the story in your own way.

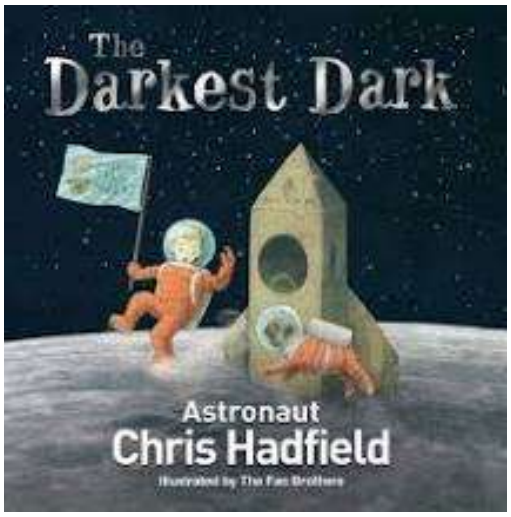
## Inference

Create a character profile for Chris as a little boy and then create a comparative one for Chris as a grown-up astronaut.

Around each picture, add adjectives and phrases to describe him explain how he felt at that age and

## Design a new front cover

Thinking about what you now know about the story and what happened throughout, design a new front cover for the readers.



**Similarities and Differences**

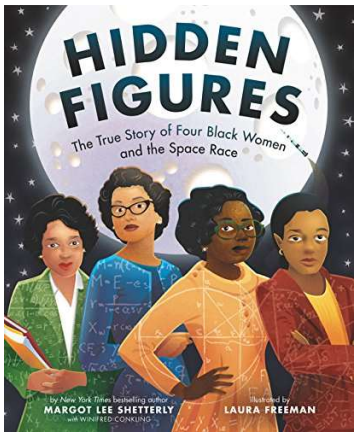
Think back to the other stories we have looked at this term. Can you spot any similarities/differences?

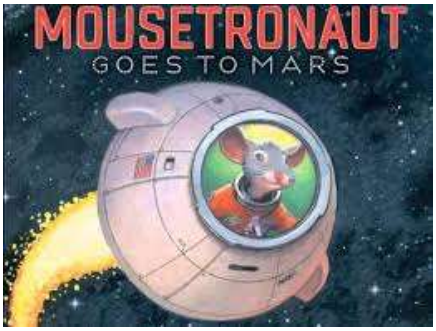
Example:

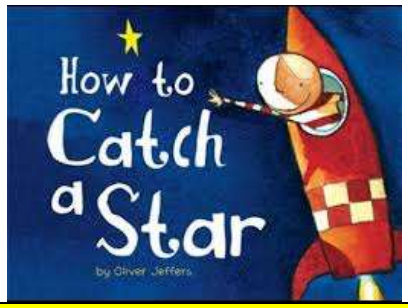
| **Similarity** | **Difference** |
|---|---|
| Both the boy and Mousetronaut went into space. | The boy only went into space in his dream. |

All of the links for the stories are below in case you want to recap each story.

- The darkest dark - https://www.youtube.com/watch?v=sL-XDombcw8
- Hidden Figures - https://www.youtube.com/watch?v=dKFiSCQK5uY
- Margaret and the moon - https://www.youtube.com/watch?v=telH4I3f92Q
- Mousetronaut goes to mars - https://www.youtube.com/watch?v=eJBYgZyy21U






**Character Description**

What qualities are important for an astronaut to possess?

Make a list. Add to, reflect on, and revise your list as you read.
Using what you have found out about the characteristics and qualities of an astronaut and write a character description of Chris.

## 2Ad

Examples:

a) Mr Twit was a dirty, horrible man with long, soggy spaghetti in his beard.
b) It was a sparse, dry desert with a calming, exotic oasis in the distance.

Rule: A 2Ad sentence has TWO adjectives before the first noun and TWO adjectives before the second noun. This sentence creates a clear picture for the reader.

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## If, if , if, then

Examples:

If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.

If Hannibal hadn't been lost, if Rome hadn't won, if Carthage hadn't fallen, then the Mediterranean would be very different today.

Rule: Summarising a dramatic plot (key plots) at beginning or end of a story in groups of 3. The emphasis is on using a comma after each clause.

## Comparative Writing

In 1969, how was life different from today? What might it be like 50 years from now?

Make notes about how life is today, what technology do we have? Research what life was like in 1969 and make notes. Think about what we find out in the story – they had to go next door to watch the moon landing, it was the only TV on the island!

Write a comparative piece of writing explaining the differences between life then and now. You could finish off with a paragraph of your predictions for life in 50 years' time.

### Comparative Conjunctions and Adverbials

Use these to compare one thing to another to show how they are **alike.**

| Words & Phrases | Example Sentences |
|---|---|
| also | Lily plays the piano. She **also** plays the guitar. |
| similarly | **Similarly**, Jaya enjoys learning to play instruments. |
| both | **Both** children would like to join the school orchestra. |
| equally | **Equally**, defenders need to play their part in attack. |
| likewise | My brother loves football and I, **likewise**, love the sport. |
| as well as | Football is one of my main hobbies **as well as** rugby, gymnastic and street dance. |
| too | All of my friends would like to be professional sportspeople **too**. |
| in the same way | **In the same way** that I love football, my sister adores horse riding. |

### Contrastive Conjunctions and Adverbials

Use these to compare one thing to another where they are **different** or **opposite.**

| Words & Phrases | Example Sentences |
|---|---|
| in contrast | Some people love back-to-basic camping holidays. **In contrast**, some people prefer to stay in luxurious hotels. |
| yet | Luxury hotels can be very expensive **yet** many people still stay in them. |
| differs from | My idea of the perfect family holiday **differs from** my parents' thoughts on a dream break. |
| but | This year, I would like to go on a skiing trip **but** my parents would prefer to travel somewhere warmer. |
| alternatively | **Alternatively**, we could go on an exciting adventure holiday. |
| on the other hand | Many people manage to travel with only a small amount of luggage. **On the other hand**, I like to pack for every eventuality. |
| although | I have a very large suitcase **although** I still manage to fill it very easily. |
| whereas | **Whereas**, my dad manages to pack all of his clothes in a tiny backpack. |
| while | I like to travel with many different pairs of shoes, **while** my dad only ever packs his sandals. |
| however | **However**, my mum always takes ten pairs of shoes away with her. |

## Non-Chronological Report

**Find out all that you can about Astronaut Chris Hadfield.**

Use some of these websites to help you learn a little more about him. Don't forget what we learn from the book about him as a child.

https://chrishadfield.ca/ - Chris Hadfield Official Website

https://kids.kiddle.co/Chris_Hadfield - Kids Encyclopaedia

https://kids.britannica.com/kids/article/Chris-Hadfield/631012 - Kids Britannica

Use this checklist as you go to check you are including all the key parts of a Non-Chronological report.

| | | | |
|---|---|---|---|
| | **Topic title** covers the whole subject. | | Non-chronological reports use **factual language.** |
| | Brief **introduction paragraph** gives who/what/where overview. | | **Present tense** verbs (unless it is a historical report, then it would be past tense). |
| | The information is organised into **paragraphs**. | | **Technical language** may be explained in a glossary. |
| | Each category has a **sub-heading**. | | **Third person** makes it impersonal. |
| | Some information may be in **fact boxes or bullet-point** lists. | | Non-chronological reports have a **formal tone.** |
| | **Extra details** support the main points. | | **General language,** not particular examples. |

## Poetry

When Chris was a little boy, he was afraid of the dark but loved to dream of adventures in space.

After watching the 1969 moon landing, he was no longer scared of the dark and instead became even more fascinated by Space and Space travel. When he grew up, he became an astronaut and travelled to the International Space Station.

Write a poem about what you would like to be when you grow up or what you might choose to do. Have a look at this poem as an example.

**When I Grow Up**

Someday soon when I grow up,
I'll have a job to do,
I'll write a book or be a cook,
Or work inside a zoo.

I might want to drive a bus,
Or teach children to read,
I'll load a train or fly a plane,
Or plant a little seed.

I might want to fight a fire,
Or be a doctor too,
I'll build a house or sew a blouse,
Or sail the ocean blue.

## Spellings

### 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**

## Reference skills

1. **L.1**

   Order alphabetically based on the first two letters

2. **L.2**

   Order alphabetically based on the first three letters

3. **L.3**

   Order alphabetically: challenge

4. **L.4**

   Use guide words

5. **L.5**

   Use dictionary entries

6. **L.6**

   Use dictionary definitions

7. **L.7**

   Use thesaurus entries

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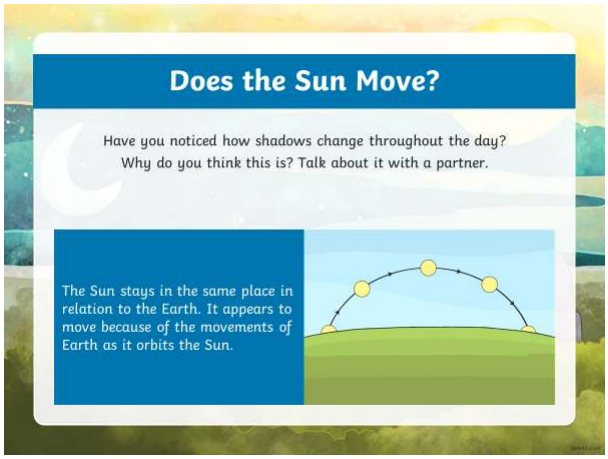
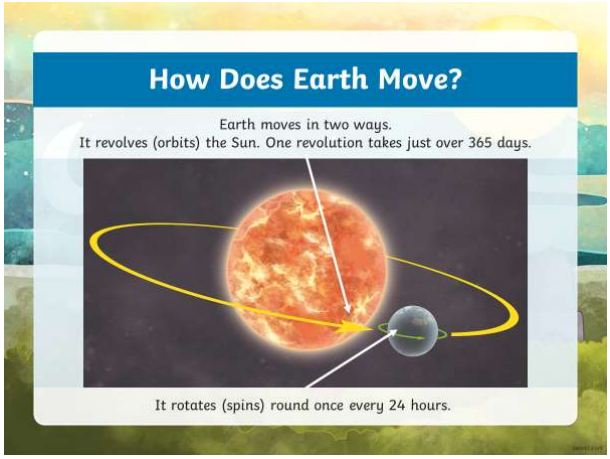
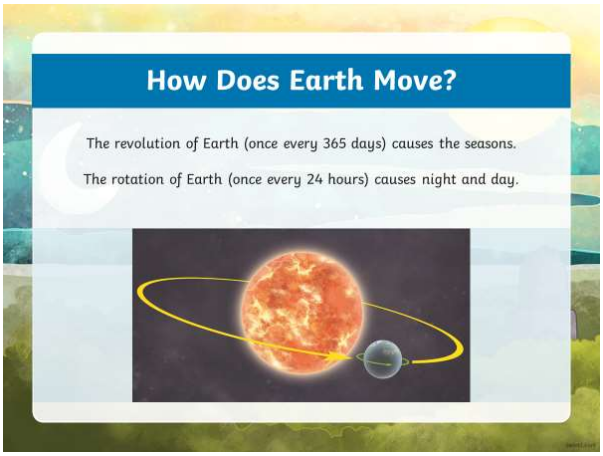
**Science**

Day and Night



# Earth, Sun and Moon

Complete the sentences below.

| | | | | |
|---|---|---|---|---|
| star | Earth | planet | sphere | Moon |
| 28 days | shape | Solar System | 365 days | Sun |

The Earth is a _____ and takes around _____ to travel round the _____.

The Sun is a _____ found at the centre of our _____.

The _____ takes _____ to travel round the Earth.

The _____, Sun and Moon are all roughly the _____ of a _____.

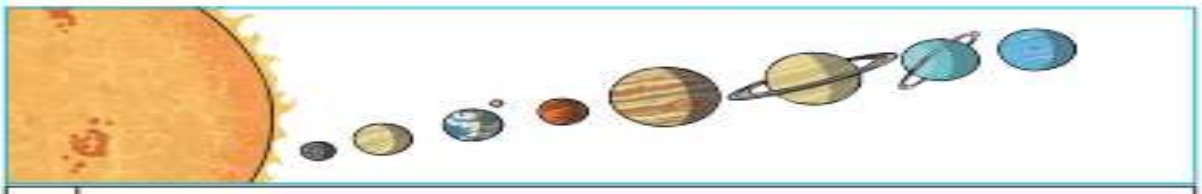
**Answer the following questions:**

How much bigger is the Sun than the moon? Tick one.

- ○ The sun is 4 times bigger than the Moon.
- ○ The sun is 40 times bigger than the Moon.
- ○ The sun is 400 times bigger than the Moon.

Which is biggest, the Earth, Sun or Moon? _____

How long does it take for the Earth to make one turn on its axis? _____



Extension

Explore this resource using amazing augmented reality! Simply scan this code with any device running iOS 12 or later. For further information, please visit our FAQ page at www.twinkl.co.uk/help/twinkl-apps.

**Computing**

**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 scratch jnr https://www.scratchjr.org/ for children between the ages of 5 and 7.**

**Art**

**Have a go at creating your own day and night artwork. You could do this with pencils, chalks, paints or even as a collage!**

## 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 to dance too. They can earn points and upgrade characters the more they do. https://app.gonoodle.com/
- https://www.youtube.com/user/DanceandBeatsLab has a wide selection of fun dance routines for younger children to enjoy.
- https://www.youtube.com/channel/UC0Vlhde7N5uGDIFXXWWEbFQ has a more challenging selection of videos for older children.
- https://www.youtube.com/user/CosmicKidsYoga 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. https://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