



The Avenue Primary School

Work from home - Year 6

Suggested activities to fill your daily timetable

Reading and Writing	Spellings
<p>As with last week, we would like you to do similar English learning at home, as Y6 will be doing in school. Therefore, there is a detailed sequence for you to follow at the end of this document.</p> <p>The SPaG that we will be using for the unit is also detailed in the SPaG section below, so you can complete some revision if you need to, before beginning the sequence.</p>	Spelling Shed and Purple Mash. Practice, practice, practice 😊
	Tables
	Please continue practising all times tables up to 12 x 12, along with related division facts
	Handwriting
	Please always use your best, joined handwriting when completing your writing.
Home Reading	SPaG
Please also continue to read 4x a week. Lots of you in Y6 enjoy reading Harry Potter. Did you know that JK Rowling is releasing a new book - The Ickabog - chapter by chapter, for free? Access it here https://www.theickabog.com/	<ul style="list-style-type: none">• Relative clauses/embedded clauses• Passive Voice• Formal writing and vocabulary• Speech
Art	Spanish
Zentangles – spend some time practicing zentangle patterns using the sheet provided at the end of this document. Think about which patterns create the most texture, or which colours create the most interesting designs Then, turn your initials into a brilliant zentangle pattern.	Carry on learning Spanish at The Oak National Academy, using the link below. https://www.thenational.academy/year-6/foundation/el-alfabeto-y-los-numeros-year-6-wk1-2
Transition	ICT
Start to work your way through the Transition Booklet that has been added to the Y6 Home Learning page. We will be working through this over the next half term in school.	Use Purple Mash to access a range of activities at your leisure.
PE	
Follow along with any of Les Mills' classes https://www.youtube.com/watch?v=9WgkiB-GQMI	

Always remember to ask for adult supervision when using the internet

Maths Suggested activities

Maths

Visit the White Rose website using this link:

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

We are still working on percentages. Remember a percentage is a fraction out of 100. It is important that you know the equivalences between fractions, decimals and percentages. Sometimes it may be easier to find a fraction then convert it into a percentage.

Find these percentages.

Each school holds a vote to see how many children want to wear a uniform.

A) Write how many children vote yes.

- 1) 140 children 20% voted yes
- 2) 280 children 30% voted yes
- 3) 190 children 40% voted yes
- 4) 250 children 50% voted yes
- 5) 180 children 30% voted yes
- 6) 340 children 20% voted yes

B) At the cinema, some of the people watching the film are children.

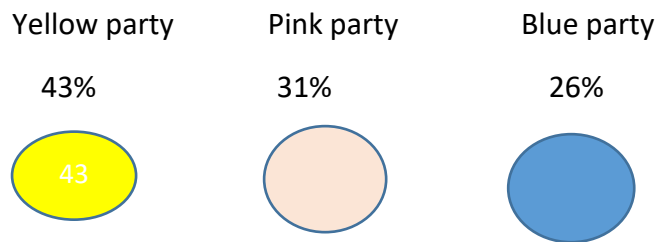
Work out how many children are at each film.

- 1) 160 people 50% children
- 2) 300 people 40% children
- 3) 180 people 20% children
- 4) 440 people 40% children
- 5) 240 people 20% children
- 6) 200 people 75% children

C) A clothes shop is having a sale. Work out the saving and new cost of each item.

- 1) Pair of shorts costing £ 30 with a 30% saving
- 2) Pair of trainers costing £60 with a 20% saving.
- 3) A cap costing £20 with a 40% saving.
- 4) A jumper costing £40 with a 25% saving.
- 5) A pair of jeans costing £ 80 with a 75% saving.
- 6) A shirt costing £50 with a 60% saving.
- 7) A skirt costing £ 70 with a 25% saving.

Here are the results for the Wetchurch –on- Sea election. 15,000 people voted, how many votes did each party receive? Remember finding 10% will help you find 5% and 1%.



Write each percentage as a fraction in its simplest form.

D)

- | | |
|--------|--------|
| 1) 40% | 2) 30% |
| 3) 20% | 4) 5% |
| 5) 80% | 6) 75% |
| 7) 2% | 8) 35% |
| 9) 45% | 10) 7% |

Can you use the < > or = symbols to compare each pair

E)

- | | | | |
|-----------|--------|---------|--------|
| 1) 0.71 | 17/100 | 2) 75% | 0.68 |
| 3) 0.36 | 36/100 | 4) 85% | 0.85 |
| 5) 27/100 | 30% | 6) 31% | 0.13 |
| 7) 8% | 0.8 | 8) 0.43 | 44/100 |

Write each set in order smallest to largest

E)

- | | | |
|-----------|--------|------|
| 1) 0.27 | 35/100 | 50% |
| 2) 0.75 | 70/100 | 71% |
| 3) 43/100 | 0.33 | 34% |
| 4) 0.18 | 81/100 | 8% |
| 5) 99/100 | 91% | 0.9 |
| 6) 2% | 2/10 | 0.21 |
| 7) 3/10 | 25% | 0.2 |

Work out these word problems

Fifty five year olds were asked if they believed in Father Christmas.

$\frac{3}{5}$ said yes.

30% said no.

How many were *don't know*s?

David has £ 160. He spends $\frac{3}{8}$ of the money in one shop and 30% of it in another.

How much has he spent?

- You can still work your way through the Y6 Maths Revision Workbooks. Although KS2 SATs have been cancelled, these are still relevant.
- You can still work your way through the Y6 Maths Homework Workbooks.
- Please refer to the website list we sent out within your revision pack to find relevant Maths websites and games.
- Maths Shed can be accessed through your Spelling Shed login.
- Go to www.twinkl.co.uk/offer to access free home learning packs.

The 3 Little Pigs Week 2	
Learning and tasks	
1	<p><u>Features of Police Reports</u></p> <p>Today, you are going to focus on understanding the purpose and features of a police report.</p> <ol style="list-style-type: none"> 1) Read the Model Text that was written by one of last year's Y6s (find it at the end of this document). 2) Just like we do in school, circle any unfamiliar language or anything you do not understand. 3) Discuss anything you have circled with an adult. 4) Go through the text and use the Feature Spotting Sheet key to record the features that you can spot. 5) The purpose of a police report is to inform – to give reliable, factual information about what happened and what was found at the scene of the crime. How do the features you spotted help achieve this purpose? 6) Use some of the features to create your own success criteria on the Success Criteria Sheet – just like we always do in school
2	<p><u>Exploring the Crime Scene</u></p> <p>https://www.youtube.com/watch?v=vDGrfhIH1P4</p> <ol style="list-style-type: none"> 1) Follow the link above to watch a new film clip about the 3 Pigs. Watch as many times as you need, to ensure you understand what is happening using the below questions to help you. <i>What did the clip show? What time is it? What day? Where was the action taking place? What was happening? Which characters were there? Where were the other pigs? The pig is at the table: what is he doing? Which pig is it? Why have they been arrested? Where is the wolf? Did the pig expect the police to break in?</i> 2) If you were a policeman entering the house, what evidence would you have spotted? Go through the first part of the clip again to see what you can spot (for example – broken glass). 3) Thinking about your knowledge of the characters and what has happened, what other evidence could there have been that was not shown on the video? You can use your imagination for this. Maybe you could even incorporate other fairy tale characters. Perhaps there was wolf's fur? Alternatively, a recipe book on 'How to Cook a Wolf' – come up with as many ideas as you can. 4) Select 3+ pieces of evidence you would like to use in your final report and create some passive sentences about them. Be as precise and detailed as you can. For example, <i>In the kitchen, a pool of wolf's blood (approximately 3 litres) was discovered beside the oven.</i> You may need/like to revise passive voice first, or using the Passive Voice Help Sheet.
3	<p><u>Developing Witnesses</u></p> <p>A witness is someone who saw something happen. They might not have seen the whole thing. They also might have an opinion on the events which means that what they say is not entirely factual.</p> <ol style="list-style-type: none"> 1) Who might have witnessed what happened in the pig's house in the clip? Perhaps it was a neighbour, a friend, another fairy tale character, a window cleaner, or someone else – you decide! 2) Design your character – draw a picture of them and make notes around it to show their name, age, occupation, what they saw and how they saw what happened/why they were there. Also think about whose side they are on – do they support the pigs or the wolf? 3) Create two speech sentences - quotes from your witness, explaining what they saw. Think about how their opinion may affect what they might say, 4) Make sure that your quotes are punctuated correctly. 5) Can you show the witness's character through their speech – for example, are they polite, or are they quite rude? Will they be well-spoken and speak quite formally, or will they be more informal and use slang/idioms etc? A Speech Sentence Help Sheet has been provided at the end of this document. 6) Extra Challenge: Create another witness and make them different in the way they speak – for example, if your first witness is very posh and polite, make the second witness more informal or rude.
4	<p><u>Crime Timeline/Plan</u></p> <ol style="list-style-type: none"> 1) If you need to, watch the clip again to refresh your memory about what happened. 2) Imagine that you are a police officer who was sent to the scene of the crime. Create a timeline of events from the point of when the crime was reported to leaving the scene. For example, it may begin something like this: 14:22 – 999 call from Jack Bean (he heard screams when he was out climbing his beanstalk) 14:40 - officers arrived at the scene and surrounded the property 14:50 – officers entered the property using force. It would then continue to list the evidence that was discovered, the witnesses making comments and leaving the scene. <i>This timeline will give you a basic structure that will help you to create your report next week.</i> 3) Think about present day – what is the situation now? How has it changed/progressed? Has it been resolved? Add your ideas to the end of the timeline.

Session 1 Model Text



Case Number: 7695432012365987532

Date: 26.02.2016

Reporting Officer: P.C James

Rank: Constable

I was dispatched to the scene on Monday 25th February 2016 at 11.30 in response to a 999 call from local woodcutter, Mr James Huntsman (age 32), reporting a suspected burglary at the property: 74 Sorcery Road, Toadstool Town TT5 79J.

Upon arrival, I was informed by Mr. Huntsman that at approximately 10:45am - whilst performing his duties in the woods nearby - he had heard 5 short, sharp screams coming from the direction of the property. Concerned, he had run to the window where, he reported, the faint shadow of a wolf could be seen. According to Mr Huntsman's statement, the wolf had not come out; thus, was thought to still be inside.

Consequently, a search of the property was carried out - during which, a male big-bad wolf (later identified as Walter Williams, aged 27) was discovered in the master bedroom, which is located at the top of the stairs, cowering behind a two-door wardrobe. He was wearing a blood-stained, floral silk dress that was ripped five times at the hem. Additionally, his front left incisor appeared to have been removed. No further items were found on, or about, his person. Because he was shaking and unable to speak, the suspect was believed to be in shock; therefore, medical assistance was provided immediately.

Upon further investigation, Ethel Redhood (age 72) - who is the owner of the property - was found locked in a cupboard under the stairs. The door handle had been removed; however, could not be located. Although visibly shaken, the woman was physically unharmed. She confirmed the incident, saying: 'Goodness me! That riff raff barged his way in and locked me up! A respectable lady should not have to tolerate this! If I were you, I should arrest him at once!'

The suspect was arrested and detained for questioning; however, he was later released without charge when Mrs Redhood decided to withdraw her witness statement.

Signed:

Date:

Signed Line Manager:

Rank:

Date:

Session 1 Feature Spotting Sheet

To know the features of a police report


Feature	Example
Relative clauses	
Formal vocabulary	
Police/crime vocabulary	
Passive Voice	
Cohesive devices (glue) – Openers Conjunctive adverbs Synonyms/synonymous phrases	
Showing what a character is like through their speech	
Year 6 punctuation	
Precise information	
Did you notice anything else?	

Session 2 Passive Voice Help Sheet

ACTIVE VOICE and PASSIVE VOICE

The **active voice** of a verb tells us that someone (or something) does the action in a sentence.


James watered the flowers.



The **passive voice** of a verb tells us that someone (or something) has an action done to them.


The flowers were watered by James.

Sarah finished the homework.




The homework was finished by Sarah.

The puppy chewed the shoe.



The shoe was chewed by the puppy.



Can you change this sentence so the verb is in the **passive voice**?

The horse ate the carrot.

Can you change this sentence so the verb is in the **active voice**?

The book was written by Sam.

Session 3 Speech Sentence Help Sheet

Speech Punctuation Checklist!

Have you...

- ✓ Used a **capital letter at the beginning** of the sentence?
"Hi Mum!" said Luke.
- ✓ Put **inverted commas** around the spoken words?
"I love this song!" exclaimed Mariam.
- ✓ Told the reader **which person is speaking?**
"Let's go to the shop!" suggested Dad.
- ✓ Used a **synonym for said?**
"Can we bring our pets?" queried Tim.
- ✓ Put **punctuation BEFORE the closing speech marks?**
"Who's still making a noise?" asked the teacher.
- ✓ Used the '**New Speaker, New Line**' Rule?
"It's such a lovely day," said Mum, "Shall we go for a swim in the sea?"
"That sounds like a great idea!" agreed Dad.

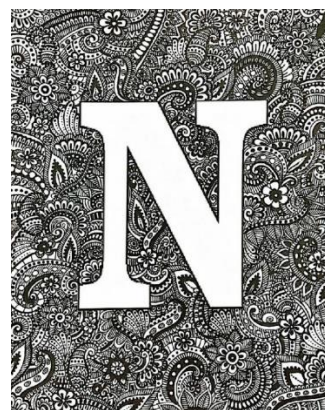
Zentangles

Watch the clip to get you started

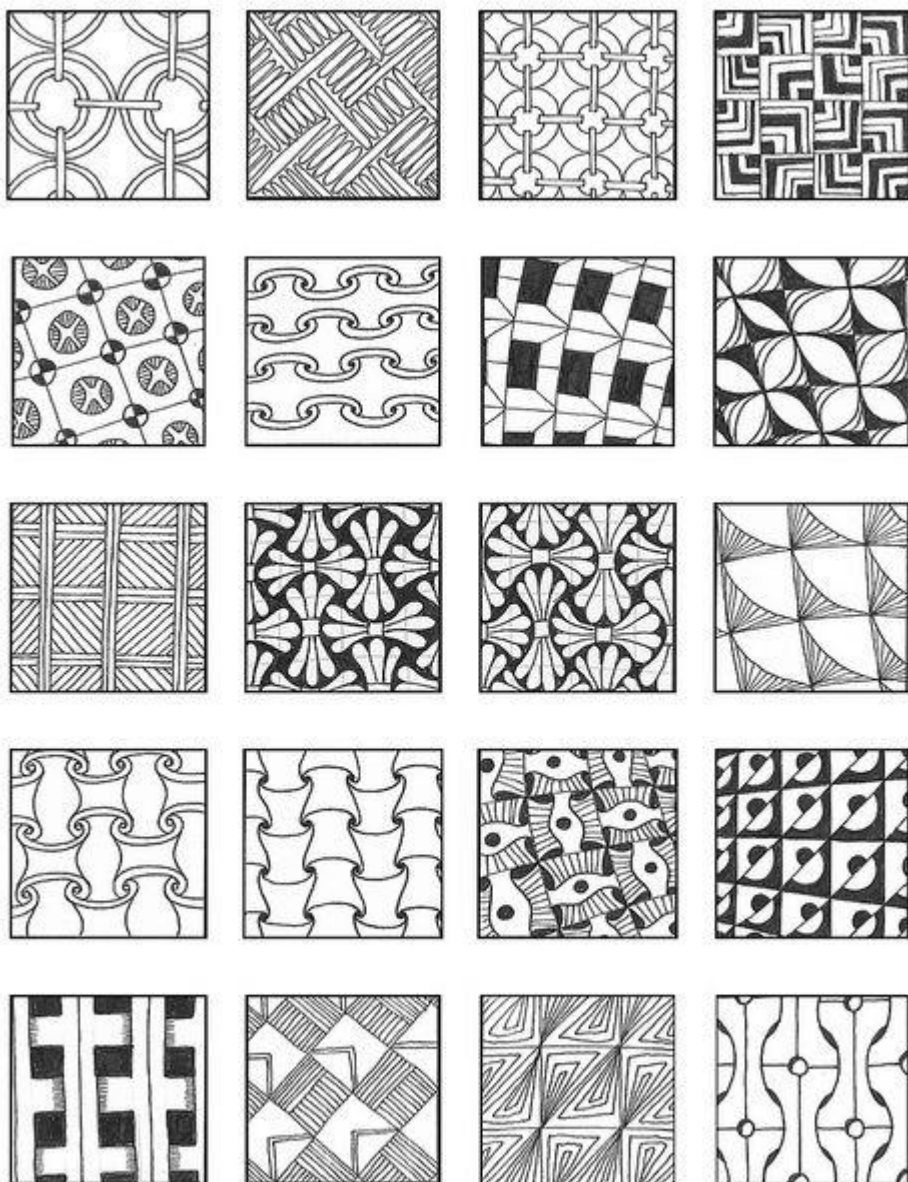
<https://www.youtube.com/watch?v=WyBeN9RCh7k>

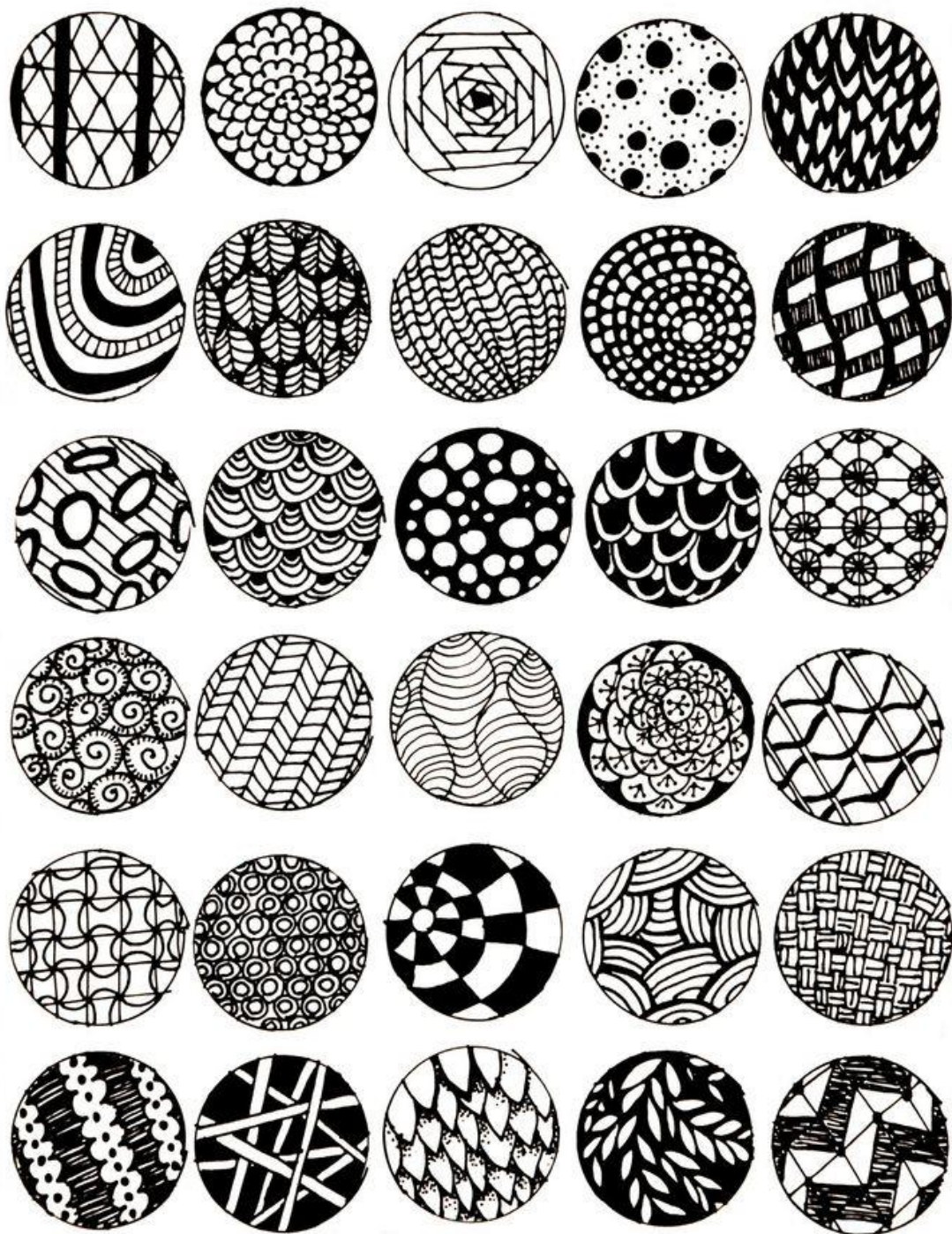
Practice creating different patterns using the ideas at the end of the sheet. There are also lots more pictures and videos on the internet – google 'zentangles'.

Once you are happy with your practices, have a go at creating letters using your initials. Here are some examples to show you what I mean:



You could also create some in colour – they do not always have to be black and white.





Zentangle Pattern Ideas

CRAFT
whack