# The Avenue Primary School 

## Work from home - Year 6

## Suggested activities to fill your daily timetable

| Reading and Writing | Spellings |
| :---: | :---: |
| The format of this week's reading and writing tasks are different because we would like you to do similar English learning at home as Y 6 will be doing in school. Therefore, there is a detailed sequence for you to follow at the end of this document. <br> 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. | Spelling Shed and Purple Mash. Practice, practice, practice |
|  | Tables |
|  | Please continue practising all times tables up to $12 \times 12$, 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/ | - Relative clauses/embedded clauses <br> - Passive Voice <br> - Formal writing and vocabulary <br> - Speech |
| Art / Creative | Spanish |
| Look at the website; follow along to create your own doodle. https://www.laurenceking.com/blog/2018/07/27/doodle-along-with-jon-burgerman/ | 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.yout | ube.com/watch?v=9WgkiB-GQMI |

Always remember to ask for adult supervision when using the interne

## Maths Suggested activities

## Maths

Visit the White Rose website using this link:
https://whiterosemaths.com/homelearning/year-6/
A percentage is a fraction out of 100 .
We use this symbol to express percentages \%
Knowing these fractions and their equivalent percentages is important.
$1 / 2=50 \% \quad 1 / 4=25 \% \quad 1 / 5=20 \% \quad 1 / 10=10 \% \quad 3 / 4=75 \%$

Find these \% of amounts
A Find $10 \%$

1) 30
2) 80
3) 50
4) 150
5) 420
6) 40 p
7) $£ 4.60$
8) $£ 12.00$
9) 1.9 kg
10) 3 metres
11) There are 250 trees in a wood. $10 \%$ are oak trees. How many oak trees are there in the wood?
12) A fridge costs $£ 780.00$. In a sale there is $10 \%$ off .What is the new price?

## Finding 10\% can help with finding 20\% and 5\%

For each of these amounts find a) 10\%
b) $20 \%$
c) $5 \%$
B)

1) $£ 2.00$
2) 500 ml
3) 3 kg
4) 15 m

Finding $10 \%$ helps you to find multiples of ten such as $30 \%$ or $40 \%$ Find:
5) $20 \%$ of 300
6) $70 \%$ of 250
7) $30 \%$ of 600
8) $60 \%$ of 25
9) $5 \%$ of 500 g
10) $5 \%$ of 2 kg
11) $5 \%$ of 380 ml
12) $5 \%$ of 8 litres
13) Toyah makes 5 litres of soup. $70 \%$ is used. How much is left?
14) A tracksuit costs $£ 65$. The price goes up by $5 \%$. What is the new price? We can find $1 \%$ by dividing by 100 or by finding $10 \%$ then dividing by 10 again.

We can find $4 \%$ by finding $1 \%$ and multiplying by 4.C) Find:

1) $1 \%$ OF $£ 240$
2) $4 \%$ of $£ 8.00$
3) $25 \%$ of 34 cm
4) $15 \%$ of 2 m
5) $11 \%$ of 500 g
6) $15 \%$ of 4 kg
7) $99 \%$ of ten litres
8) $95 \%$ of 600 ml
D)
9) A new car costs $£ 14,000$. The car dealer decides to reduce the price by $12 \%$.

How much is the new price?
2) The population of Wixham -on- Sea was 18,000 in 2015 . Since then it has increased by 11\%.

How many people live there now?
3) A season ticket to watch the Rovers was $£ 400$ last year. Since gaining promotion next year's prices have increased by $16 \%$. How much is a season ticket for next year?

1) Tim's bill for a meal at a restaurant is $£ 55.00$. He leaves $15 \%$ as a tip. What is his change from $£ 100$ ?

- 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.


## Learning and tasks

## 1 Orientation

For this unit, we will be looking at the folktale The Three Little Pigs.

1) Watch the clip and make sure you understand the story: https://www.youtube.com/watch?v=4F8vWWcTPnE
2) Complete the Orientation Sheet - this is information that can be retrieved from the clip easily. Quick notes will be fine so this should not take long. (Who are the characters? What is happening? Where? When? How?)
3) Look at the Key Vocabulary Sheet. Use a dictionary or thesaurus to find the definition and 2 synonyms for each word. (There are online dictionaries/thesauri if you don't have them at home, or you could ask an adult)
4) Watch the clip again and think about how the words relate to the story or characters. Out loud, say some sentences that explain your thinking. For example: The wolf was determined to murder the three little pigs.
5) Retell the story of The Three Little Pigs in no more than 15 sentences, making sure to include the key facts and the key vocabulary in your writing. You could add some Alan Peat sentences if you wanted to ©
6) Optional extra challenge:

Give me 5 - What happened 5 minutes before / 5 minutes after / 5 days after?
7) Ask an adult to review your work with you.

2 Queries and Theories
In session 1, we found out what happened, as well as where, when and how it happened. We also found out who was there. However, we still do not know for sure why it happened, or what led up to that event. There are lots of questions we could ask to help us understand more about the characters and their relationship.

1) As it might be a little tricky for you to come up with lots of questions at home on your own, I have included a Queries Sheet.
2) From the Queries Sheet, select at least three of the questions to answer.
3) Use your inference skills, along with your knowledge of fairy tales and other stories, to answer the questions.
4) Make sure you give evidence for your answers. It will help you to go back through the clip to spot evidence think about facial expressions and things that the characters say or do. Remember there are often no wrong answers so long as you can justify your ideas!
5) Ask an adult to review your work with you.

3 Character viewpoints
Do characters always share the same view of things? Is there more than one side to every story? Are things always as they seem? Today, we will consider the different views of the different characters in more detail.

1) Watch the clip again from session 1
2) Discuss the questions on the Session $\mathbf{3}$ Question Sheet with an adult
3) Watch the Revolting Rhymes version of the story here: https://www.youtube.com/watch?v=F5DS2DnsJ04
4) Watch the video of 'The True Story' here https://www.youtube.com/watch?v=vB07RfntTvw
5) Think about and discuss how the versions differ and why that might be
6) Come up with your own ideas about what the truth may be and what the different characters' views are - e.g. perhaps they were friends once, but something happened; maybe there is a long-running family feud?
7) Complete the Session 3 Viewpoint sheet.
8) Discuss your answers with an adult

## Session 1 Key Vocabulary Sheet

| Word | Definition and synonyms |
| :--- | :--- |
| relentless |  |
| reckless |  |
| determined |  |
| apathetic |  |
| pompous |  |
| feud |  |
| idle |  |
| futile |  |

## Session 1 Key Orientation Sheet

| Who? |  |
| :--- | :--- |
| What? |  |
| Where? |  |
| When? |  |
| How? |  |

## Session 2 Queries Sheet

What sort of character is the wolf?
What sort of personality do each of the three pigs have?
Are the pigs similar or different to each other?
Why do all three of the pigs have different kinds of houses?
What relationship do the pigs have with each other?
How do the pigs know the wolf?
What evidence is there that the wolf has tried this before and failed?
Have they always disliked each other?
Do the pigs respect the wolf?
Why does pig 1 laugh at the wolf?
Why is the wolf blowing down their houses?
Has this happened before?
What other things have happened in the past?
What has caused all this to happen?
Who is most powerful of the characters?
What is the moral of the story?
Do you believe that the wolf is harmful/dangerous?

## Session 3 Question Sheet

Is there more than one side to this story?
Why might that be?
Could there be another version, or more to the story than what we have already seen?
What is the children's opinion of events?
Do the children believe is right/wrong and why?


Sheet 5

