

**Year 6- Learning at Home Activity Sheet**

<b>Week beginning 29<sup>nd</sup> June 2020</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>PE</b> 9.00am – 9.30am Joe Wicks live workout: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p>	<p><b>PE</b> Press-ups ★ Lie Flat on front with feet in the air ★ Place hands on mat shoulder width apart ★ Keep looking at the mat, body in straight line ★ Push body away from mat and lower to ground ★ Repeat How many can you do in 30 seconds?</p>	<p><b>PE</b> 9.00am – 9.30am Joe Wicks live workout: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p>	<p><b>PE</b> Press-ups ★ Lie Flat on front with feet in the air ★ Place hands on mat shoulder width apart ★ Keep looking at the mat, body in straight line ★ Push body away from mat and lower to ground ★ Repeat How many can you do in 40 seconds?</p>	<p><b>PE</b> 9.00am – 9.30am Joe Wicks live workout: <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p>
<p><b>Maths</b> Times table Rock stars  <b>Co-ordinates and shape: Recognising 3-d shapes (lesson 6)</b>  <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-3-d-shapes">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-3-d-shapes</a></p>	<p><b>Maths</b>  <b>Co-ordinates and shape: To recognise nets of 3-d shapes (lesson 7)</b>  <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3-d-shapes">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3-d-shapes</a></p>	<p><b>Maths</b> Times table Rock stars  <b>Co-ordinates and shape: To solve problems involving 3-d shapes (lesson 8)</b>  <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-solve-problems-involving-3-d-shapes">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-solve-problems-involving-3-d-shapes</a></p>	<p><b>Maths</b>  <b>Co-ordinates and shape: Naming parts of a circle (lesson 9)</b>  <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-illustrate-and-name-parts-of-a-circle#">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-illustrate-and-name-parts-of-a-circle#</a></p>	<p><b>Maths</b> Times table Rock stars  <b>Co-ordinates and shape: Problems involving circles</b>  <a href="https://classroom.thenational.academy/subjects-by-year/year-6/subjects/maths">https://classroom.thenational.academy/subjects-by-year/year-6/subjects/maths</a></p>
<p><b>English</b> Reading - 30 mins Robinson Crusoe – Chapter 6  <a href="https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15">https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15</a>  Reading comprehension – Fact retrieval (lesson 1)  <a href="https://classroom.thenational.academy/lessons/newspaper-reading-comprehension-fact-retrieval">https://classroom.thenational.academy/lessons/newspaper-reading-comprehension-fact-retrieval</a></p>	<p><b>English</b> Reading - 30 mins Robinson Crusoe – Chapter 7  <a href="https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15">https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15</a>  Reading comprehension – Fact retrieval (lesson 2)  <a href="https://classroom.thenational.academy/lessons/newspaper-reading-comprehension-fact-retrieval-bc1b81">https://classroom.thenational.academy/lessons/newspaper-reading-comprehension-fact-retrieval-bc1b81</a></p>	<p><b>English</b> Reading - 30 mins Robinson Crusoe – Chapter 8  <a href="https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15">https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15</a>  Identifying features of a text  <a href="https://classroom.thenational.academy/lessons/newspaper-identifying-features-of-a-text">https://classroom.thenational.academy/lessons/newspaper-identifying-features-of-a-text</a></p>	<p><b>English</b> Reading - 30 mins Robinson Crusoe – Chapter 9  <a href="https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15">https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15</a>  Using direct speech to write quotes <a href="https://classroom.thenational.academy/lessons/newspaper-using-direct-speech-to-write-quotes">https://classroom.thenational.academy/lessons/newspaper-using-direct-speech-to-write-quotes</a></p>	<p><b>English</b> Reading - 30 mins Robinson Crusoe – Chapter 10  <a href="https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15">https://stories.audible.com/pdp/B002UZLIN6?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-15</a>  Writing a newspaper report  <a href="https://classroom.thenational.academy/lessons/newspaper-writing-a-newspaper-report">https://classroom.thenational.academy/lessons/newspaper-writing-a-newspaper-report</a></p>

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<p><b>PSHE</b>  <b>Do you want to be a hero?</b>  <a href="https://classroom.thenational.academy/lessons/do-you-want-to-be-a-hero-0ccf91">https://classroom.thenational.academy/lessons/do-you-want-to-be-a-hero-0ccf91</a></p>	<p><b>Music</b>  <b>Identify pulse and rhythm in music</b>  <a href="https://classroom.thenational.academy/lessons/to-identify-pulse-and-rhythm-in-music-d2b328">https://classroom.thenational.academy/lessons/to-identify-pulse-and-rhythm-in-music-d2b328</a></p>	<p><b>Music</b>  <b>Exploring emotions in music</b>  <a href="https://classroom.thenational.academy/lessons/exploring-emotions-in-music-7353de">https://classroom.thenational.academy/lessons/exploring-emotions-in-music-7353de</a></p>	<p><b>French</b>  <a href="https://classroom.thenational.academy/lessons/understanding-a-conversation-in-a-cafe">https://classroom.thenational.academy/lessons/understanding-a-conversation-in-a-cafe</a></p>	<p><b>French</b>  <a href="https://classroom.thenational.academy/lessons/taking-part-in-a-conversation-in-a-cafe">https://classroom.thenational.academy/lessons/taking-part-in-a-conversation-in-a-cafe</a></p>
<p><b>Science</b>  <b>The importance of diet</b>          Scientists are continually finding out about what we need to eat. Many years ago in France, children from poorer families were dying much younger than those from wealthier families. Can you decide why this is? What information would you need? Explain that wealthy families could afford bread and butter and milk, but poorer families only had potatoes and gravy from the little bit of meat they had. The potatoes did contain some vitamin C, just as the sailors needed, but the bread and butter didn't. What did the milk contain that the wealthy children did benefit from? (Calcium for teeth and bones.) What combination of foods would you suggest to ensure children had adequate vitamin C in their diets? What is vitamin C for?  <b>Task:</b> Research what vitamin C is</p>	<p><b>Science</b>          In Britain in the early 20th century the diet of many people was very bad, especially among the poor. Foods that we consider normal today such as milk and fresh fruit were not commonly eaten. As a result, many people, especially children, suffered from malnutrition. They didn't grow enough, were underweight and had weak bones.          In the 1930s a scientist called John Boyd Orr led an experiment to look at how he could help these children.  <b>Task:</b> Research John Boyd Orr and his findings. Write a newspaper article explaining his findings.</p>	<p><b>Science</b>          John Boyd Orr measured how children's height and weight had changed over the years. Look at the data showing his findings.          1. Plot these results as a line graph.          2. Which group grew taller the most each year?          3. Which group increased in weight the most each year?          4. On which age group did you see the biggest effect on height?          5. Were there any results that didn't match the pattern?          6. Why was one group not given food and milk?</p>	<p><b>Science</b>          John Boyd Orr wanted the government to give all schoolchildren a bottle of milk every day at school because he believed it would help them to be healthier. Imagine you are John Boyd Orr in the 1930s. Write a letter to Neville Chamberlain, the Prime Minister. Describe what you want to do. Explain using evidence from the experiment why you think this is a good idea.</p>	<p><b>Science</b>          Complete science assessment on Animals including humans.</p>

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for and what foods it is found in.  
Write a detailed paragraph/  
paragraphs on this.

### **Watch Newsround daily**

[https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround)

Espresso

<https://www.discoveryeducation.co.uk/>

Login: student23136

Password: ourlady321

My USO

Try out different activities on My USO

<https://my.uso.im/>

<https://www.letterjoin.co.uk/log-in.html>

Desktop Username – vt6459

Password – home