



Chesswood Junior School – Daily Learning – Year 6 – 22.01.2021



| Subject | Activity | Resources/Links | House Points | Tick ✓ |
|---------|--|--|--------------|-----------|
| Maths | Written methods: Reason answers and self-mark after completion. (10 mins) Tutorial videos if needed: https://www.chesswood.w-sussex.sch.uk/page/?title=Written+Division&pid=340 | 18.01.21 – Written methods PDF Calculation progression: https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=3586&type=pdf | 15 | |
| | Task: Lesson 5: Order FDP (Fractions, Decimals and Percentages) (30 mins) <i>Please find the PowerPoint, video, activity booklet + answers and a greater depth (GDS) extension on the Year 6 Daily Learning page, resources can be found by scrolling down past the daily learning page image!</i> Watch the interactive PowerPoint and/or video guidance to support you as you work through the lesson using the activity booklet . Please note, page one is fluency so if you find it too easy, only complete page two of the activity booklet and then have a go at the 'Maths GDS Extension' questions. Once you have completed the questions in the activity booklet, use the answers booklet to self-mark . <i>Try to reason every question.</i> Arithmetic test (just one per week): Hard level this week – 10 minutes, do your best! Remember to use your written methods to help you get an accurate answer and check using the inverse where you can. Check your answers and give yourself a score /13. | Video: https://vimeo.com/497582311 PowerPoint: https://chesswood-my.sharepoint.com/:p/g/personal/mhills_chesswood_w-sussex_sch_uk/EYVqRTOVppNDtB2OHH1RQ3EB4cXAQFexEWwA-4XCNUrJA?e=Ltdl2Q 22.01.21 – Maths Activity PDF 22.01.21 – Maths Answers PDF 18.01.21 – Maths GDS Extension – one page per day + answers. Maths support at home: https://www.chesswood.w-sussex.sch.uk/page/?title=Maths+Support+at+Home&pid=335 Useful websites and links: https://www.chesswood.w-sussex.sch.uk/page/?title=Maths&pid=100 18.01.21 – Arithmetic test Hard PDF (From Monday, just one per week) | 20 | |
| | Turbo Maths: BBC Bitesize – Comparing fractions, decimals, and percentages. (10 mins) | https://www.bbc.co.uk/bitesize/articles/zrkw2fr | 10 | |
| Reading | Reading for pleasure: Read your reading book for 30-45 minutes . Take the AR quiz when finished – remember to look back in the book to help you! | http://ar.chesswood.org.uk | 20 | |
| | Guided Reading Task: (20 mins) <ul style="list-style-type: none"> Complete the Guided Reading Task comparing Lucy from The Lion, the Watch and the Wardrobe to Lil from Secrets of the Sun King. Watch Mrs Johnson's video to help! And look at the modelled example on the lesson document. Send us your fantastic work so we can see the similarities and differences you discovered. Reading Comprehension: Complete the Reading Comprehension and self-mark using the answers provided. (20 mins) | Guided Reading Task PDF Guided Reading Task video: https://youtu.be/fMO_hudeiuk Reading Comprehension PDF Reading Activity Grid PDF | 20 | |



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| | <p>Extension: Look at the reading activity grid and choose an activity that interests you.</p> <p>Class Novel: (30 mins) Rumblestar by Abi Elphinstone: Chapter 9</p> <ul style="list-style-type: none">• Watch the Chapter Nine video of Mrs R-W reading• Complete the questions from the accompanying sheet. | <p>Rumblestar Chapter 9 video https://youtu.be/8WAuck2He9E</p> <p>Chapter 9 questions PDF</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|---|---|-------------|------|-----------|------|-------------|------|----------|--|----------------------|---------|------|----------|------|-----------|------|-------------|------|---------|------|-----------|------|-----------|------|------------|------|---------|------|-------------|------|--|--|--|--|-----------------|-------|------|--------|------|---------|------|----------|------|-------|------|---------|------|---------|------|----------|------|--------|------|-------|------|--|--|--|--|--|----|
| Writing | <p>NEW TO YEAR 6: POEM OF THE DAY!</p> <ul style="list-style-type: none">• Watch and listen to the Poem of the Day with Mrs Johnson! | <p>Poem of the Day video: https://youtu.be/UWx6xgWxO10</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Task:</p> <ul style="list-style-type: none">• Watch the video: Pigeon Impossible again if you want to refresh your memory – or you enjoyed it!• Complete the Nasty Writing task first.• Your mission for these 2 days is to plan and write a narrative (story)!• Imagine you are creating an audiobook to go with the Pigeon Impossible video! You need to make your story as exciting as the video so that children keep listening!!• Today, use your plan to write your story!• You need to write 3 paragraphs.• Watch Mrs Johnson’s Writing Intro video to help.• Use the Narrative Checklist to help. <p>Grammar and Punctuation – Nasty Writing: Complete the Nasty Writing task on parenthesis. (10 mins)</p> | <p>Pigeon Impossible video: https://www.literacyshed.com/pigeon-impossible.html</p> <p>Mrs Johnson’s Writing Intro video: https://youtu.be/nRtdlbc_5AI</p> <p>Narrative Checklist PDF</p> <p>Additional writing support resources: https://www.chesswood.w-sussex.sch.uk/page/?title=Writing&pid=59</p> <p>Nasty writing PDF</p> | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Turbo GPS: Watch the BBC Bitesize video parenthesis. Then, have a go at Activities 1 and 2 to practise! (10mins)</p> | <p>BBC Bitesize video: https://www.bbc.co.uk/bitesize/articles/zcnbn9q</p> | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Spelling: (15 mins) Use a spelling strategy you have learnt in class to practice the spellings from your homework sheet/below. <i>New spelling words coming Mon 25th</i></p> <table><tr><th></th><th colspan="2">Bronze</th><th colspan="2">Silver</th><th colspan="2">Gold</th><th colspan="2">Platinum</th></tr><tr><td rowspan="3">Statutory Words List</td><td>achieve</td><td>Tick</td><td>persuade</td><td>Tick</td><td>accompany</td><td>Tick</td><td>accommodate</td><td>Tick</td></tr><tr><td>ancient</td><td>Tick</td><td>vegetable</td><td>Tick</td><td>sincerely</td><td>Tick</td><td>aggressive</td><td>Tick</td></tr><tr><td>average</td><td>Tick</td><td>opportunity</td><td>Tick</td><td></td><td></td><td></td><td></td></tr><tr><td rowspan="3">Class Spellings</td><td>cough</td><td>Tick</td><td>enough</td><td>Tick</td><td>thought</td><td>Tick</td><td>although</td><td>Tick</td></tr><tr><td>dough</td><td>Tick</td><td>brought</td><td>Tick</td><td>borough</td><td>Tick</td><td>thorough</td><td>Tick</td></tr><tr><td>plough</td><td>Tick</td><td>bough</td><td>Tick</td><td></td><td></td><td></td><td></td></tr></table> | | Bronze | | Silver | | Gold | | Platinum | | Statutory Words List | achieve | Tick | persuade | Tick | accompany | Tick | accommodate | Tick | ancient | Tick | vegetable | Tick | sincerely | Tick | aggressive | Tick | average | Tick | opportunity | Tick | | | | | Class Spellings | cough | Tick | enough | Tick | thought | Tick | although | Tick | dough | Tick | brought | Tick | borough | Tick | thorough | Tick | plough | Tick | bough | Tick | | | | | <p>Additional spelling support resources: https://www.chesswood.w-sussex.sch.uk/page/?title=Spelling+Practice+Years+5+and+6&pid=65</p> | 15 |
| | Bronze | | Silver | | Gold | | Platinum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statutory Words List | achieve | Tick | persuade | Tick | accompany | Tick | accommodate | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ancient | Tick | vegetable | Tick | sincerely | Tick | aggressive | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | average | Tick | opportunity | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class Spellings | cough | Tick | enough | Tick | thought | Tick | although | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | dough | Tick | brought | Tick | borough | Tick | thorough | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | plough | Tick | bough | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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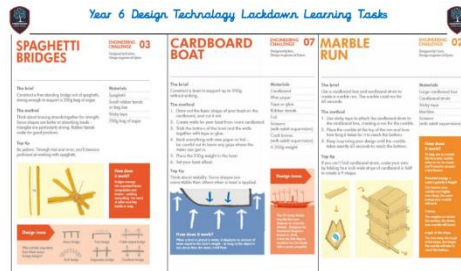


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| | Ask a member of your family to test you – keep practicing any you get wrong until you are confident that you know them all. Get re-tested when possible. | | | |
| Science | <p>WALT: Understand the levels of classification</p> <p>Open the PDF and work your way through the pages, completing the activities as you go.</p> <ul style="list-style-type: none"> Activity 1: Write as many characteristics as you can for each group of animals. (Just write them in your book/on paper, with the title of each group of animals underlined) Activity 2: Using the classification key on the PDF, add the animals in the group (in the box) to the classification key. Activity 3: Draw this classification key and add an extra question/questions so that you are adding more strands to your key. Try to finish with just one animal at the end of each strand! (Please use a ruler!) <p>Activity 4: Watch the short video about the duck-billed platypus.</p> | <p>Classification PDF (Lesson 2)</p> <p>Duck-billed platypus video: https://www.youtube.com/watch?v=QNoQvilmGdk</p> | 30 | |
| PE | <p>The PE team are challenging you to do 20 DAYS of exercise for at least 21 MINUTES A DAY #2021. Click on the link to find out more and to download the recording sheet!</p>  <p>20 / 21 FITNESS CHALLENGE</p> | <p>https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=9204&type=pdf</p> | 10 | |
| PSHE | <p>Watch Newsround to keep up with current affairs. (5 mins)</p> <p>Current Affairs: Fake News (20-30 mins) Follow the slides on the document complete the short activities.</p> <p>Try this meditation and relaxation activity to help relax your mind and body. You could do this first thing to get ready for the day, during the day when you need a brain break or to refocus. These work really well to clear your mind before bed. Aim to do this 6-minute activity at least 3 times this week and see how your breathing and focus improves each time.</p> <p>Try this relaxing music to help you when you are working, after your meditation session or before you drift off to sleep. As you listen to it try slowing your breathing down.</p> <p>Try imagining that you are smelling a flower or something delicious you have just baked. Inhale (breathe in) deeply for a count of 3 seconds through your nose and then exhale (breathe out) for a count of 4 seconds. As you do this you could place your hand on your chest and feel as your chest rises with the intake of air and falls</p> | <p>https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>Current Affairs: Fake News PDF</p> <p>https://www.youtube.com/watch?v=hh58j2Yw6dg</p> <p>https://www.youtube.com/watch?v=t9hpS3HbpDc</p> | <p>10</p> <p>10</p> <p>10</p> | |



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| | <p>as the air escapes from your mouth. Concentrate on how it feels as you breathe in and out.</p> <p>Mindfulness activity: How many sounds can you hear outdoors? Open a window, sit in your garden or visit the park or beach when you head out for your daily exercise. Listen for a few minutes and see how many sounds you can hear. Afterwards, write down all the sounds you can remember – can you sort them in to natural and man-made sounds? Look at your list – can you imagine these sounds and hear them again? You could repeat this activity and compare the different sounds you hear outdoors in the morning, at lunch and before bed.</p> | | 10 | |
| RE | <p>RE lessons ask you to think about meanings and ideas. Not simply what they mean but what do they mean to you or other people/communities/religions. Because of this we really recommend that you do this lesson with family, or a friend or a group of friends. With parent permission, you could set up a group call or video call to complete this task - a nice way to get a task completed and stay in contact with your classmates.</p> <p>Use the PDF and if you can't print you can write out your answers in an exercise book.</p> <p>Start with a discussion – Is love eternal? What did eternal mean from last lesson? Watch the video A Christian Marriage and answer the questions on the next pages. End on a discussion about the little boy who has drawn on the walls in his home. How might that image explain unconditional love?</p> | <p>Lesson 2: Eternal Love PDF</p> <p>https://www.truetube.co.uk/film/christian-marriage</p> | 20 | |
| French | Log in to practice on Duolingo. Try to earn 10 XP today. (10 mins) | https://schools.duolingo.com/ | 10 | |
| DT | <p>Put your engineer hat on and get ready to construct a masterpiece! This grid has 6 different activity ideas for you to choose from. They take a lot of patience and some planning/resourcing, so take your time and have fun when making!</p> <p style="text-align: center;">Plan-Make-Evaluate</p> <p>Go the extra mile by evaluating your final product, would you do anything differently next time to make the process easier or to make the final piece more functional? Is it aesthetically pleasing to look at? If not, could it be? Could you write a how-to-guide so someone else could make one too? Good luck! <i>Please send photos to us!</i></p> | <p>18.01.21 – We are Engineers Lockdown Learning Tasks PDF</p>  | 30 | |



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Now that you have made a delicious stir-fry in year 6, why not try another cooking task of your choice? There are 5 recipes to choose from or you could find your own online/using a recipe book from home.

If you find your own recipe, perhaps you could write the ingredients list and method and send it to your teacher so that others could try it at home too.

Be sure to use your cookery skills to stay safe and send photos to your teacher of you making it and of the finishing product if you can.

Watch a clip from the BBC series: The Secret Life of Our Favourite Dishes – ‘From the true colour of carrots to how to spot the difference between kinds of cows, why onions make us cry to the magic behind growing straight cucumbers, Stefan Gates reveals where our food comes from and how it is made.’

DT Cooking Tasks PDF



The Secret Life of Our Favourite Dishes - BBC Teach

SECRET Life Of...

Scratch Unit: Programming Computer Games

Lesson 2: Binary Search

Key Vocab: Linear search, binary search.

Binary Search example - If the number thought of was 71.

Question: Is your number above 63? Answer: Yes

Question: Is your number above 94? Answer: No

Question: Is your number above 78? Answer: No

Question: Is your number above 70? Answer: Yes

Question: Is your number above 74? Answer: No

Question: Is your number 71?

Can you create an algorithm for a binary search using the Scratch code jigsaw?

<https://scratch.mit.edu/projects/100912338/#editor>

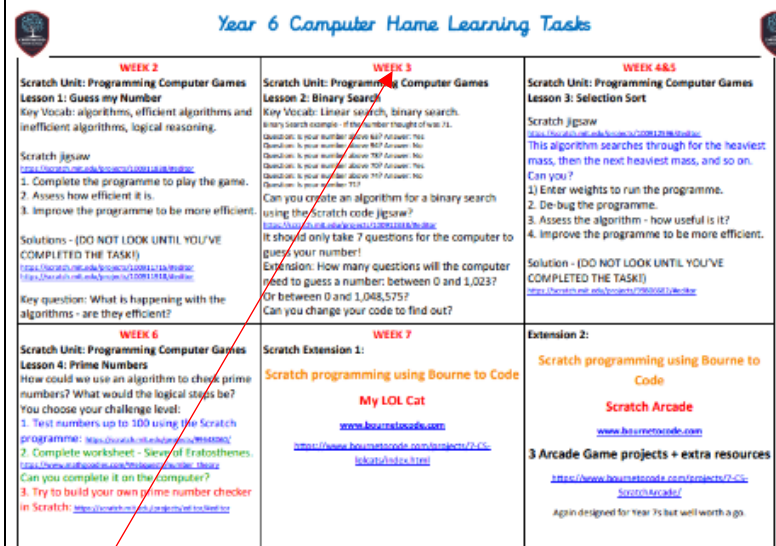
It should only take 7 questions for the computer to guess your number!

Extension: How many questions will the computer need to guess a number: between 0 and 1,023?

Or between 0 and 1,048,575?

Can you change your code to find out?

11.01.21 Year 6 Computer Home Learning Tasks PDF



Week 3!

Computing



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| Art | <p><u>WALT: understand what Art may represent</u></p> <p>In this lesson, you will be finding out about an artist who goes by a pseudonym (a fictitious name – not a real name!) You will also be thinking about what art may represent – is there more to art than just looking impressive?</p> <ul style="list-style-type: none">• Open the Art PDF and work through the slides in order.• Activity 1: Write a paragraph to express your personal opinion about whether you are in favour of (for), against, or undecided about this style of art.• Activity 2: Using an A4 size piece of paper/your book, create a fact-file/poster/information sheet all about the artist explored in this lesson. This activity will require you to use the information learnt from previous pages in the PDF, as well as additional research you will source yourself using the internet. <p><i>Please share your work with your teacher, we are particularly excited to see how creative you can be with Activity 2 – check out information page including pieces of this artist's art and the title made from cut out letters from magazines/newspapers – you could do this too!</i></p> | <p>18.01.21 - Art Week 3 PDF</p> <p>Bristol Artist Case Study Video: https://www.youtube.com/watch?v=UOV2xp9uikA</p> <div data-bbox="1444 331 1814 547"><p>ART Week 3 - 18.01.21</p></div> | 30 | |
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Keep track of the house points you earn each day, collect and record these yourselves, we trust you to be honest!

Remember to let your teachers know what you have done – email photos or videos.