



Chesswood Junior School – Daily Learning – Year 6 – 29.01.2021



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	25.01.21 – Written methods PDF Calculation progression: https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=3586&type=pdf	15	
	Maths Assessment Feedback – Watch the video for feedback on 2 questions (7 and 19) from the Microsoft Forms quiz. Miss Hills has filmed a short demonstration for these two questions using bar models as a visual. Please note: If you can see your answer on the ‘Radical reasoning’ page, award yourself 50HP! (Use PDF as you cannot read them on the video due to size).	29.01.21 – Maths Assessment Feedback PDF Video: See Maths Resources section on Year 6 Daily Learning page!		
	Task: Lesson 5: Find a rule – Two step (30-45 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): EASY 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/499980302 PowerPoint: https://chesswood-my.sharepoint.com/:p:/g/personal/mhills_chesswood_w-sussex_sch_uk/EUrr9pP5yN1DqZEnYlzuTpsBb0FP6gQE6EdsfhEgQdq-HA?e=r9WhTL 29.01.21 – Maths Activity PDF 29.01.21 – Maths Answers PDF 25.01.21 – 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 25.01.21 – Arithmetic test Easy PDF	20	
	Turbo Maths: BBC Bitesize – Recap: Subtracting fractions (answers greater than 1) (10 mins)	https://www.bbc.co.uk/bitesize/articles/zmsftrd	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"> Think about what makes Quidditch Through The Ages a fiction text. How does it present itself as non-fiction. Watch Mrs Johnson’s video to explore how to retrieve information from a text. 	Guided Reading Lesson PDF Selecting information text PDF Selecting information questions PDF Guided Reading Task video: https://youtu.be/utmzdTkNBjY	20	



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	<ul style="list-style-type: none"> Complete your own OWL test questions on Quidditch to see if you have a future in the sport. <p>Reading Comprehension: Complete the Reading Comprehension and self-mark using the answers provided. (20 mins)</p> <p>Extension: Look at the reading activity grid and choose an activity that interests you.</p> <p>Class Novel: (15 mins) Rumblestar by Abi Elphinstone: Chapter 15</p> <ul style="list-style-type: none"> Watch the Chapter Fifteen video of Mrs R-W reading. Complete the questions on the accompanying PDF 	<p>Reading Comprehension PDF</p> <p>Reading Activity Grid PDF</p> <p>Rumblestar Chapter 15 video https://youtu.be/q5E7Y9kuWR8</p> <p>Rumblestar Chapter 15 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/tvriilVzeQ8</p>		
	<p>Task:</p> <ul style="list-style-type: none"> Over the next two weeks, you will be writing a narrative (story) based on Harry Potter and the Philosopher's Stone! You're going to imagine you are a new student in Year 7 at Hogwart's School of Witchcraft and Wizardry! Today, watch Mrs Johnson's Writing Intro video NO NASTY WRITING TASK – WATCH MRS R-W'S SLOW WRITING FEEDBACK VIDEO INSTEAD AND COMPLETE THE TASK Today, you are going to draft the first paragraph of your Diagon Alley narrative (story) describing your first ever trip to Diagon Alley! Use your plan from yesterday to help you Use the Diagon Alley Narrative Checklist to help 	<p>Mrs R-W's Slow Writing feedback video: https://youtu.be/NwMoC09Ces8</p> <p>Assess our slow writing paragraph PDF</p> <p>Mrs Johnson's Writing Intro video: https://youtu.be/CI-YuAbCkrl</p> <p>Diagon Alley Narrative Checklist PDF</p> <p>Additional writing support resources: https://www.chesswood.w-sussex.sch.uk/page/?title=Writing&pid=59</p>	20	
	<p>Turbo GPS: Watch the video on speech marks(inverted commas) to punctuate direct speech. There are places in the video where you can pause and have a go at punctuating the speech sentences correctly. Have a go! (10 mins)</p>	<p>Turbo GPS video: https://www.youtube.com/watch/T3bJ8K11zDY</p>	10	

PE



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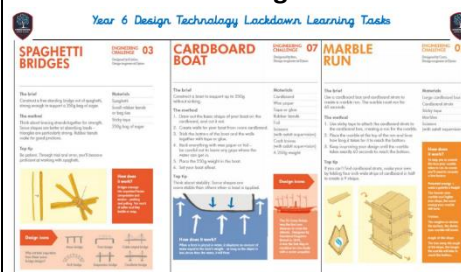


<p>Music</p>	<p>Activity: In the 1960s, music was evolving into many styles. Artists were experimenting and expressing themselves in ways they had never done before. See 60s Knowledge Organiser There are several suggested songs on the Knowledge Organiser I'd like you to listen to. These are only suggestions! There are hundreds more. Listen to other pieces of music by The Beatles, The Rolling Stones, The Kinks, The Beach Boys, The Who and The Small Faces. Again, these are only examples of good bands at the time. Ask your family what their favourite 60s bands or songs were. Even if your immediate family were not born in the 1960s, they will have a favourite! Do a search yourself and have a listen. Do you have any preferences? Make a list. I'd love to hear from you. – Mrs Cossins <i>Please email your work to your class teacher and cc' Mrs Cossins in too!</i></p>	<p>60s Knowledge Organiser PDF https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=11070&type=pdf</p>	<p>20</p>	
<p>PSHE</p>	<p>Watch Newsround to keep up with current affairs. (5 mins)</p> <p>Try this relaxing music to help you when you are working, after your meditation session or before you drift off to sleep. A great activity for you to try if you are not working is progressive muscle relaxation: Start with your face – Squeeze your nose and forehead, like when they get a bad smell, and repeat it a few times. Jaws: Clench and release the jaw a few times. Arms and shoulders: Stretch your arms and raise them above your head a few times. Hands and arms: Move the palms by clenching and unclenching your hands to make fists. Then wrap your arms around a pillow to hug it. Squeeze it tightly then relax. Repeat this a few time. Stomach: Lie on the back and clench the abdominal muscles by imagining that you have a heavy ball on your belly button. Try to pull in your tummy as you imagine the ball is weighing it down. Repeat it a few times, and then, try it in a standing position – pull the ball towards the wall like a magnet attracted to metal. Legs and feet: Press your toes against the floor and spread them while standing. Then lay down and breathe slowly.</p>	<p>https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>https://www.youtube.com/watch?v=-FlxM_0S2lA</p>	<p>10</p> <p>10</p> <p>10</p>	



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	<p>Mindfulness activity: Where is your favourite soothing place? This could be somewhere in nature; it could be floating on your back in the sea as the waves lick your ears; a beach or pool you visited once on a holiday; or somewhere else that made you feel safe and relaxed. You can visit this place anytime in your mind by closing your eyes and going through each of your senses to feel as though you are there. For example: I can see the bright sun. It is so bright that it is making the colour of the sky and pebbles on the beach very vivid. I can hear the sound of small pebbles being dragged backwards and pushed forwards by the tide and there is a muffled sound of people laughing and chatting. My fingers are pushing through the small pebbles on the beach until they touch sand underneath and the sun feels warm on my body.</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 to recap what we learned in our last lesson – eternal love. In this lesson you are going to explore the broader meaning of the term “love” in Christianity, using bible quotes and parables. There isn't really a wrong answer and the boxes and questions are looking for your thoughts and reflections on the different messages shared in this lesson. Consider what each idea or story means to you, what you can take from it and how you might have felt that way yourself.</p>	<p>Eternal love lesson 3 PDF</p> <p>https://www.youtube.com/watch?v=zNuBL1Aw0o</p>	20	
French	<p>Log in to practice on Duolingo. Try to earn 10 XP today. (10 mins)</p>	<p>https://schools.duolingo.com/</p>	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>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



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Scratch Unit: Programming Computer Games

Week 4+5: Selection Sort

Scratch jigsaw

<https://scratch.mit.edu/projects/100912596/#editor>

This algorithm searches through for the heaviest mass, then the next heaviest mass, and so on. Can you?

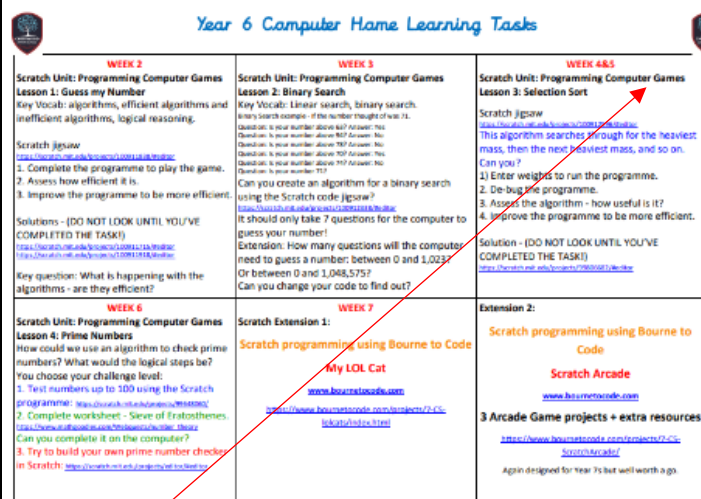
- 1) Enter weights to run the programme.
2. De-bug the programme.
3. Assess the algorithm - how useful is it?
4. Improve the programme to be more efficient.

Solution - (DO NOT LOOK UNTIL YOU'VE COMPLETED THE TASK!)

<https://scratch.mit.edu/projects/99806682/#editor>

Use the support sheet if needed!

11.01.21 Year 6 Computer Home Learning Tasks PDF



Week 4+5!

25.01.21 – Computing Week 4 Support sheet

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Computing

Art

WALT: represent our viewpoints through Art

Activity 1:

30



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	<p>Express your opinion about which images are commenting on social media influence and which are commenting on climate change. What is your take on these images, what do they make you think of?</p> <p><u>Watch video before activity 2.</u></p> <p>Activity 2: Create a concept map about one of the two topics: <u>social media</u> OR <u>climate change</u> demonstrating all of your viewpoints on either topic. <i>Use the internet for additional research if you need to.</i> You may hand draw and colour this, or you may choose to use technology to create your mind map. <i>Please send a photo of your work to your teacher!</i></p>	<p>How to create a concept map video: https://www.youtube.com/watch?v=sZJi6DwCqSU</p>		
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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.