



Chesswood Junior School – Daily Learning – Year 6 – 1.02.2021



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	01.02.21 – Written methods PDF Calculation progression: https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=3586&type=pdf	15	
	Task: Lesson 1: Forming Expressions (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): MEDIUM 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/499980673 PowerPoint: https://chesswood-my.sharepoint.com/:p/g/personal/mhills_chesswood_w-sussex_sch_uk/EbyleLByB0ZKt-cwM0Le9tEBgSuzhcf4qIGLe8LBM6c8Q?e=m3q5ad 01.02.21 – Maths Activity PDF 01.02.21 – Maths Answers PDF 01.02.21 – 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 01.02.21 – Arithmetic test Medium PDF	20	
	Turbo Maths: BBC Bitesize – Recap: Compare and order numbers up to one million. (10 mins)	https://www.bbc.co.uk/bitesize/articles/zjldcmn	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 back to Quidditch Through the Ages – was is fiction or non-fiction? Watch Mrs Bourner's video to see how language, structure and presentation create the illusion that the text is non-fiction. You try – use the Quidditch teams of UK and Ireland to answer the following questions: What language has been used to convince us that this is non-fiction? What types of sentence structures have been used that we often see in non-fiction? How is the text presented to make it seem like an information text? 	Guided Reading Lesson PDF Language and presentation text PDF Language and presentation lesson PDF Mrs Bourner's Guided Reading Task video: https://youtu.be/MqWkDA-QksY	20	



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	<p>Underline or note down examples to support your points and write a short summary under each heading: Language Structure Presentation</p> <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: (25 mins) Rumblestar by Abi Elphinstone: Chapter 16</p> <ul style="list-style-type: none"> • Watch the Chapter Sixteen video of Mrs R-W reading. • Complete activity/questions from the accompanying PDF 	<p>Reading Comprehension PDF</p> <p>Reading Activity Grid PDF</p> <p>Rumblestar Chapter 16 video https://youtu.be/l2U1CbQTl2U</p> <p>Rumblestar Chapter 16 activity 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/80sykgqSiMw</p>		
	<p>Task:</p> <ul style="list-style-type: none"> • Last week, you started writing a narrative (story) about going to Diagon Alley for the first time to prepare for the new school year at Hogwart's School of Witchcraft and Wizardry! • Today, watch Mrs Johnson's Writing Intro video • Do the Nasty Writing task • Rewatch the Video 2 clip if you need to. • Use your plan and language bank from last week to help you draft your second paragraph today – when you visited Gringotts Bank to collect your money! • Use the Diagon Alley Narrative Checklist to help you. <p>Grammar and Punctuation – Nasty Writing: Complete the Nasty Writing task on similes and metaphors. (10 mins)</p>	<p>Mrs Johnson's Writing Intro video: https://youtu.be/avNnTMUDvdl</p> <p>Diagon Alley Narrative Checklist PDF</p> <p>Video 2 clip – Gringotts Bank: https://www.youtube.com/watch?v=llM0B0bsdwg</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	



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	<p>Turbo GPS: Scroll down to watch the BBC Bitesize video on the difference between similes and metaphors and how we use them. Then try Activity 2 to practise using similes and metaphors. (10 mins)</p>	<p>Turbo GPS video: https://www.bbc.co.uk/bitesize/articles/zxk7kty</p>	10																																																																				
	<p>Spelling: (15 mins) Use a spelling strategy you have learnt in class to practice the spellings from your homework sheet/below. 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.</p> <table><tr><td></td><td>Bronze</td><td></td><td>Silver</td><td></td><td>Gold</td><td></td><td>Platinum</td><td></td></tr><tr><td rowspan="3">Statutory Words List</td><td>awkward</td><td>Tick</td><td>vehicle</td><td>Tick</td><td>appreciate</td><td>Tick</td><td>committee</td><td>Tick</td></tr><tr><td>bargain</td><td>Tick</td><td>leisure</td><td>Tick</td><td>communicate</td><td>Tick</td><td>conscience</td><td></td></tr><tr><td>bruise</td><td>Tick</td><td>recognise</td><td>Tick</td><td></td><td></td><td></td><td>Tick</td></tr><tr><td rowspan="3">Class Spellings</td><td>re-heat</td><td>Tick</td><td>non-verbal</td><td>Tick</td><td>co-operate</td><td>Tick</td><td>co-ordinate</td><td>Tick</td></tr><tr><td>co-own</td><td>Tick</td><td>non-fiction</td><td>Tick</td><td>non-linear</td><td>Tick</td><td>re-examine</td><td></td></tr><tr><td>plough</td><td>Tick</td><td>bough</td><td>Tick</td><td></td><td></td><td></td><td>Tick</td></tr><tr><td colspan="9">Ask your adult to test your spelling at the end of w/c 5.2.21</td></tr></table>		Bronze		Silver		Gold		Platinum		Statutory Words List	awkward	Tick	vehicle	Tick	appreciate	Tick	committee	Tick	bargain	Tick	leisure	Tick	communicate	Tick	conscience		bruise	Tick	recognise	Tick				Tick	Class Spellings	re-heat	Tick	non-verbal	Tick	co-operate	Tick	co-ordinate	Tick	co-own	Tick	non-fiction	Tick	non-linear	Tick	re-examine		plough	Tick	bough	Tick				Tick	Ask your adult to test your spelling at the end of w/c 5.2.21									<p>Additional spelling support resources: https://www.chesswood.w-sussex.sch.uk/page/?title=Spelling+Practice+Years+5+and+6&pid=65</p>	15
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Ask your adult to test your spelling at the end of w/c 5.2.21																																																																							
Science	<p style="text-align: center; color: red; font-size: 2em;">SCIENCE COMING SOON!</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> <div><div><p style="color: red; font-weight: bold; font-size: 1.5em;">20 / 21 FITNESS</p><p style="color: blue; font-weight: bold; font-size: 1.5em;">CHALLENGE</p></div></div>		<p>https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=9204&type=pdf</p>	10																																																																			



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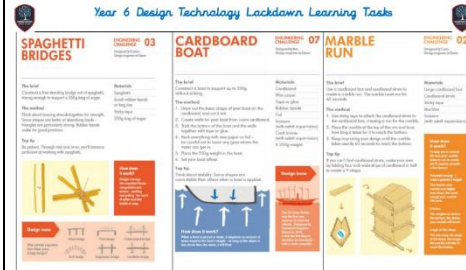




Music	<p>Activity: In the 1960s, music was evolving into many styles. Artists were experimenting and expressing themselves in ways they had never done before. See 60s Knowledge Organiser There are several suggested songs on the Knowledge Organiser I'd like you to listen to. These are only suggestions! 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>	20	
PSHE	<p>Watch Newsround to keep up with current affairs. (5 mins)</p>	<p>https://www.bbc.co.uk/newsround/news/watch_newsround</p>	10	
	<p>Something a little different this week, try this relaxing whale song to help you when you are working, after your meditation session or before you drift off to sleep. Many people find the slow, deep calls of whales very relaxing. A great activity for you to try if you are not working is free drawing: As you listen to the sounds draw. Do not draw a picture or focus on creating something specific – just draw. Try wavy lines, zig zag lines, thick lines, thin lines, swirl across the page or repeat circular motions. As you draw listen to the sound of the pencil on paper. Think about how each movement feels – which do you prefer?</p>	<p>https://www.youtube.com/watch?v=nDqP7kcr-sc</p>	10	
	<p>Try this relaxation activity that uses visualisation to help relax your body and mind.</p> <p>Mindfulness activity: After you wake up in the morning or before you go to bed at night, write five to 10 things that you are grateful for. Get specific. So instead of just writing down 'I am grateful for family,' try: 'I am grateful for the zoom call I had with my parents and sister last night.'"</p>	<p>https://www.youtube.com/watch?v=QQCnWvwrO8U</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</p>	<p>Eternal love lesson 4 PDF</p>	20	



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	<p>complete this task - a nice way to get a task completed and stay in contact with your classmates.</p> <p>Use the lesson 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 – love thy neighbour.</p> <p>In this lesson you are going to explore the meaning of the term “love” or “agape” in Christianity, using bible quotes and parables.</p>	<p>https://www.youtube.com/watch?v=slyevQ1LW7A</p> <p>https://www.youtube.com/watch?v=iWSkdx-XwWY</p>		
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	
	<p>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.</p> <p>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.</p> <p><i>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.</i></p> <p>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.’</p>	<p>DT Cooking Tasks PDF</p>  <p>The Secret Life of Our Favourite Dishes - BBC Teach</p> 	30	



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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!

WALT: represent our viewpoints through Art

Activity 1: Which street art piece from last year do you like most and why? What do you see? Write a short paragraph to explain what you like about that piece. Is there anything you would have done differently?

Activity 2: What do you think Banksy's views on social media are (based on this street art representation)?

Activity 3: What do you think Banksy's views on climate change are (based on this street art representation)?

Write in your home learning book. You could have a go at sketching these pieces next to your writing if you have time!

Activity 4 (most important!) Begin to sketch out/design your representation on A4 plain paper. Use the ideas on the page and the photos from last year to help you. It can just be pencil, or you may choose to add colour.

Have fun, be creative!

Please send a photo of your work to your teacher!

11.01.21 Year 6 Computer Home Learning Tasks PDF

Year 6 Computer Home Learning Tasks

<p>WEEK 2</p> <p>Scratch Unit: Programming Computer Games Lesson 1: Guess my Number</p> <p>Key Vocab: algorithms, efficient algorithms and inefficient algorithms, logical reasoning.</p> <p>Scratch jigsaw https://scratch.mit.edu/projects/100912596/#editor</p> <p>1. Complete the programme to play the game. 2. Assess how efficient it is. 3. Improve the programme to be more efficient.</p> <p>Solutions - (DO NOT LOOK UNTIL YOU'VE COMPLETED THE TASK!)</p> <p>Key question: What is happening with the algorithms - are they efficient?</p>	<p>WEEK 3</p> <p>Scratch Unit: Programming Computer Games Lesson 2: Binary Search</p> <p>Key Vocab: Linear search, binary search.</p> <p>Binary search example - if the number thought of was 15. Question: Is your number above 10? Answer: Yes. Question: Is your number above 10? Answer: No. Question: Is your number above 10? Answer: No. Question: Is your number above 10? Answer: No. Question: Is your number 10?</p> <p>Can you create an algorithm for a binary search using the Scratch code jigsaw? https://scratch.mit.edu/projects/100912596/#editor It should only take 7 questions for the computer to guess your number!</p> <p>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?</p>	<p>WEEK 4&5</p> <p>Scratch Unit: Programming Computer Games Lesson 3: Selection Sort</p> <p>Scratch jigsaw https://scratch.mit.edu/projects/100912596/#editor</p> <p>This algorithm searches through for the heaviest mass, then the next heaviest mass, and so on. Can you?</p> <p>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.</p> <p>Solution - (DO NOT LOOK UNTIL YOU'VE COMPLETED THE TASK!)</p> <p>https://scratch.mit.edu/projects/99806682/#editor</p>
<p>WEEK 6</p> <p>Scratch Unit: Programming Computer Games Lesson 4: Prime Numbers</p> <p>How could we use an algorithm to check prime numbers? What would the logical steps be? You choose your challenge level:</p> <p>1. Test numbers up to 100 using the Scratch programme: https://scratch.mit.edu/projects/99806682/#editor 2. Complete worksheet - Sieve of Eratosthenes: https://scratch.mit.edu/projects/99806682/#editor 3. Try to build your own prime number checker in Scratch: https://scratch.mit.edu/projects/99806682/#editor</p>	<p>WEEK 7</p> <p>Scratch Extension 1:</p> <p>Scratch programming using Bourne to Code</p> <p>My LOL Cat www.bournetocode.com/ https://www.bournetocode.com/projects/73-0/ https://www.bournetocode.com/projects/73-0/</p>	<p>Extension 2:</p> <p>Scratch programming using Bourne to Code</p> <p>Scratch Arcade www.bournetocode.com/</p> <p>3 Arcade Game projects + extra resources https://www.bournetocode.com/projects/73-0/ https://www.bournetocode.com/projects/73-0/ https://www.bournetocode.com/projects/73-0/</p> <p>Again designed for Year 7s but well worth a go.</p>

Week 4+5!

25.01.21 – Computing Week 4 Support sheet

01.02.21 – ART WEEK 5 PDF



Activity 2 street art



Activity 3 street art

20

10

10
10

25

Computing

Art



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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.