



Subject	Activity	Resources/Links	House Points	Tick √
Maths	<p>Written methods: Reason answers and self-mark after completion. (10 mins)</p> <p>Tutorial videos if needed: https://www.chesswood.w-sussex.sch.uk/page/?title=Written+Division&pid=340</p>	<p>01.02.21 – Written methods PDF</p> <p>Calculation progression: https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=3586&type=pdf</p>	15	
	<p>Task: Lesson 4: Forming Equations (30-45 mins)</p> <p style="color: red; text-align: center;">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!</p> <p>Watch the interactive PowerPoint and/or video guidance to support you as you work through the lesson using the activity booklet.</p> <p style="color: red;">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.</p> <p>Once you have completed the questions in the activity booklet, use the answers booklet to self-mark.</p> <p style="color: red; text-align: center;">Try to reason every question.</p> <p>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. This should have been completed on Tuesday Via Microsoft Forms for your assessment piece.</p>	<p>Video: https://vimeo.com/502633670</p> <p>PowerPoint: https://chesswood-my.sharepoint.com/:p/g/personal/mhills_chesswood_w-sussex_sch_uk/EdUDyI75ZcpOuc2dNTBjZKAB02mk2sUYjzQtYZS8zk3DHA?e=pWd6Ux</p> <p>04.02.21 – Maths Activity PDF</p> <p>04.02.21 – Maths Answers PDF</p> <p>01.02.21 – Maths GDS Extension – one page per day + answers.</p> <p>Maths support at home: https://www.chesswood.w-sussex.sch.uk/page/?title=Maths+Support+at+Home&pid=335</p> <p>Useful websites and links: https://www.chesswood.w-sussex.sch.uk/page/?title=Maths&pid=100</p> <p>01.02.21 – Arithmetic test Medium PDF</p>	20	
	<p>Turbo Maths: BBC Bitesize – Rounding numbers in the millions. (10 mins)</p>	<p>https://www.bbc.co.uk/bitesize/articles/zdtftrd</p>	10	
Reading	<p>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!</p>	<p>http://ar.chesswood.org.uk</p>	20	
	<p>Guided Reading Task: (20 mins)</p> <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? 	<p>Guided Reading Lesson PDF</p> <p>Language and presentation text PDF</p> <p>Language and presentation lesson PDF</p> <p>Mrs Bourner’s Guided Reading Task video: https://youtu.be/MqWkDA-QksY</p>	20	



Chesswood Junior School – Daily Learning – Year 6 – 04.02.2021



	<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) Extension: Look at the reading activity grid and choose an activity that interests you. Class Novel: (15 mins) Rumblestar by Abi Elphinstone: Chapter 19</p> <ul style="list-style-type: none"> • Watch the Chapter Nineteen 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 19 video https://youtu.be/MGSdof3Y9N0</p> <p>Rumblestar Chapter 19 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/nzy8-3o2ZjA</p>		
	<p>Task:</p> <ul style="list-style-type: none"> • Today, you are going to proofread and edit your Diagon Alley Narrative! • Watch Mrs Johnson's Writing Intro video • Do the Nasty Writing task • Use the Proofreading and Editing Checklist to help you • Make sure you proofread and edit your work like you would in school – so that your published work tomorrow is the best it can be! <p>Grammar and Punctuation – Nasty Writing: Complete the Nasty Writing task on making sentences more interesting by adding relative clauses and fronted adverbials. (10 mins)</p>	<p>Mrs Johnson's Writing Intro video: https://youtu.be/r5EWPXToqUE</p> <p>Proofreading and Editing 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 second video to recap using apostrophes for possession. Then, try Activity 2! (10 mins)</p>	<p>Turbo GPS video: https://www.bbc.co.uk/bitesize/articles/zdsthbkc</p>	10	
	<p>Spelling: (15 mins) Use a spelling strategy you have learnt in class to practice the spellings from your homework sheet/below.</p>	<p>Additional spelling support resources: https://www.chesswood.w-sussex.sch.uk/page/?title=Spelling+Practice+Years+5+and+6&pid=65</p>	15	

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.

	Bronze		Silver		Gold		Platinum	
Statutory Words List	awkward	Tick	vehicle	Tick	appreciate	Tick	committee	Tick
	bargain	Tick	leisure	Tick	communicate	Tick	conscience	Tick
	bruise	Tick	recognise	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	Tick
	plough	Tick	bough	Tick				
Ask your adult to test your spelling at the end of w/c 5.2.21								

Please note: This is your assessed piece of work and therefore you must send a photo of it to your teacher by Friday 2.30pm.

Open the 'Classification Week 5 Assessment Piece' PDF to go through the lesson slides.

Activity 1: Complete the Variation Worksheet to recap how it works. If you find this too difficult, you can do the 'Simpler Variation Worksheet' instead, you do not need to do both!

Activity 2: (Assessed) You have 30 minutes to complete this task. You may wish to spend longer if you want to be more creative. Try to complete the 2 chilli challenge unless you think that is too difficult. Go the extra mile if you think you're up to the challenge! *(Additional 20HP for completing this one!)*

- **3 Chilli challenge (go the extra mile) – Classify something of your choice! E.g., Haribo, revals, animals etc.**
- **2 chilli challenge - Create a 'Classification key' of your own to classify the liquorice all sorts (you can cut these out from slide 6/7 or draw them instead).**
- **1 chilli challenge - Using the classification key provided on the slide (5/7) fill in the gaps of the dolly mixture key – you need to create the questions.**

Science

- 02.02.21 Classification Week 5 Assessment Piece PDF
- 02.02.21 Variation Worksheet PDF
- 02.02.21 Simpler Variation Worksheet PDF

WALT: create our own classification key
Assessment piece!
 Please email this work to your teacher by 2.30pm today.

First - a recap.

Classification keys are ways of identifying living things through a series of questions.

For example:
 Does it have wings?
 Does it have more than four legs?
 Does it live on land?

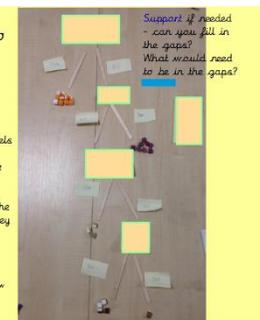
Assessment: You have 30 minutes to create your own classification key.
 Please record in your books.

- 3 chilli - can you classify something of your choice without the resource? Eg revals or animals.
- 2 chilli - Using the liquorice allsorts provided, create a classification key.
- 1 chilli - fill in the gaps of the dolly mixture classification key beside this.

We will provide you with images of dolly mixture that you can cut out and stick if needed OR you could just draw into your book.



2 chilli: These are the liquorice allsorts for you to create your key with.
 Step 1 - think - how could you classify these allsorts?

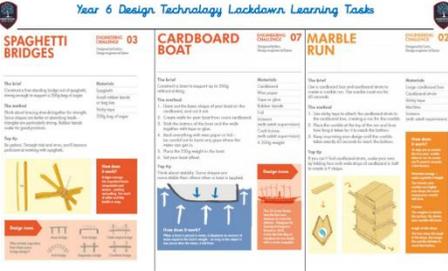


Support if needed - can you fill in the gaps? What would need to be in the gaps?



<p>PE</p>	<p>Specsavers 'Virtual' Sussex School Games 2021 This week is all about... Snow Sports Get ready to jump, twist and dodge, with Snow Sports week. Complete all four challenges and log your top scores. There are some suggested adaptations below, along with some coaching tips.</p> <p>Practice and improve and log your best scores on www.sussexschoolgames.co.uk by midday 12pm on Friday 5 February. Good luck!</p> <p>Challenge 1: Snowboarder's Switch Challenge 2: Ski Slalom Challenge 3: Ski Jump Challenge 4: Snowball Fight</p>	<p>Specsavers 'Virtual' Sussex School Games 2021 - Active Sussex</p>    <p>Join in from 1 Feb - 26 Feb www.sussexschoolgames.co.uk</p> 	<p>20</p>	
<p>PSHE</p>	<p>Watch Newsround to keep up with current affairs. (5 mins)</p> <p>PSHE – CHILDREN'S MENTAL HEALTH WEEK – ASSESSMENT – DUE TODAY (04.02.21) This year's theme is 'Express Yourself'. Follow the PDF lesson: there are things to read and do and links to load so you can listen to pieces of music and watch videos. Your assessment piece is to create a concept map and email to your teacher before 2.30pm. Don't forget to send Mrs R-W any photos or videos of you expressing yourselves in any way that makes you feel good!</p>	<p>https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>Children's Mental Health Week PDF</p>	<p>10 10</p>	
<p>RE</p>	<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 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>Eternal love lesson 4 PDF</p> <p>https://www.youtube.com/watch?v=slyevQ1LW7A</p> <p>https://www.youtube.com/watch?v=iWSkdx-XwWY</p>	<p>20</p>	



<p>French</p>	<p>Log in to practice on Duolingo. Try to earn 10 XP today. (10 mins)</p> <p>https://schools.duolingo.com/</p>	<p>18.01.21 – We are Engineers Lockdown Learning Tasks PDF</p> 	<p>10</p> <p>30</p>
<p>DT</p>	<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> 	<p>30</p>

<p style="text-align: center; color: red; font-weight: bold;">Computing</p>	<p>Scratch Unit: Programming Computer Games Week 4+5: Selection Sort Scratch jigsaw https://scratch.mit.edu/projects/100912596/#editor</p> <p style="color: blue;">This algorithm searches through for the heaviest mass, then the next heaviest mass, and so on. Can you?</p> <ol style="list-style-type: none"> 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>Solution - (DO NOT LOOK UNTIL YOU'VE COMPLETED THE TASK!) https://scratch.mit.edu/projects/99806682/#editor</p> <p><i>Use the support sheet if needed!</i></p>	<p>11.01.21 Year 6 Computer Home Learning Tasks PDF</p> <p style="text-align: center; color: blue; font-weight: bold;">Week 4+5!</p> <p>25.01.21 – Computing Week 4 Support sheet</p>	<p>20</p>	
<p style="text-align: center; color: red; font-weight: bold;">Art</p>	<p>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)? <i>Write in your home learning book. You could have a go at sketching these pieces next to your writing if you have time!</i> 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. <p style="text-align: center; color: red; font-weight: bold;"><i>Have fun, be creative!</i></p> <p style="text-align: center; color: red; font-weight: bold;"><i>Please send a photo of your work to your teacher!</i></p> </p>	<p>01.02.21 – ART WEEK 5 PDF</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Activity 2 street art</p> </div> <div style="text-align: center;">  <p>Activity 3 street art</p> </div> </div>	<p>10</p> <p>10</p> <p>10</p> <p>25</p>	