



Chesswood Junior School – Daily Learning – Year 6 – 09.02.2021



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	08.02.21 – Written methods PDF Calculation progression: https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=3586&type=pdf	15	
	Task: Lesson 2: Find pairs of values (1) (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 . <i>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.</i> Once you have completed the questions in the activity booklet, use the answers booklet to self-mark . <i>Try to reason every question.</i> Maths Assessment Task: Arithmetic test: Should have been completed Monday 8th, please complete by 2.30pm today if you didn't complete it yesterday. 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/502664420 PowerPoint: https://chesswood-my.sharepoint.com/:p/g/personal/mhills_chesswood_w-sussex_sch_uk/EV-lyhIY2NtPhpaHRY_sR5kBwUF7Oked-9qpbeoGcvk3bg?e=5c2vCq 09.02.21 – Maths Activity PDF 09.02.21 – Maths Answers PDF 08.02.21 – 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 08.02.21 – Arithmetic test Hard PDF	20	
	Turbo Maths: BBC Bitesize – Add numbers with 4 digits or more together. (10 mins)	https://www.bbc.co.uk/bitesize/articles/zwxbks7	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"> Recall what the Golden Snitch is. What is it used for? How does it work? Watch Mrs Johnsons's video to see how we summarise information in a text. You try – use the four pages on the history of the Snidget to summarise the issues surrounding the use of the Snidget. You must include the 3 key points in your summary - What were the key issues with using the Snidget? What was the protest that took place against the use of the Snidget? What was the outcome following the protest? 	Guided Reading Lesson PDF Summarising Information TEXT PDF Summarising Information lesson slides PDF Mrs Johnson's Guided Reading Task video: https://youtu.be/U-1T49Pu8Ks	20	



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	<p>Be selective with the information you use for your summary. You want to write one short paragraph that has the main key details.</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: (20 mins) Rumblestar by Abi Elphinstone: Chapter 22</p> <ul style="list-style-type: none"> • Watch the Chapter 22 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 22 video https://youtu.be/IDS4vtcOsDg</p> <p>Rumblestar Chapter 22 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/fwBIQedw-Lg</p>		
	<p>Task:</p> <ul style="list-style-type: none"> • Today, you are going to plan your story ending! • Tomorrow is Parents' Open Evening at Hogwarts! Ron, Harry and Hermione are planning a display of the magic spells they have learned in Year 7. • But there is a problem! Hermione has lost her wand! • They have a suspicion it has been stolen by Malfoy and his two cronies, Crabbe and Goyle (Ron saw them leaving Hermione's room earlier!)... • Plan your ending to the story. Your story will start with the sentence on the planning template sheet. • How will you solve the problem? How will your story end? • Watch Mrs Johnson's Writing Intro video to help • Use the Planning Template if you like to help <p>• Grammar and Punctuation – Nasty Writing: Complete the Nasty Writing task on modal verbs. (10mins)</p>	<p>Mrs Johnson's Writing Intro video: https://youtu.be/J4mnBHwBOEs</p> <p>Planning Template 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 on modal verbs. Then, try the Activity and Quiz below! (10 mins)</p>	<p>Turbo GPS video: https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfbyb82</p>	10	
	<p>Spelling: (15 mins) Use a spelling strategy you have learned in class to practise 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	



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	<p>Ask a member of your family to test you – keep practising any you get wrong until you are confident that you know them all. Get re-tested when possible.</p> <table><tr><td></td><td colspan="2">Bronze</td><td colspan="2">Silver</td><td colspan="2">Gold</td><td colspan="2">Platinum</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>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><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	Tick	plough	Tick	bough	Tick					Ask your adult to test your spelling at the end of w/c 5.2.21										
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PE	<p>Specsavers ‘Virtual’ Sussex School Games 2021</p> <p>This week is all about... Bob Run Sports “Feel the rhythm! Feel the rhyme! Get on up, it’s bobsled time!”</p> <p>That’s right, this week it’s time to tackle Bob Run Sports. Complete all four challenges and log your top scores.</p> <p>Practice and improve and log your best scores on www.sussexschoolgames.co.uk by midday 12pm on Friday 12 February. Good luck!</p>	<p>Specsavers 'Virtual' Sussex School Games 2021 - Active Sussex</p>   <p>Join in from 1 Feb - 26 Feb www.sussexschoolgames.co.uk</p> 	20																																																																				
	<p>Gymnastics Challenges Year 5/6: https://youtu.be/ACDrLqx Fav8</p> <p>Please send your entries to: sport@chesswood.w-sussex.sch.uk</p>		20																																																																				
PSHE	<p>Watch Newsround to keep up with current affairs. (5 mins)</p> <p>Calming Activities: Try one of the calming activities or tools in this PDF to help you feel better when you’re feeling anxious, scared or sad. Even if you’re feeling fine, you might find a nice activity to do so you’re ready for when you do feel wobbly.</p> <p>Body Scan Meditation – An activity to do on your own or with others, get your parents to try it with you, I bet they need some time to scan their bodies too...</p> <p>You can think of a body scan as a mental X-ray that slowly travels across your body. It is a meditative practice that involves mindfully scanning your body for sensations</p>	<p>https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>Calming Activities PDF</p> <p>Guided Videos: 3 minutes 14 seconds long: https://www.youtube.com/watch?v=SEfs5TJZ6Nk</p>	10 10																																																																				



of pain, tension, or anything out of the ordinary. Proven to improve wellness in body and mind.

Ensure that you are sat/laying down comfortably. Close your eyes if you are comfortable doing so. Take this time to yourself, you deserve it. You can do it at any time in the day, you may choose to do it when you have a break from learning, if you are feeling frustrated, angry or restless. You may like to try it before you sleep at night. There is no wrong or right way, just do what you feel is comfortable.

If you don't enjoy it at first, just keep going... you may enjoy it more after a few tries. There are lots of videos to try, from just 3 minutes to almost 9 minutes long. Why not give them all a try throughout the week? Miss Hills would love to hear which one is your favourite and why as she does this often with her class! She even uses false candles in her dark classroom... you could do this too!

Here's how to give it a try: (Alternatively, watch the guided videos)

1. **Get cozy.** Start by getting comfortable. Lie down or sit in a position that allows you to stretch your limbs easily.
2. **Focus.** Close your eyes and begin focusing on your breath. Notice the sensation of your breath filling and leaving your lungs as you inhale and exhale.
3. **Choose where to start.** Begin anywhere you like — left hand, left foot, right hand, right foot, the top of your head. Focus on that spot as you continue breathing slowly and deeply.
4. **Pay attention.** Open your awareness to sensations of pain, tension, discomfort, or anything out of the ordinary.
5. **Go slow.** Spend anywhere from 20 seconds to 1 minute observing these sensations.
6. **Acknowledge.** If you begin to notice pain and discomfort, acknowledge and sit with any emotions these sensations bring up. Accept them without criticism. For example, if you feel frustrated and angry, don't judge yourself for these emotions. Notice them and let them pass.
7. **Breathe.** Continue breathing, imagining the pain and tension decreasing with each breath.
8. **Release.** Slowly release your mental awareness on that specific part of your body and redirect it to your next area of focus. Some people find it helpful to imagine releasing one body part as they breathe out and moving on to the next as they breathe in.



5 minutes 16 seconds:

<https://www.youtube.com/watch?v=inpok4MKVLM>



5 minutes 22 seconds:

<https://www.youtube.com/watch?v=nmFUDkj1Aq0>



5 minutes 30 seconds:

<https://www.youtube.com/watch?v=UHF8vLesRRc>



5 minutes 40 seconds:

<https://www.youtube.com/watch?v=HsmSEZmUT8o>



6 minutes:



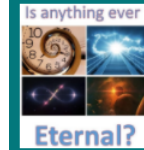
<https://www.youtube.com/watch?v=EEgBcXEOZ3A>





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	<p>9. Move along. Continue the exercise along your body in a way that makes sense to you, whether you move from top to bottom or up one side and down the other.</p> <p>10. Note drifting thoughts. As you continue to scan across your body, note when your thoughts begin to drift. This will happen probably more than once, so don't worry. You haven't failed, and you can easily get your thoughts back on track. Just gently return your awareness to where you left off scanning.</p> <p>11. Visualize and breathe. Once you finish scanning parts of your body, let your awareness travel across your body. Visualize this as liquid filling a mold. Continue inhaling and exhaling slowly as you sit with this awareness of your whole body for several seconds.</p> <p>12. Come back. Slowly release your focus and bring your attention back to your surroundings.</p> <p>After a few tries, you may be able to do it on your own, with just your mind. It is a very powerful tool to use for children and adults!</p>	<p>6 minutes 15 seconds: https://www.youtube.com/watch?v=aIC-lo441v4</p>  <p>8 minutes 38 seconds: https://www.youtube.com/watch?v=QS2yDmWk0vs</p> 		
RE	<p>Assessed task to complete once you have finished the lesson. Due Tuesday 9th February 2.30pm.</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 – think back to what you learnt about the meaning of Agape and consider what that means to you. In this lesson you have three tasks:</p> <ol style="list-style-type: none"> 1) Learn about the ten commandments and two of the most important commandments. 2) Complete the assessment sheet that will help you to recap what you have learnt through this topic. It will help you prepare for the assessment. <p>Complete the Forms assessment.</p>	<p>Eternal love lesson 5 PDF</p> <p>https://www.bbc.co.uk/bitesize/clips/z687tfr</p> <p>Forms assessment: Eternal Love</p> 	20	
French	Log in to practice on Duolingo. Try to earn 10 XP today. (10 mins)	https://schools.duolingo.com/	10	



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DT

PLEASE NOTE THAT THE 'GET SET TO EAT FRESH' COMPETITION CLOSSES THIS FRIDAY 12TH FEBRUARY. Please send your entries to: info@getseteatfresh.co.uk

Pancake Day Competition 2021 – 16th February

Firstly, why does **Shrove Tuesday**, commonly known as “pancake day” exist?! Historically, *perishable (likely to decay or go bad quickly)* ingredients had to be used before the fasting period of lent. Throw a few simple ingredients together before they go bad... and you get the delicious pancake that we know today!

With Pancake day quickly approaching, occurring during half term, we are inviting you to send in a mini video or photo of a pancake “flip” and the finished pancake (toppings included!) ***The best will win a prize and 100HP, runners up will win a prize plus 50HP and all entries will be awarded 25HP!***

The competition opens on Friday 12th and closes Sunday 21st February.

Entries should be sent to: mhills@chesswood.w-sussex.sch.uk

We also welcome pictures and details of your favourite pancake recipes and have a ***prize for the “best flop”*** so even if it isn’t as successful as you had hoped, send it in as you may still win a prize!

Good luck and happy pancake making!
Miss Hills & Mr Light (DT Leaders)



Get Set to Eat Fresh with Aldi | Taste Kitchen Challenge
(getseteatfresh.co.uk)

You can find many recipes online. Here is one from the BBC Food link below:

Ingredients:

For the pancake mixture:

- 110g/4oz plain flour, sifted
- pinch of salt
- 2 eggs
- 200ml/7fl oz milk mixed with 75ml/3fl oz water
- 50g/2oz butter

To serve:

- caster sugar
- lemon juice
- lemon wedges

Or any other toppings you like!

Visit [Pancake recipe - BBC Food](#) for a **detailed method**. Adapt as you wish!

Visit [How to make pancakes - BBC Good Food](#) for a **quick demonstration video**.



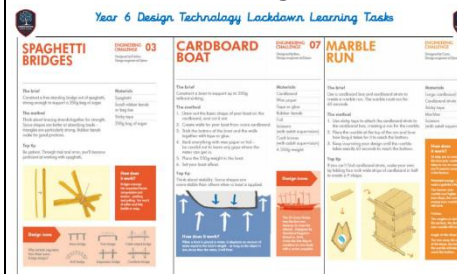
50
25
for
entry

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!

Plan-Make-Evaluate

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! ***Please send photos to us!***

18.01.21 – We are Engineers Lockdown Learning Tasks PDF



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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



WEEK 6:

Scratch Unit: Programming Computer Games

Lesson 4: Prime Numbers

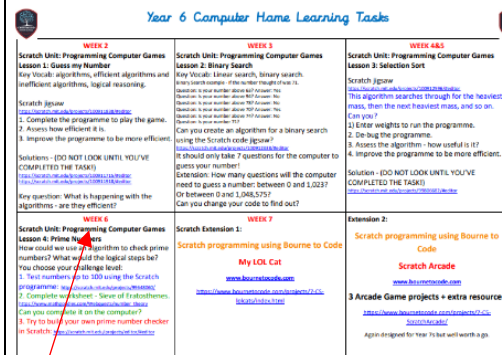
How could we use an algorithm to check prime numbers? What would the logical steps be?

You choose your challenge level:


1. Test numbers up to 100 using the Scratch programme: <https://scratch.mit.edu/projects/99648060/>
2. Complete worksheet - Sieve of Eratosthenes. https://www.mathgoodies.com/Webquests/number_theory
- Can you complete it on the computer?
3. Try to build your own prime number checker in Scratch: <https://scratch.mit.edu/projects/editor/#editor>

Computing

11.01.21 Year 6 Computer Home Learning Tasks PDF





Art	<p>WALT represent our viewpoints through art</p> <p>Please note: This is your assessment piece due Thursday 11th February. Please sent a photo of your final piece along with a small paragraph explaining your sketch to your teacher by 2.30pm Thursday.</p> <p>Main task: You need to complete your street art sketch, ensuring that your design:</p> <ul style="list-style-type: none">- Pops with colour.- Clearly represents your view on either climate change or social media.- Is simple enough to have an immediate impact with just a quick glance (e.g., imagine you are a member of the public passing by it in the street). <p>Task 2 (when emailing it to your teacher): Write a short passage (a paragraph is enough) to explain your design, e.g., the eyes represent forest fires and the flooding of tears represents both flooding from melting ice caps and the sadness I feel towards climate change. This could just be typed in the email to your teacher when you attach the photo of your sketch. Please email this final piece to your teacher by 2.30pm Thursday 11th February.</p>	<p>08.02.21 – Week 6 Art – Assessed Piece PDF</p> <div data-bbox="1339 212 1709 419"><p>WALT represent our viewpoints through art</p><p>Week 6 - Art</p><p>Assessed piece - Due: Thursday 11th February</p></div> 
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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!