Chesswood Junior School – Daily Learning – Year 6 – 10.02.2021

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 3: Find pairs of values (2) (30-45 mins) ***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!*** 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. ***Try to reason every question.*** **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/503100955 **PowerPoint:** https://chesswood-my.sharepoint.com/:p:/g/personal/mhills_chesswood_w-sussex_sch_uk/EZJBztrbpeJPs0BLJZyFThABi6z2xL0Zl4BEMiY419ciVA?e=rppZtk **10.02.21 – Maths Activity PDF** **10.02.21 – 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 – Converting metric measurements. (10 mins)	https://www.bbc.co.uk/bitesize/articles/z6ftjsg	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) • 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? Be selective with the information you use for your summary. You want to write one short paragraph that has the main key details.	**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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	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 23** • Watch the Chapter 23 video of Mrs R-W reading. Complete activity/questions from the accompanying PDF	**Reading Comprehension PDF** **Reading Activity Grid PDF** **Rumblestar Chapter 23 video** https://youtu.be/FSw5bZniAao **Rumblestar Chapter 23 activity PDF**		
Writing	**NEW TO YEAR 6: POEM OF THE DAY!** • Watch and listen to the Poem of the Day with Mrs Johnson!	**Poem of the Day video:** https://youtu.be/eAHthgZk3do		
	Task: • Today, you are going to draft your story ending! • Watch **Mrs Johnson's Writing Intro video** • Complete the **Nasty Writing** task • Use the **Story Ending Checklist** and your **plan** to help you write your story ending • **Grammar and Punctuation – Nasty Writing:** Complete the Nasty Writing task on Year 6 vocabulary. (10mins)	**Mrs Johnson's Writing Intro video:** **https://youtu.be/svZa469xjeE** **Story Ending Checklist PDF** **Additional writing support resources:** https://www.chesswood.w-sussex.sch.uk/page/?title=Writing&pid=59 **Nasty Writing PDF**	20	
	Turbo GPS: RECAP: Watch the BBC bitesize videos on how to use **their, there and they're.** Then, have a go at the activities**!** (10 mins)	**Turbo GPS video:** https://www.bbc.co.uk/bitesize/topics/zqhpk2p/articles/z3cxrwx	10	
	Spelling: (15 mins) Use a spelling strategy you have learned in class to practise the spellings from your homework sheet/below.	**Additional spelling support resources:** https://www.chesswood.w-sussex.sch.uk/page/?title=Spelling+Practice+Years+5+and+6&pid=65	15	

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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.

	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								

Science

Classification Key Assessment Task Feedback:

Well done for sending your teacher your Science Assessment task last week, we were very impressed with the work you produced. Watch the short video to see a few examples of the creative classification keys we were sent!

Video link: https://youtu.be/ZIjJvHuUTEc
09.02.21 – Science Feedback PDF

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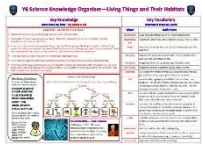
There is no Science lesson this week. If you have time, revise the KO and content from previous lessons as the first week back after half term you will have an assessment on Classification.

You can also play the vocabulary and knowledge games by clicking on the images in the resources section (to the right) for extra practise!

Click on image to open link.

Knowledge Organiser:



Key Vocabulary game:

Key Knowledge game:

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PE	**Specsavers 'Virtual' Sussex School Games 2021** **This week is all about… Bob Run Sports** "Feel the rhythm! Feel the rhyme! Get on up, it's bobsled time!" That's right, this week it's time to tackle Bob Run Sports. Complete all four challenges and log your top scores. Practice and improve and log your best scores on www.sussexschoolgames.co.uk by midday 12pm on Friday 12 February. Good luck!	Specsavers 'Virtual' Sussex School Games 2021 - Active Sussex 	20	
	Gymnastics Challenges Year 5/6: https://youtu.be/ACDrLqxFav8 Please send your entries to: sport@chesswood.w-sussex.sch.uk	CHESSWOOD JUNIOR SCHOOL Gymnastics Y5	20	
PSHE	Watch **Newsround** to keep up with current affairs. (5 mins) **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.** **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…** 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 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!	https://www.bbc.co.uk/newsround/news/watch_newsround **Calming Activities PDF** **Guided Videos:** 3 minutes 14 seconds long: https://www.youtube.com/watch?v=SEfs5TJZ6Nk 5 minutes 16 seconds: https://www.youtube.com/watch?v=inpok4MKVLM 5 minutes 22 seconds:	10 10	

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

1. **Get cosy.** 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.
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.
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.
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.
12. **Come back.** Slowly release your focus and bring your attention back to your surroundings.

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!

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

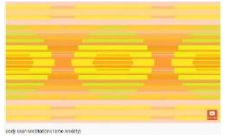
5 minutes 30 seconds:
https://www.youtube.com/watch?v=UhF8vLesRRc

5 minutes 40 seconds:
https://www.youtube.com/watch?v=HsmSEZmUT8o

6 minutes:
https://www.youtube.com/watch?v=EEgBcXEoZ3A

6 minutes 15 seconds:
https://www.youtube.com/watch?v=aIC-Io441v4

8 minutes 38 seconds:
https://www.youtube.com/watch?v=QS2yDmWk0vs



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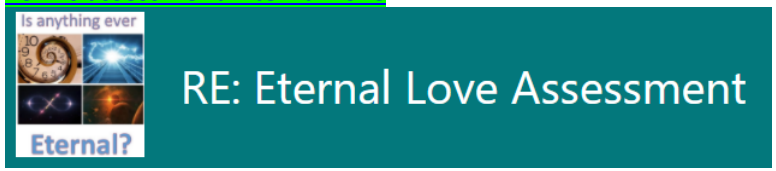
RE	Assessed task to complete once you have finished the lesson. **This should have been completed Tuesday 9th February**. RE lessons ask you to think about meanings and ideas. Not simply what they mean but what do they mean to you or other people/communities/religions. Because of this we really recommend 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. Use the lesson PDF and if you can't print you can write out your answers in an exercise book. 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: 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. Complete the Forms assessment.	**Eternal love lesson 5 PDF** https://www.bbc.co.uk/bitesize/clips/z687tfr Forms assessment: Eternal Love 	20	
French	Log in to practice on Duolingo. Try to earn 10 XP today. (10 mins)	https://schools.duolingo.com/	10	
DT	**PLEASE NOTE THAT THE 'GET SET TO EAT FRESH' COMPETITION CLOSES THIS FRIDAY 12TH FEBRUARY. Please send your entries to: info@getseteatfresh.co.uk**	Get Set to Eat Fresh with Aldi | Taste Kitchen Challenge (getseteatfresh.co.uk)	50	
	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!***	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	25 for entry	

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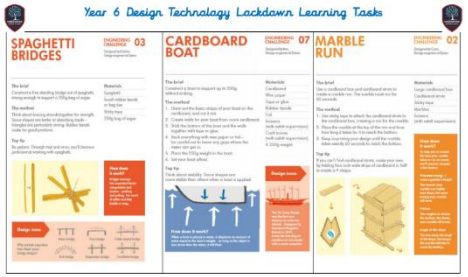
	The competition opens on Friday 12th and closes Sunday 21st February. **Entries should be sent to:** mhills@chesswood.w-sussex.sch.uk We also welcome pictures and details of your favourite pancake recipes and have a ***prize for the "best flop"*** so even if it isn't as successful as you had hoped, send it in as you may still win a prize! Good luck and happy pancake making! **Miss Hills & Mr Light (DT Leaders)** 	• 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.** 		
	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**  	30	
	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 	30	
Computing	**WEEK 6:** **Scratch Unit: Programming Computer Games** **Lesson 4: Prime Numbers**	**11.01.21 Year 6 Computer Home Learning Tasks PDF**	20	

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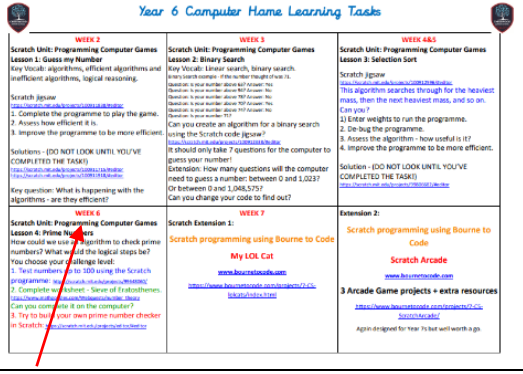
	How could we use an algorithm to check prime numbers? What would the logical steps be? **You choose your challenge level:** **1. Test numbers up to 100 using the Scratch programme: https://scratch.mit.edu/projects/99648060/** **2. Complete worksheet - Sieve of Eratosthenes. https://www.mathgoodies.com/Webquests/number_theory** **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**	 Year 6 Computer Home Learning Tasks WEEK 2 Scratch Unit: Programming Computer Games Lesson 1: Guess my Number Key Vocab: algorithms, efficient algorithms and inefficient algorithms, logical reasoning. Scratch jigsaw 1. Complete the programme to play the game. 2. Assess how efficient it is. 3. Improve the programme to be more efficient. Solutions - (DO NOT LOOK UNTIL YOU'VE COMPLETED THE TASK!) Key question: What is happening with the algorithms - are they efficient? WEEK 3 Scratch Unit: Programming Computer Games Lesson 2: Binary Search Key Vocab: Linear search, binary search. 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? WEEK 4&5 Scratch Unit: Programming Computer Games Lesson 3: Selection Sort Scratch jigsaw 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!) 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: 2. Complete worksheet - Sieve of Eratosthenes. Can you complete it on the computer? 3. Try to build your own prime number checker in Scratch: WEEK 7 Scratch Extension 1: Scratch programming using Bourne to Code My LOL Cat www.bournetocode.com Extension 2: Scratch programming using Bourne to Code Scratch Arcade www.bournetocode.com 3 Arcade Game projects + extra resources Again designed for Year 7s but well worth a go.		
Art	**WALT represent our viewpoints through art** **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.** **Main task:** **You need to complete your street art sketch, ensuring that your design:** - 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). **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.***	**08.02.21 – Week 6 Art – Assessed Piece PDF** WALT represent our viewpoints through art Week 6 - Art Assessed piece - Due: Thursday 11th February	30	

Keep track of the house points you earn each day, collect and record these yourselves, we trust you to be honest!