



# Chesswood Junior School – Daily Learning – Year 6 – 14.01.2021



| Subject | Activity   | Resources/Links  | House Points | Tick ✓ |
|---------|--|--|--------------|--------|
| Maths   | <b>Written methods:</b> Reason answers and self-mark after completion. (10 mins)<br>Tutorial videos if needed: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Written+Division&amp;pid=340">https://www.chesswood.w-sussex.sch.uk/page/?title=Written+Division&amp;pid=340</a>   | 11.01.21 – <b>Written methods PDF</b><br>Calculation progression: <a href="https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=3586&amp;type=pdf">https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=3586&amp;type=pdf</a>  | 15           |        |
|         | <b>Task: Lesson 3: Decimals as fractions. (30 mins)</b><br><br><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><br><br>Watch the interactive PowerPoint and/or video guidance to support you as you work through the lesson using the <b>activity booklet</b> .<br><br>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.<br><br>Once you have completed the questions in the activity booklet, use the <b>answers</b> booklet to <b>self-mark</b> .<br><br><i>Try to reason every question.</i><br><br><b>Arithmetic test (just one per week, you may have completed this Monday):</b><br>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. | <b>Video:</b> <a href="https://vimeo.com/490693175">https://vimeo.com/490693175</a><br><b>PowerPoint:</b> <a href="https://chesswood-my.sharepoint.com/:p:/g/personal/mhills_chesswood_w-sussex_sch_uk/EU7FdVq9HKREgV3ks6IT-4EBVswtFBu73e-qlPu5o5d4cg?e=aPou53">https://chesswood-my.sharepoint.com/:p:/g/personal/mhills_chesswood_w-sussex_sch_uk/EU7FdVq9HKREgV3ks6IT-4EBVswtFBu73e-qlPu5o5d4cg?e=aPou53</a><br><br><b>14.01.21 – Maths Activity PDF</b><br><b>14.01.21 – Maths Answers PDF</b><br><b>12.01.21 – Maths GDS Extension – one page per day + answers.</b><br><br><b>Maths support at home:</b><br><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Maths+Support+at+Home&amp;pid=335">https://www.chesswood.w-sussex.sch.uk/page/?title=Maths+Support+at+Home&amp;pid=335</a><br><br><b>Useful websites and links:</b><br><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Maths&amp;pid=100">https://www.chesswood.w-sussex.sch.uk/page/?title=Maths&amp;pid=100</a><br><br><b>11.01.21 – Arithmetic test Medium PDF (From Monday, just one per week)</b> | 20           |        |
|         | <b>Turbo Maths:</b> BBC Bitesize – Recap: Compare and order fractions. (10 mins)   | <a href="https://www.bbc.co.uk/bitesize/articles/znk4kmn">https://www.bbc.co.uk/bitesize/articles/znk4kmn</a>  | 10           |        |
| Reading | <b>Reading for pleasure:</b> Read your reading book for <b>30-45 minutes</b> . Take the AR quiz when finished – remember to look back in the book to help you!   | <a href="http://ar.chesswood.org.uk">http://ar.chesswood.org.uk</a>  | 20           |        |
|         | <b>Guided Reading Task: (20 mins)</b> <ul style="list-style-type: none"> <li>Complete the <b>Guided Reading Task</b> on an extract from Secrets of a Sun King.</li> <li>Watch Mrs Johnson's video to help!</li> <li>Scroll down to <b>self-mark</b> using the answers provided.</li> </ul> <b>Reading Comprehension:</b> Complete the <b>Reading Comprehension</b> and <b>self-mark</b> using the answers provided. (20 mins)<br><b>Extension:</b> Look at the reading activity grid and choose an activity that interests you.  | <b>Guided Reading Task PDF</b><br><br><b>Guided Reading Task video:</b><br><a href="https://youtu.be/ygOb6NnW0EA">https://youtu.be/ygOb6NnW0EA</a><br><br><b>Reading Comprehension PDF</b><br><br><b>Reading Activity Grid PDF</b>   | 20           |        |



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| Writing              | <b>Class Novel: (20 mins)</b><br>Rumblestar by Abi Elphinstone: chapter 3 <ul style="list-style-type: none"><li>Watch the Chapter Three video of Mrs R-W reading</li></ul> Complete the questions from the accompanying sheet.   | <b>Chapter Three video</b><br><a href="https://youtu.be/DjxeboMB5lg">https://youtu.be/DjxeboMB5lg</a>  |             |      |           |      |             |      |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|----------------------|--|--|-------------|------|-----------|------|-------------|------|----------|--|----------------------|---------|------|----------|------|-----------|------|-------------|------|---------|------|-----------|------|-----------|------|------------|------|---------|------|-------------|------|--|--|--|--|-----------------|-------|------|--------|------|---------|------|----------|------|-------|------|---------|------|---------|------|----------|------|--------|------|-------|------|--|--|--|--|--|----|
|                      | <b>NEW TO YEAR 6: POEM OF THE DAY!</b> <ul style="list-style-type: none"><li>Watch and listen to the Poem of the Day with Mrs Johnson!</li></ul>   | <b>Poem of the Day video:</b><br><a href="https://youtu.be/AXcLho184k">https://youtu.be/AXcLho184k</a>   |             |      |           |      |             |      |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|                      | <b>Task:</b> This week, we are going to create pieces of writing that we can put into our very own time capsule! (Roughly 45 mins) <ul style="list-style-type: none"><li>What is a time capsule? Watch the <b>Time capsule video</b> to find out...</li><li>Today, you are going to interview an adult at home /over the phone or on Zoom... and write an article reporting on their thoughts and experiences!</li><li>Watch <b>Mrs Johnson’s intro video</b> to help!</li><li>Do the <b>Nasty Writing</b> task first!</li><li>Use the <b>Interview Template</b> provided to help you decide on the questions you want to ask your adult.</li><li>Use the <b>Interview Checklist</b> to help you write your article.</li><li>You should aim to write a short introduction, followed by 2-3 paragraphs with subheadings about your interviewee’s thoughts and experiences. <b>This should be approximately one side of A4.</b></li></ul>  | <b>Time capsule video:</b><br><a href="https://www.youtube.com/watch?v=n5eL81RXxXE">https://www.youtube.com/watch?v=n5eL81RXxXE</a><br><br><b>Even Peppa Pig has made one! Just watch up to 1:30 to see what she put in hers...</b><br><a href="https://www.youtube.com/watch?v=-BJXqk4O-dI">https://www.youtube.com/watch?v=-BJXqk4O-dI</a><br><br><b>Mrs Johnson’s intro video:</b><br><a href="https://youtu.be/cYmVn_jySUI">https://youtu.be/cYmVn_jySUI</a><br><br><b>Interview Template PDF</b><br><br><b>Interview Checklist PDF</b><br><br><b>Additional writing support resources:</b><br><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Writing&amp;pid=59">https://www.chesswood.w-sussex.sch.uk/page/?title=Writing&amp;pid=59</a><br><br><b>Nasty writing PDF</b> | 20          |      |           |      |             |      |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|                      | <b>Grammar and Punctuation – Nasty Writing:</b> Complete the Nasty Writing task on semi-colons. (10 mins)  |  |             |      |           |      |             |      |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|                      | <b>Turbo GPS:</b> Watch the <b>BBC Bitesize video</b> on using semi-colons and test your knowledge by taking the quiz! (10-15mins)   | <b>BBC Bitesize video:</b><br><a href="https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/z6w6cqt">https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/z6w6cqt</a>  | 10          |      |           |      |             |      |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|                      | <b>Spelling: (15 mins)</b> Use a spelling strategy you have learnt in class to practice the spellings from your homework sheet/below. <table><tr><th></th><th colspan="2">Bronze</th><th colspan="2">Silver</th><th colspan="2">Gold</th><th colspan="2">Platinum</th></tr><tr><td rowspan="3">Statutory Words List</td><td>achieve</td><td>Tick</td><td>persuade</td><td>Tick</td><td>accompany</td><td>Tick</td><td>accommodate</td><td>Tick</td></tr><tr><td>ancient</td><td>Tick</td><td>vegetable</td><td>Tick</td><td>sincerely</td><td>Tick</td><td>aggressive</td><td>Tick</td></tr><tr><td>average</td><td>Tick</td><td>opportunity</td><td>Tick</td><td></td><td></td><td></td><td></td></tr><tr><td rowspan="3">Class Spellings</td><td>cough</td><td>Tick</td><td>enough</td><td>Tick</td><td>thought</td><td>Tick</td><td>although</td><td>Tick</td></tr><tr><td>dough</td><td>Tick</td><td>brought</td><td>Tick</td><td>borough</td><td>Tick</td><td>thorough</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></table> |  | Bronze      |      | Silver    |      | Gold        |      | Platinum |  | Statutory Words List | achieve | Tick | persuade | Tick | accompany | Tick | accommodate | Tick | ancient | Tick | vegetable | Tick | sincerely | Tick | aggressive | Tick | average | Tick | opportunity | Tick |  |  |  |  | Class Spellings | cough | Tick | enough | Tick | thought | Tick | although | Tick | dough | Tick | brought | Tick | borough | Tick | thorough | Tick | plough | Tick | bough | Tick |  |  |  |  | <b>Additional spelling support resources:</b><br><a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Spelling+Practice+Years+5+and+6&amp;pid=65">https://www.chesswood.w-sussex.sch.uk/page/?title=Spelling+Practice+Years+5+and+6&amp;pid=65</a> | 15 |
|                      | Bronze   |  | Silver      |      | Gold      |      | Platinum    |      |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
| Statutory Words List | achieve  | Tick   | persuade    | Tick | accompany | Tick | accommodate | Tick |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|                      | ancient  | Tick   | vegetable   | Tick | sincerely | Tick | aggressive  | Tick |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|                      | average  | Tick   | opportunity | Tick |           |      |             |      |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
| Class Spellings      | cough  | Tick   | enough      | Tick | thought   | Tick | although    | Tick |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|                      | dough  | Tick   | brought     | Tick | borough   | Tick | thorough    | Tick |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |
|                      | plough   | Tick   | bough       | Tick |           |      |             |      |          |  |                      |         |      |          |      |           |      |             |      |         |      |           |      |           |      |            |      |         |      |             |      |  |  |  |  |                 |       |      |        |      |         |      |          |      |       |      |         |      |         |      |          |      |        |      |       |      |  |  |  |  |  |    |



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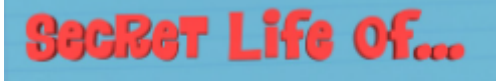


|         |  |  |    |  |
|---------|--|--|----|--|
|         | Ask a member of your family to test you – keep practicing any you get wrong until you are confident that you know them all. Get re-tested when possible.   |  |    |  |
| Science | <p>Open the Lesson 1 PDF to work your way through the slides. Complete the activities when you are directed to do so.</p> <p>Activity 1: Using the MRS GREN template, write what each letter stands for and then explain what each element refers to. There is an example on the PDF for you.</p> <p>Activity 2: Draw the table in your book and sort the pictures into their correct category. You can write(name)/draw/cut and stick the pictures – which ever method is easiest for you!</p> <p>Activity 3: Classify the people in your class in whatever way you wish. Think kingdoms! Which groups can you make? Will you write names or draw the people in your class? Will it be based on a physical characteristics such as hair colour/height or will you think more deeply into non-physical attributes, such as talents or number of siblings. Be creative with this task, you get to create the groups/kingdoms and present it in any way you wish!</p> <p>Send any work to your teacher via email if you can, they would love to see these tasks.</p> | <p><b>11.01.21 - Lesson 1 PDF (PowerPoint)</b></p> <p><b>11.01.21 – MRS GREN template PDF</b></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>  <p><b>20 / 21 FITNESS CHALLENGE</b></p>   | <a href="https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=9204&amp;type=pdf">https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=9204&amp;type=pdf</a>  | 10 |  |
| PSHE    | <p>Watch <b>Newsround</b> to keep up with current affairs. (5 mins)</p> <p>Try this <a href="#">meditation and relaxation activity</a> to help relax your mind and body. You could do this first thing to get ready for the day, during the day when you need a brain break or to refocus. These work really well to clear your mind before bed. Aim to do this 6-minute activity at least 3 times this week and see how your breathing and focus improves each time.</p> <p>Try this <a href="#">relaxing music</a> to help you when you are working, after your meditation session or before you drift off to sleep. As you listen to it try slowing your breathing down. A great way to do this is to lay down and put a cushion or soft toy on your tummy. Inhale (breathe in) deeply for a count of 3 seconds and then exhale (breathe out) for a count of 4 seconds. Watch or feel the object on your tummy rise and fall as you breathe in and out.</p>   | <p><a href="https://www.bbc.co.uk/newsround/news/watch_newsround">https://www.bbc.co.uk/newsround/news/watch_newsround</a></p> <p><a href="https://m.youtube.com/watch?v=ZBnPlqQFPKs">https://m.youtube.com/watch?v=ZBnPlqQFPKs</a></p> <p><a href="https://m.youtube.com/watch?v=o8GrqUSdzi0&amp;t=30302s">https://m.youtube.com/watch?v=o8GrqUSdzi0&amp;t=30302s</a></p> | 10 |  |



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|               |  |   |    |  |
|---------------|--|---|----|--|
|               | <b>Blackout Poetry:</b> Open the PDF and follow the instructions to create your own 'blackout poem' from 'The Day War Came'.   | <b>PSHE - Blackout Poetry Task PDF</b>  |    |  |
| <b>RE</b>     | <p>Discuss the meaning of eternal. What does it mean to you? What does it mean to other members of your household?</p> <p>Write down your meaning of the word eternal. What it means to you. Then answer the question "Will anything last forever?" Can you think of any examples to support your answer?</p> <p>Eternal means lasting or existing forever without end. Was your definition similar?</p> <p>Look at the list on the page. Make a note of or circle the things that you think can last forever. Maybe they can last forever in a certain way?</p> <p>Order the list into the columns. Decide if you think they have lasted in your lifetime, will last forever or you want them to last forever.</p> <p>What would you like to put under the headings in the columns? Think of the things in your life that are important. What has lasted so far? What will last forever? What do you wish would last forever?</p> <p>Discuss with a family member - Does anything last forever? Does everything change over time? Think about how are your ideas similar and different? Why might they be similar or different?</p> | <b>Lesson 1: Is anything eternal PDF</b>  | 20 |  |
| <b>French</b> | Log in to practice on Duolingo. Try to earn 10 XP today. (10 mins)   | <a href="https://schools.duolingo.com/">https://schools.duolingo.com/</a>   | 10 |  |
| <b>DT</b>     | <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><b>Watch a clip from the BBC series:</b> 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>   | <b>DT Cooking Tasks PDF</b>  <p><a href="#">The Secret Life of Our Favourite Dishes - BBC Teach</a></p>  | 30 |  |



# Chesswood Junior School – Daily Learning – Year 6 – 14.01.2021



## 'Get Set to Eat Fresh' DT COMPETITION! – GOOD LUCK!

Can you create a recipe for Team GB?

If you are chosen as a winner in your age category, you could win an **exclusive Team GB goody bag, £50 in Aldi vouchers, a certificate**, and your recipe will join Aldi's collection of Taste Kitchen recipes – featuring on both the Aldi and Get Set to Eat Fresh sites and Chesswood could also receive £200 in Aldi vouchers and a bag of fresh produce!

If you are selected as the one overall winner – selected by Aldi Athlete Ambassadors – you will additionally receive **a piece of money-can't-buy Team GB Tokyo 2020 signed merchandise** and **have your recipe featured on a full or double page spread of an Aldi leaflet!**

So, what do you need to do? Create and write a recipe, including ingredients, instructions, a description for the recipe, and a short paragraph to explain how the recipe is inspired by Team GB. - See the [overview](#) attached for full details.

Key points worth remembering:

- All recipes should include at least two fruits or vegetables.
- Entrants must include a photograph of themselves with their finished dish.
- Submit your recipe using the Taste Kitchen Challenge [Recipe Sheet](#) and [Cover Sheet](#) completed by a parent/carer or teacher.
- Entries should be sent to: [info@getseateatfresh.co.uk](mailto:info@getseateatfresh.co.uk)
- A winner will be chosen in each of the following age groups: 5–7, 7–11 and 11–14.
- Competition deadline: Friday 12 February 2021
- All entrants receive 50HP just for entering!

Full terms and conditions can be found here:

[www.getseateatfresh.co.uk/about/tastekitchen-termsandconditions](http://www.getseateatfresh.co.uk/about/tastekitchen-termsandconditions)

<https://getseateatfresh.co.uk/resources/tastekitchenchallenge>

11.01.21 - [Overview](#)

11.01.21 - [PowerPoint](#)

11.01.21 - [Recipe sheet PDF](#)

11.01.21 - [Cover sheet PDF](#)

**Competition deadline:**

**Friday 12<sup>th</sup> February 2021**



Computing

**WEEK 2 - Scratch Unit: Programming Computer Games**

Lesson 1: Guess my Number

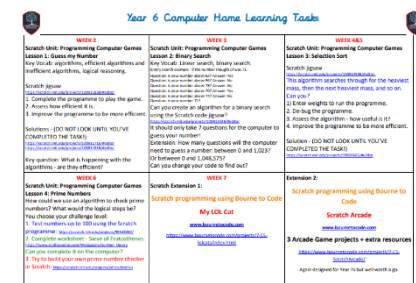
Key Vocab: algorithms, efficient algorithms and inefficient algorithms, logical reasoning.

Scratch jigsaw

<https://scratch.mit.edu/projects/100911838/#editor>

1. Complete the programme to play the game.
2. Assess how efficient it is.
3. Improve the programme to be more efficient.

**11.01.21 Year 6 Computer Home Learning Tasks PDF**



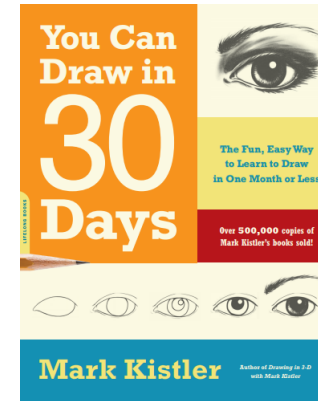
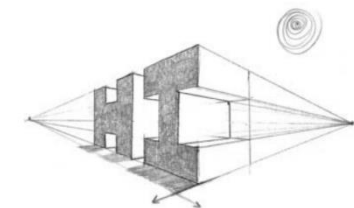
50

20



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|     |  |   |  |    |  |
|-----|--|---|--|----|--|
|     | <p>Solutions - (DO NOT LOOK UNTIL YOU'VE COMPLETED THE TASK!)</p> <p><a href="https://scratch.mit.edu/projects/100911715/#editor">https://scratch.mit.edu/projects/100911715/#editor</a></p> <p><a href="https://scratch.mit.edu/projects/100911918/#editor">https://scratch.mit.edu/projects/100911918/#editor</a></p> <p>Key question: What is happening with the algorithms - are they efficient?</p>   |   |  |    |  |
| Art | <p><a href="#">‘You Can Draw in 30 Days’</a> – Mark Kistler</p> <p>Using the book attached, go to Lesson 27 ‘Lettering in Two-Point Perspective’ (page 220).</p> <p>Some of you will have already practised the word HI in class, why not try it again or have a go at another word?</p> <ul style="list-style-type: none"><li>- Remember to use upper case letters (capitals)</li><li>- Don’t forget to choose a location for the light source and then create shading!</li></ul> <p>Once you feel confident, have a go at the bonus challenge!</p> <p>Please send photos of your masterpieces to your teacher as we would love to see the work you have been completing at home.</p> | <p><a href="http://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=9347&amp;type=pdf">www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=9347&amp;type=pdf</a></p>  | <p>LESSON 27</p> <p>LETTERING IN TWO-POINT PERSPECTIVE</p>  | 20 |  |

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.