

# Home Learning Pack



Year 6

Name.....

# Home Learning Packs

- English – Read through the Powerpoint and complete work in book.
  - Maths – Work is set on purplemash/mathletics
  - Reading – Set on Scholastic/purplemash
  - Topic, RE, Science – Read through Powerpoint and complete work in book.
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- Additional work is set on purplemash and you can still follow the lessons set on Bitesize.

	<u>Session</u> <b>1</b> 8.45-9.20	<u>Session</u> <b>2</b> 9.20-10.20	<u>Session</u> <b>3</b> 10.20-11.00	<u>Break</u> 11.00-11.15	<u>Session 4</u> 11.20-12.20		<u>Session 5</u> 1.00-2.30	<div> <b>Lunch</b>  12.20 Outside (MUGA)  1.00 Inside  <b>Collection</b>  2.30pm </div>
Monday	PSHE Self Care	Sport 9.20 – 10.20 MUGA	Reading		Maths Lesson 3: Investigating Angles in Triangles		RE The creation and fall.	
Tuesday	PSHE Self Care	English LI - To use figurative language	Reading		Laptops Topic		Topic/Art	
Wednesday	PSHE Separation Anxiety	English LI: To use my senses.	Reading		Maths Lesson 4: Investigating Angles in Quadrilaterals			
Thursday	PSHE Separation Anxiety	English LI: To plan my writing.	Dance 10.30 – 11.15 Main Hall		Break 11.15-11.30	Maths Lesson 5: Solving Problems Involving Angles in Triangles and Quadrilaterals	Laptops Computing	
Friday	PSHE Separation Anxiety	English LI: To write in first person.	Reading		Fitness 11.20 – 12.00 North Playground		Science LI -To give reasons based on common characteristics.	

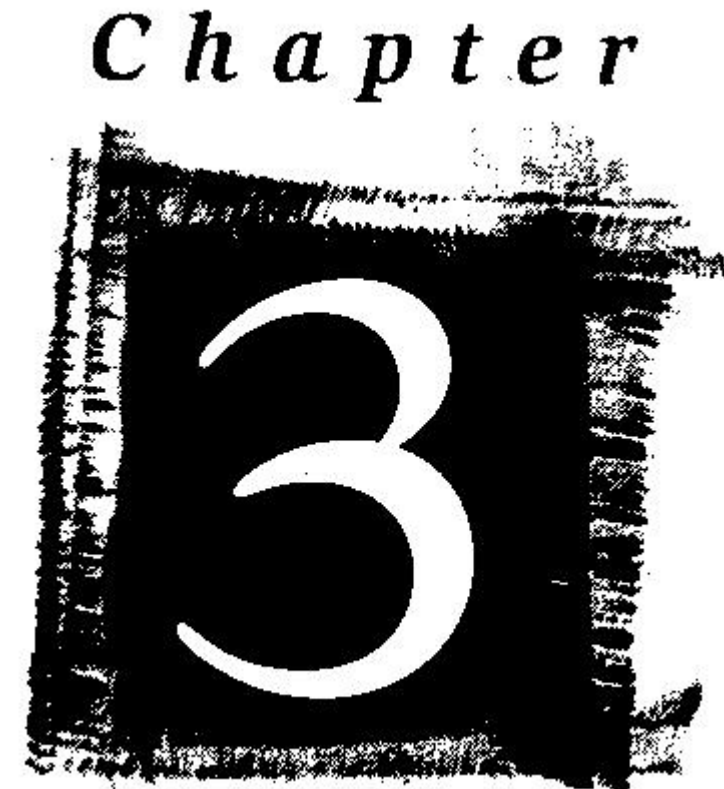
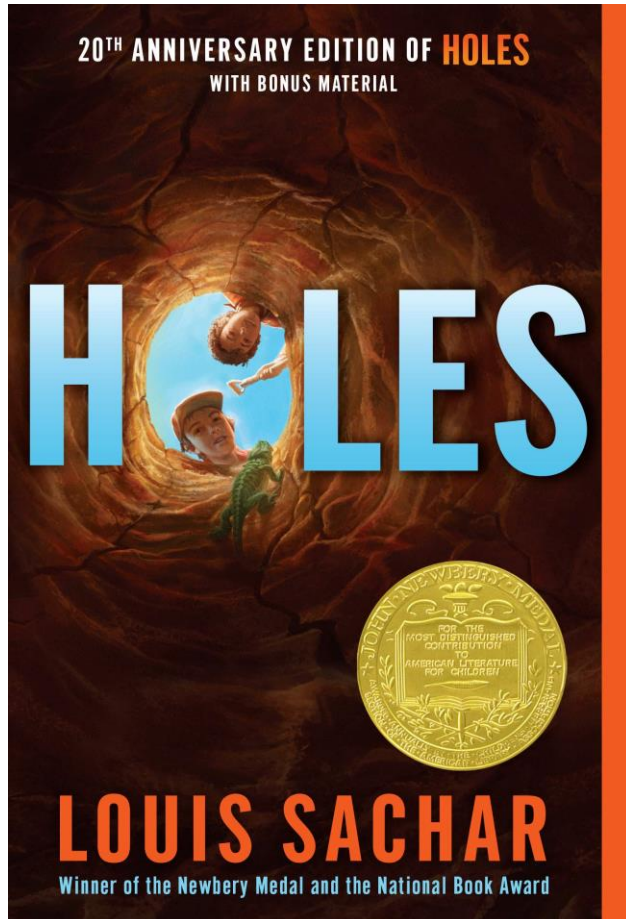
Monday 8<sup>th</sup> June 2020

LI: To use figurative language.

SC - I can use metaphors

SC - I can use personification.

SC - I can use hyperbole.



# Personify these objects.





# What other forms of figurative language could you use?

- Metaphor
- Onomatopoeia
- Alliteration
- Simile
- Idiom
- Hyperbole

## Metaphor

She is a ray of sunshine.  
Heart of stone.  
He is the light of my life.  
A rollercoaster of emotions.

## Personification

The snow speaks.  
The grass tickled my feet.  
The leaves danced on the trees.  
The husky corn spoke.

## Onomatopoeia

Crash! Splash! Boom!  
Pop! Bam! Snap!  
Honk! Buzz! Drip!  
Swish! Ring! Crackle!

## Alliteration

Evil eagles eat eels.  
Dreary, dismal darkness.  
Pretty purple purses.  
Adjectives and adverbs.

## Simile

Pure as snow.  
Quiet as a mouse.  
Busy as a bee.  
Cute as a kitten.

## Idiom

Time flies.  
Cat got your tongue.  
Broken heart.  
Face the music.

## Hyperbole

For the millionth time, be quiet!  
He's got a brain the size of a pea.  
These shoes are killing me.  
Speed up- a snail can go faster than you!

Example Lines:

Sweat huddled together forming a circle under my armpits and on my back...

The chair hugged me so tight I felt as though I was suffocating...

Feelings of abandonment broke my heart. I was alone. (Well if you consider the driver and guard you'd argue otherwise). I don't care about them and they don't care about me.. So I am alone. Alone with my thoughts. Alone with my pain. Alone with this injustice.

Independent task- to write your description of Stanley's journey using a variety of figurative language devices.

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Tuesday 8<sup>th</sup> June 2020

LI: To use my senses.

SC -I can use my senses.

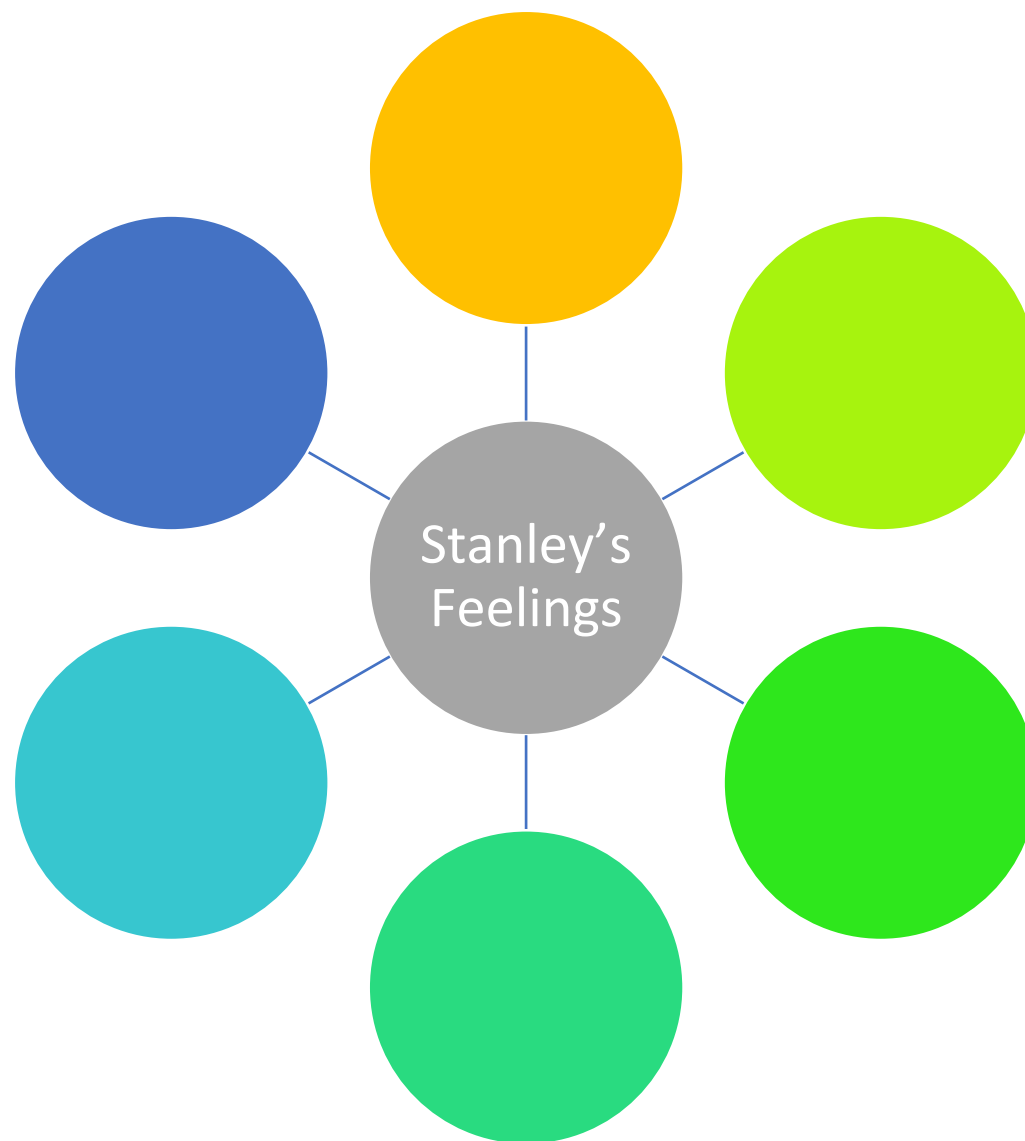
SC - I can use figurative language.



# What will we cover:

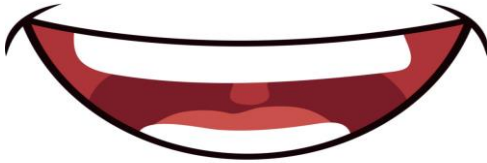
- ☐ Senses
- ☐ Writing in first person
- ☐ Metaphors
- ☐ Personifications
- ☐ A range of punctuation

Create a mind-map about how Stanley might be feeling?



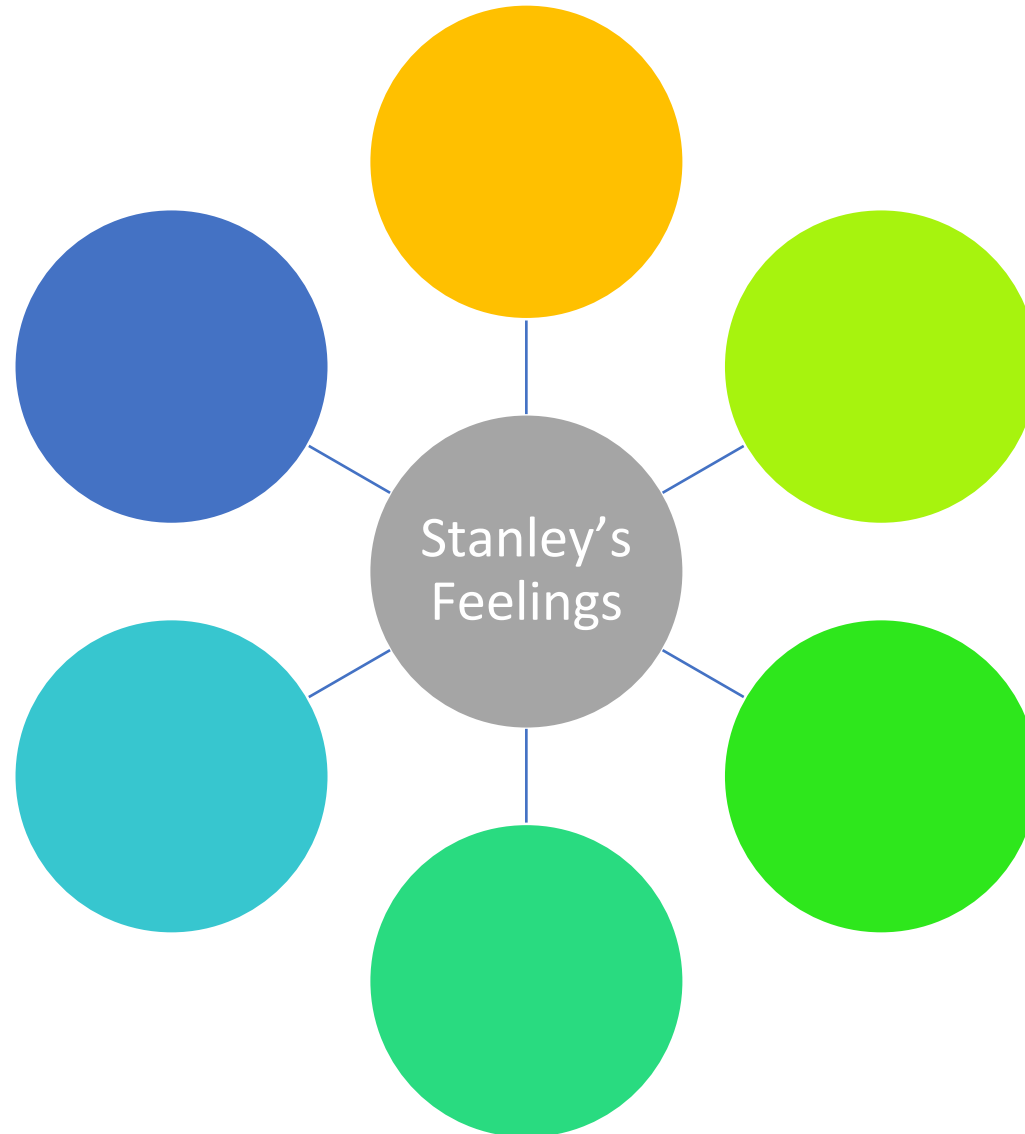


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How can we link Stanley's feelings to his senses?



All About Sentences

# First Person

First person is used when writers are talking about **themselves** or writing about a **personal experience**.

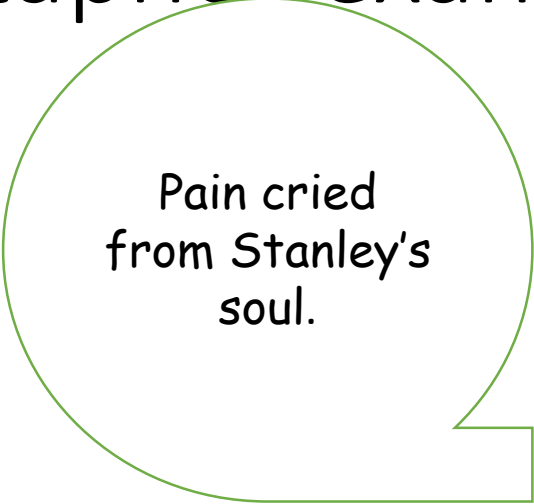
**We use the words:**

**I, me, myself, mine, my, we, us, our,  
ours, ourselves**

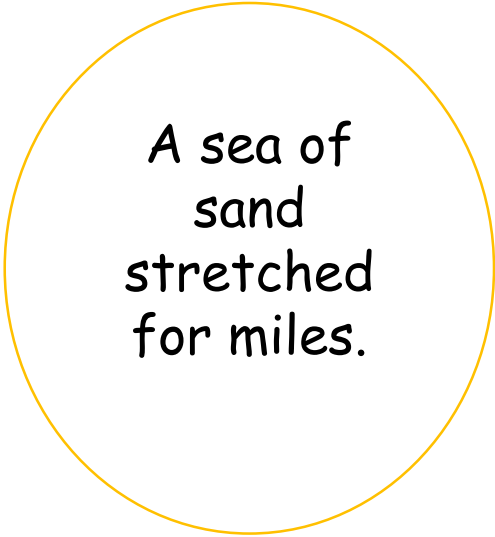
**melloo**

©2017 [www.melloo.co.uk](http://www.melloo.co.uk)

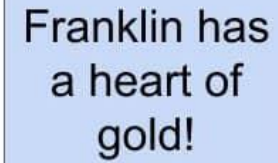
# Metaphor examples




Pain cried  
from Stanley's  
soul.



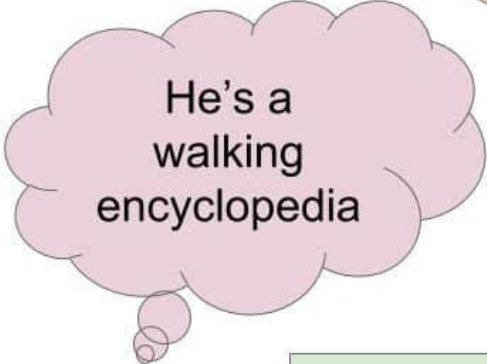
A sea of  
sand  
stretched  
for miles.



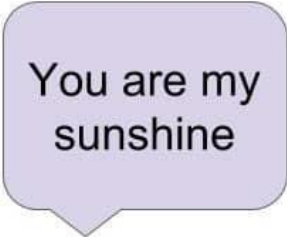
Franklin has  
a heart of  
gold!



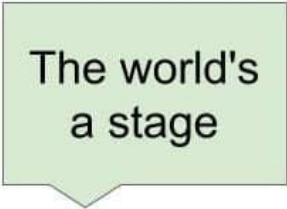
Mary's voice  
is music to  
my ears



He's a  
walking  
encyclopedia



You are my  
sunshine



The world's  
a stage



# Personification examples

The road  
bullied the  
tyres.

The water had left  
without saying  
goodbye.

Fear screamed in  
my mind as the bus  
came to an abrupt  
halt.

## PERSONIFICATION

The sun peeked happily from behind a cloud.



The trees danced back and forth in the wind.



The car happily squealed down the highway.



It was time to go home, but the bell refused to ring.



The warm fireplace seemed to be calling my name.



The angry sky roared and threw lightning around.

The gentle wind softly kissed my cheeks as I walked.



The delicious smell of cookies pulled me to the kitchen.

That chocolate ice cream cone is really tempting me.



I can see that news travels quickly.

Read through your work and consider how you can make it better based on what you have learnt today.

- What sentences should you keep in your monologue?
- What could you do to up level you work?

From these images can you recap the story.



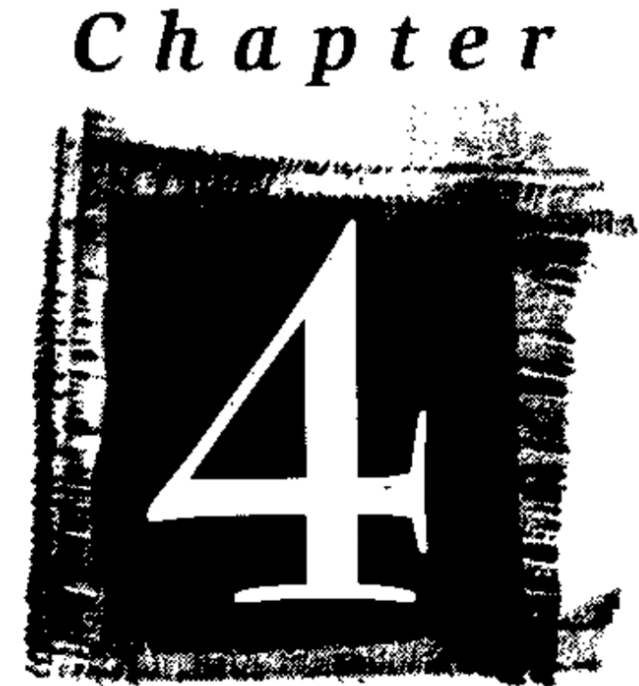
Wednesday 10<sup>th</sup> June 2020

LI: To plan my writing.

Let's start by reading chapter 4.

After you have read Chapter 4 watch this clip.

[https://www.youtube.com/watch?v=w\\_xBk91CLCs](https://www.youtube.com/watch?v=w_xBk91CLCs)



Wednesday 10<sup>th</sup> June 2020

LI: To plan my writing.

## Stanley's Monologue

Paragraph one _____ _____ _____	What is happening?	What senses/ figurative will you use?	Punctuation
Inner thoughts and feelings.			





Thursday 11<sup>th</sup> June 2020

LI: To write in first person.

SC -I can use my senses.

SC - I can use figurative language.

# Today you will need

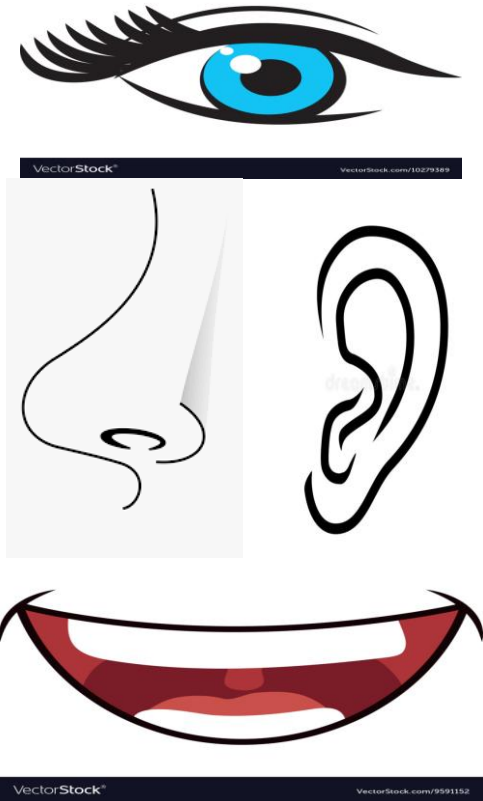
- ☐ Your plan
- ☐ Your senses paragraph.
- ☐ Your figurative language paragraph.

# Let's construct a writing checklist

- What do we want to see in our writing?

☐☐☐☐☐☐☐

Reviewing and applying everything you have learnt and edited this week. You need to write your final draft of your monologue.



### Metaphor

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Heart of stone.  
He is the light of my life.  
A rollercoaster of emotions.

### Personification

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### Onomatopoeia

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### Alliteration

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### Simile

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### Idiom

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### Hyperbole

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These shoes are killing me.  
Speed up- a snail can go faster than you!



**KEEP CALM  
AND REMEMBER...**

**CAPITAL LETTERS  
AND FULL STOPS!**

# Writing Checklist

Year 6 Writing Checklist	
	Example
1) Range of sentences	Simple (The man went to the shop) Compound (The man went to the shop <b>because</b> he had no milk) Complex (The man, <b>with feelings of disappointment</b> , went to the shop)
2) Inverted commas	"You're fantastic" exclaimed the teacher.
3) Punctuation	Dashes (Tap—don't go) Brackets (additional information) Ellipses (...) Question marks (What are you doing?) Rhetorical questions.
4) Literacy devices	Metaphor, Simile, Personification, Repetition, Rhyme
5) Fronted adverbial	Yesterday,
6) Range of vocabulary	Synonyms (good—fantastic)
7) Range of conjunctions	Also, as well as, although, however, whereas, as, consequently



Friday 12<sup>th</sup> June 2020

LI – To edit my writing

**Self Assessment**

**Date:**

What feature have you used well:

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Next time I will

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# Let's construct a writing checklist

- What do we want to see in our writing?

☐☐☐☐☐☐☐

Self Assessment

Date:

What feature have you used well:

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Next time I will

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You need to use our checklist to assess your own work.

# RE – THE BIG STORY OF THE BIBLE

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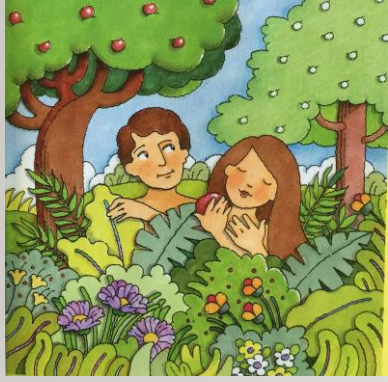
WEEK TWO – THE CREATION AND THE FALL



# CREATION AND FALL

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- <https://request.org.uk/restart/2020/03/26/bible-quest-fall/>
- <https://www.youtube.com/watch?v=D7LZnMHYrmY>




# CREATION AND FALL



- Thinking about the work we completed last week.
- Publish your questions and answers in PurpleMash.



- 
- To give reasons for classifying animals based on their similarities and differences.

- I can sort and group animals based on their features.
- I can give reasons for the way I have classified animals.

How many different species  
of living things are there on  
Earth?



Scientists believe that there  
could be as many as 10 million  
different species on Earth! It  
would be very hard to study  
the lives and behaviours of all  
these living things without  
grouping them together  
somehow.

Scientists sort and group living  
things according to their  
similarities and differences.  
This is called classification.  
Scientists who classify living  
things are called taxonomists.



Taxonomists classify living things by comparing them. Let's look at an example of how this works.

Look at the snacks on this table. How could we group them? Taxonomists would start by splitting them into two large groups. Can you think of two groups to use to split up the snacks?

There are several ways you could split these snacks into two groups. Share your ideas with the class.







Let's say you split them into 'Healthy' snacks and 'Unhealthy' snacks.

Now each group can be split into another two groups. Look at the 'Healthy' snacks. How could you split them into two smaller groups?





Again, there are several ways you could split these snacks into two groups.

They could be grouped into 'Fruits' and 'Vegetables'.







Now, the 'Vegetables' group can be split up into two smaller groups.

They could be split into 'Roots' and 'Florets', or even 'Carrots' and 'Broccoli'.

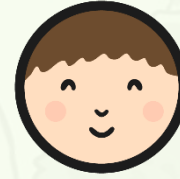




This is how taxonomists classify living things. They group similar things together, then split the groups again and again so they become smaller and smaller. Each group allows scientists to observe and understand their similarities and differences more

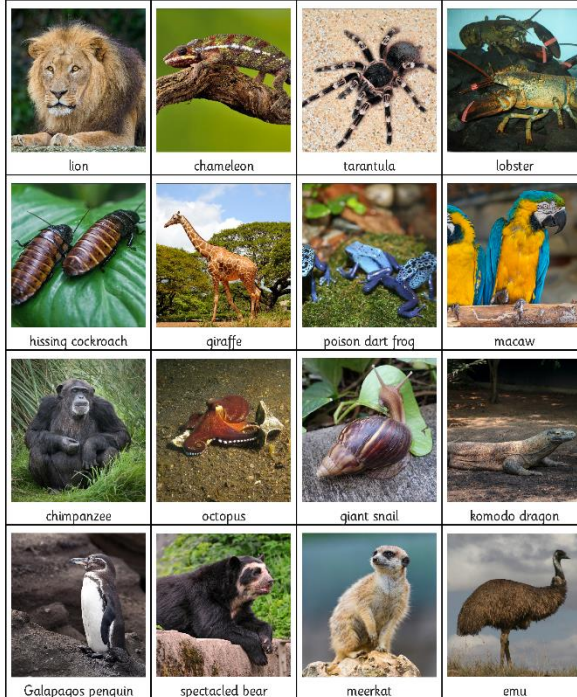






## Zoo Animals List

These animals are going to live in a new zoo. You need to classify the animals so that similar species can be housed near to each other. Use the Zoo Classification Activity Sheet to classify the animals.



Imagine that a new zoo is going to open in your local area. You have been asked to sort and group the animals that will live in the zoo, so that similar species can be housed in enclosures near one another.

You will act as a taxonomist, so it is up to you to decide how to classify the animals and give reasons for your classification.

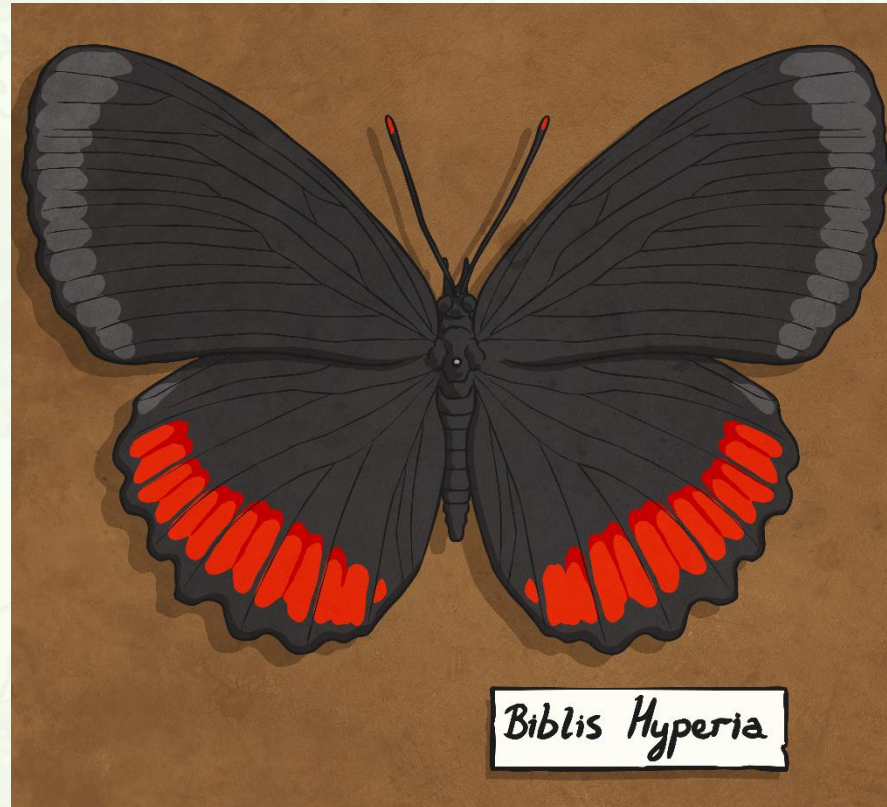
Look at the animals on your Zoo Animals List and use the Zoo Classification Activity Sheet to sort and group the animals.








Talk to other people in your group about how they classified the animals in their zoo. Did they sort and group the animals in the same way as you did?

Do you think taxonomists use different classification methods like you may have done? Is it important to use the same method of classification?

In your next lesson, you will find out about the standard method of classifying living things.





	lion		chameleon		tarantula		lobster
	hissing cockroach		giraffe		poison dart frog		macaw
	chimpanzee		octopus		giant snail		komodo dragon
	Galapagos penguin		spectacled bear		meerkat		emu