Year 6 – Summer Term Week 6 WB 6th July

	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy	Reading comprehension **https://CETUDIL.exampro.net** Spend time each day reading a book and discuss it. Please also feel free to email us and tell us about the book you are reading.	Grammar and Punctuation Rising Stars 'Prepositions' and 'Determiners' Please watch the animations on 'Prepositions' and 'Determiners'. Then take the expected standard quiz. If you want to take the higher standard quizzes as well please do so. The following link will also support you: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd	Writing – Prepare and plan The Time Traveller https://www.pobble365.com/the-time-traveller  Today plan a story with the story starter: The traveller plodded slowly across the long, cobbled bridge. Rain spat from the sky, pounding against the cold road, mist and cloud blocking any sunlight that could brighten the occasion. He could feel the clock digging into his back as he walked. It went everywhere with him, or rather he went	Writing – Writing and editing Using your plan from yesterday, write up your story. Edit and polish and include a picture if you like.	Spelling Rising Stars 'Word families' Please watch the animations on 'Word families.' Then take the expected standard quiz. The following links will also support you: https://www.bbc.co.uk/teach/supermovers/ks2-english-word-families-with-the-dumping-grounds-tyler-sasha/z7r6kmn Spend time each day looking at the Year 5 and 6 Statutory spelling list. Use https://spellingframe.co.uk/ to help you.

			everywhere with it. The clock was the key to everything; the key to moving through time and space. It was what had allowed him to see everything that had been, and everything that had not yet come to pass. Life as a time-traveller had its benefits, but it also took its toll… To support you take a look at the picture and think about the following hints. Consider where he may have been, whether it be into the past or the future. Discuss some of the things he has seen and people he has met. Perhaps he is on a mission now. Remember, if he is in the past and he changes something significant, it could change the future forever… A story planning template has been uploaded to help you plan.		

Maths	**Monday – Investigations** **Resources** – Monday Lesson slides on powerpoint pencil, Ruler, Book Monday investigation sheets **Warm Up** – slides 2 – 4 **Main Tasks** slides 5 – 8	**Tuesday – Investigations** **Resources** – Tuesday Lesson slides on powerpoint pencil, Ruler Book Tuesday investigation sheets **Warm Up** – slides 10 - 12 **Main Task** – slides 13 - 16	**Wednesday – Investigations** **Resources** – Wednesday Lesson slides on powerpoint pencil, Ruler Book Wednesday investigation sheets **Warm Up** – slides 18 - 22 **Main Task** – slides 23 - 26	**Thursday – Investigations** **Resources** – Thursday lesson slides on powerpoint pencil, Ruler Book Thursday investigation sheets **Warm Up** – slides 28 - 30 **Main Task** – slides 31 - 34	**Friday – Investigations** **Resources** – Friday lesson slides on powerpoint pencil, Ruler Book Friday investigation sheets **Warm Up** – slides 36 - 38 **Main Task** - slide 39 - 42
Topic	RE **Understanding the impact – Art as worship** To consider the use of art as worship. **Resources** • RE week 6 powerpoint • Art resources to make your own piece of art. **Were these artists worshipping when**	**Topic - Lesson 6** **Resources** • Web link • Debate PowerPoint • Paper, pencil Think about how land is used: residential, agricultural, industry, transport, leisure/recreation. Look up any of these words you are unsure of.	**Science** **Resources** Week 6 – ppt Work through slides looking at the work of Jane Goodall. Task Imagine that you have been asked to create an advert to ask people to help the Jane Goodall Institute save endangered chimpanzees by donating some money. In	**Spanish** Log into LanguageNut and onto the Vocab Trainer section. Click on Unit 6 – Food & Drink. Work your way through the following sections- 6.1	**Art** Look at a range of portraits showing people of different ages – pictures in resources. Talk about how their facial features help us to know or guess how old someone is. Order the portraits from youngest to oldest and explain your reasons for ordering the portraits in a particular way.

	they created these images? **<u>Task 1</u>** – Look at a variety of different pieces of art on the ppt and ask the above question for each one. ADD THE WORD AND DEFNITION OF WORSHIP TO YOUR GLOSSARY **If the images are made out of devotion to God, then the answer to the question is 'yes'.** **<u>Task 2</u>** – Discuss and record as a scattergram the many ways of worshipping in Christianity – some examples are singing, praying, works of art, living as Jesus taught. **<u>Task 3</u>** – produce a piece of art to represent one of the 15 things that Jesus said in the Sermon on the Mount. **OR** one of the four aspects of prayer. (Justice, health, kindness or peace) look	Use this website to show land use in Windsor and Maidenhead before scrolling down to look at the UK's land use (please note it is from 2017). You will need to type in your postcode to get Windsor and Maidenhead to come up: https://www.bbc.co.uk/news/uk-41901294 You might want to look at the website in week 3 to recap on the changes of land use in Holyport. Will these changes in land use be positive for the UK and those living here? Look at the Debate PowerPoint: Decide how you think the land should be used, or stay the same and write a persuasive speech to the council.	your advert, you should tell people about Jane Goodall and why chimpanzees are endangered. You can choose what your advert should look like. You may be able to design a poster or leaflet, or act out a television or radio advert.	6.2 6.3 6.4 6.5 6.6 Listen to the vocabulary and practise the phrases. Write yourself a phonetic guide. For example – Me gusta la futa para almorzar – **may goos-ta lar froo-ta par-a al-more-thar** El almuerzo – **elle al-moo-ertho**	Use pencil to draw one of the portraits, looking carefully at the features and paying close attention to correct proportions. Think about what detail you are adding to get the age correct. If you would like you can draw another portrait of a different age person and compare the differences in the details of the drawing.

	back at earlier lessons if you can't remember.				