

Year 6 Home Learning

This is your home learning for the next few weeks. Everyday there are set tasks from your teacher and there is also a mini project you can complete over the time. You can email or tweet your learning or share it on your weekly phone call with your teacher.

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Joe Wicks PE session on YouTube @9am</i>	<i>Joe Wicks PE session on YouTube @9am</i>	<i>Joe Wicks PE session on YouTube @9am</i>	<i>Joe Wicks PE session on YouTube @9am</i>	<i>Joe Wicks PE session on YouTube @9am</i>
Fluent in 5 $5 \times 8 \times 8 =$ $627 \times 9 =$ $45.22 + 78.034 =$ $345 - 30.5 =$ $\frac{1}{5} + \frac{6}{5} =$	Fluent in 5 $838 \times 2 =$ $4977 \div 7 =$ $\frac{1}{5}$ of 220 = $\frac{1}{2}$ of 1000 = $64.5 \times 3 =$	Fluent in 5 $1\frac{1}{2} + 2\frac{1}{4} =$ $? - 6.78 = 23.5$ $10 \times 3 \times 4 =$ $364 \times 340 =$ $293 \times 5 =$	Fluent in 5 $36 \times 78 =$ $50,000 - 40,050 =$ $103 \times 20 =$ $\frac{1}{10}$ of 2 = $35 \times 1\frac{1}{2} =$	Fluent in 5 $294 \div 100 =$ $\frac{1}{4}$ of 18 = $\frac{1}{10} + \frac{9}{20} =$ $5694 \div 5 =$ $9 \times 5 \times 8 =$
Spellings ATTACHED AVAILABLE 1. Use each word in a sentence 2. Different font	Spellings CEMETERY CONVENIENCE 1. Use each word in a sentence 2. Coloured vowels	Spellings ENVIRONMENT FOREIGN 1. Use each word in a sentence 2. Overwrite	Spellings HINDRANCE IMMEDIATELY 1. Use each word in a sentence 2. Speed write	Spellings TEMPERATURE THOROUGH 1. Use each word in a sentence 2. Spelling test
Reading - read together or read to each other or Reading+ session	Reading - complete the comprehension 'The Maya Gods'	Reading - read together or read to each other or reading+ session	Reading - complete the comprehension 'Hot Choc & Maya'	Reading - read together or read to each other or reading+ session
Writing - start a story with: A shrill cry echoed in the mist.	Writing - write a story with animals as characters	Writing - write a diary as an explorer in a new uncharted place	Writing - list the good and bad things about home learning	Writing - write your own story
Tech time - 15 mins of TTR's or Maths Whizz (MW)	Tech Time - 15 minutes on Purple Mash	Tech time - 15 minutes of TT Rockstars/MW	Tech time - 15 minutes on Purple Mash	Tech time - 15 minutes of TT Rockstars/MW

The Maya Gods

11 The Maya had many gods (over 150!); however, only a few
21 are mentioned by the same name in different sources. Some
32 had human form, some took the form of an animal and
42 others were a natural phenomenon. Here are two gods the
45 Maya people worshipped.

46 Itzamnaaj

56 • He was the inventor of writing and the patron
58 of learning.

67 • He was portrayed in human form as an old
75 man with no teeth and a large nose.

85 • The Maya believed he was one of the creator gods.



86 Kukulcan

91 • He was the supreme god.

98 • He was one of the creator gods.

106 • He was also the god of resurrection and
107 reincarnation.

112 • His name means feathered serpent.

121 • He was the god of the four elements with
127 the following items associated with each
129 one:

130 • maize-ear (earth) • lizard (fire)

132 • a fish (water) • vulture (air)



Quick Questions



1. What does Kukulcan mean?



2. Find two words with a similar meaning to **designer**.



3. Why has the word **phenomenon** been used to describe the gods?



4. Summarise the information provided in 30 words or less.

Hot Chocolate and the Maya

11 Between 900BC and 250BC, the Maya civilisation in Mexico
20 and central America used ground cacao (chocolate) to make
31 a spicy, hot chocolate drink, which was used in rituals and
40 ceremonies. Only the rich, noble members of society drank
48 this rich, wholesome drink. Will you enjoy it?

49 Ingredients

53 3 tablespoons cocoa powder

55 250ml milk

59 1 teaspoon ground cinnamon

62 Pinch chilli powder



69 1. Mix the dry ingredients in a jug.

79 2. Heat the milk slowly until it is frothy. (Always be
85 careful and ask for adult help.)

94 3. Add the milk to the jug and mix well.

103 4. Pour back and forth between two jugs to increase
105 frothiness (optional).

108 5. Serve and enjoy!

Quick Questions



1. What was used to make hot chocolate in ancient Maya times?



2. Find two words that mean **celebrations** or **occasions**.



3. The word rich has been used twice. Can you explain the two different meanings?



4. Do you think you would enjoy this hot chocolate? Why?

60-Second Reads

The National Curriculum states that:

Pupils in Year 5 and 6 should be able to read aloud a wide range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with a word count of around 90-120 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contains a set of comprehension questions that link to the KS2 reading content domains.

Each different question type has its own canine helper to remind children of what they need to do to answer a question appropriately:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Joe Wicks PE session on YouTube @9am	Joe Wicks PE session on YouTube @9am	Joe Wicks PE session on YouTube @9am	Joe Wicks PE session on YouTube @9am	Joe Wicks PE session on YouTube @9am
Fluent in 5 $4 \times 9 \times 2 =$ $64 \times 13 =$ $35.4 + 42.05 =$ $28.2 + 78.05 =$ $\frac{2}{7} + \frac{3}{7} =$	Fluent in 5 $276 \times 6 =$ $792 \div 8 =$ $\frac{1}{5}$ of 90= $\frac{1}{2}$ of 770= $25.3 + 78.8 =$	Fluent in 5 $\frac{3}{4} + \frac{3}{4} =$ $? - 19.9 = 20.01$ $2 \times 8 \times 1 =$ $686 \times 24 =$ $66 \times 73 =$	Fluent in 5 $72 \times 45 =$ $1501 - 902 =$ $284 \times 7 =$ $\frac{1}{10}$ of 1.5= $18 \times \frac{1}{2} =$	Fluent in 5 $5.6 \div 100 =$ $\frac{1}{4}$ of 240= $\frac{1}{3} + \frac{6}{15} =$ $2774 \div 5 =$ $8 \times 6 \times 7 =$
Spellings OPPORTUNITY PARLIAMENT 1. Use each word in a sentence 2. Different font	Spellings PROGRAMME PRIVILEGE 1. Use each word in a sentence 2. Coloured vowels	Spellings EXPLANATION DISASTROUS 1. Use each word in a sentence 2. Overwrite	Spellings EXAGGERATE FREQUENTLY 1. Use each word in a sentence 2. Speed write	Spellings NECESSARY APPRECIATE 1. Use each word in a sentence 2. Spelling test
Reading - read together or read to each other or Reading+ session	Reading - complete the comprehension 'Help!'	Reading - read together or read to each other or reading+ session	Reading - complete the comprehension 'Whudunnit?'	Reading - read together or read to each other or reading+ session
Writing - start a story with: "Follow me!" she whispered	Writing - write a story using the picture below to inspire your adventure	Writing - write a letter of thank you to a key worker for their great efforts.	Writing - make a list of rules/ways to help/save endangered animals	Writing - write your own story or poem
Tech time - 15mins of TT Rockstars (TTR's) or Maths Whizz (MW)	Tech Time - 15 minutes on Purple Mash	Tech time - 15 minutes of TT Rockstars/MW	Teach time - 15 minutes on Purple Mash	Tech time - 15 minutes of TT Rockstars/MW



Help!

10 The trees were like inky giants menacingly looming over
17 the house with twisted, reaching arms. Their decaying
25 leaves rustled loudly and the air smelled damp.

35 Lucy arrived at the door. Her chest tightened. Her eyes
44 widened. She lifted her shaking, clammy hand to knock
55 on the door but before she could touch it, it creaked
56 open...

61 They wouldn't find her here.

70 Slowly edging across the threshold, her heart began to
78 pound. Thoughts were racing wildly around her head
87 as she tentatively peered into the darkness, trying to
98 see if the coast was clear. After moments of silence and
107 stillness, she had reassured herself; judging by the state
116 of the house, nobody had ventured there in years.

117 Relief.

126 Then, from the floors above, a small, almost inaudible
130 voice called, "Help... me..."



Quick Questions



1. Where did the voice come from?



2. Define: inaudible.



3. Why was her 'heart pounding'? Give two reasons.



4. What do you predict Lucy will do next? Use the text to support your answer.

Whodunnit?

- 8 What happened to Ms Smith's jewellery that *day*?
- 18 She was meant to wear it to watch a *play*,
- 27 She left it behind when she had got *dressed*,
- 32 All adorned in her Sunday-*best*.
- 40 Miss Ruby was seeing her friend that *morning*,
- 48 She heard the crash which came without *warning*,
- 57 The woman screamed - she was given a *fright*,
- 66 She yelled for help with all of her *might*.
- 74 The Doctor, in his usual morose, glum *way*,
- 81 Was up in his study, beavering *away*.
- 88 He ambled upstairs to discover the *theft*,
- 96 And discovered the jewellery box; nothing was *left*!
- 102 Sir Crumpet in his garden *outside*,
- 109 Was pruning all his shrubs with *pride*.
- 117 He claimed to hear voices behind the *house*,
- 126 But assumed it was either a pheasant or *grouse*!
- 134 It's such a mystery, who stole the *gold*,
- 141 The police predict its already been *sold*.
- 150 The townsfolk and I really don't have a *clue*!
- 157 The important question here is: do *you*?



Quick Questions



1. Where was Mrs Smith going on the day of the robbery?



2. Find and copy a word which suggests that the Doctor was slow.



3. What does the phrase 'He claimed' imply about Colonel Crumpet?



4. Can you solve the mystery? Who do you think 'dunnit'? Why?
