

Inspire Home learning

Year Six

Week 1 Home Learning Year 6

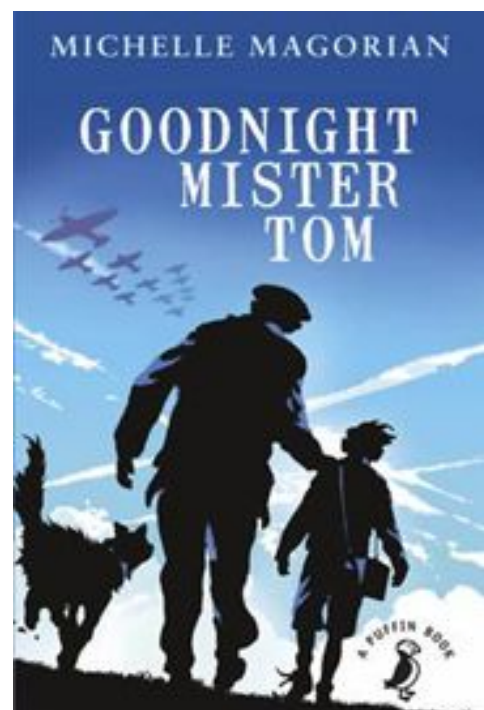
Reading - to predict what happens next

Our core text for reading this half term is ***Goodnight Mister Tom*** by Michelle Magorian.

For this week's reading we are focussing on **prediction**. A prediction is when you make an educated guess on what might happen, based on what you have read or seen.

Looking at the front cover of the book below, write a prediction on what you think this book might be about. Make sure you use evidence from the cover to support your prediction. Use the sentence stems to help you write your prediction.

Predicting 	
• I wonder if • I predict • I think that • I bet that • I imagine • I think * will happen • I think I will learn • I think it will be set out • The next part will be about	because

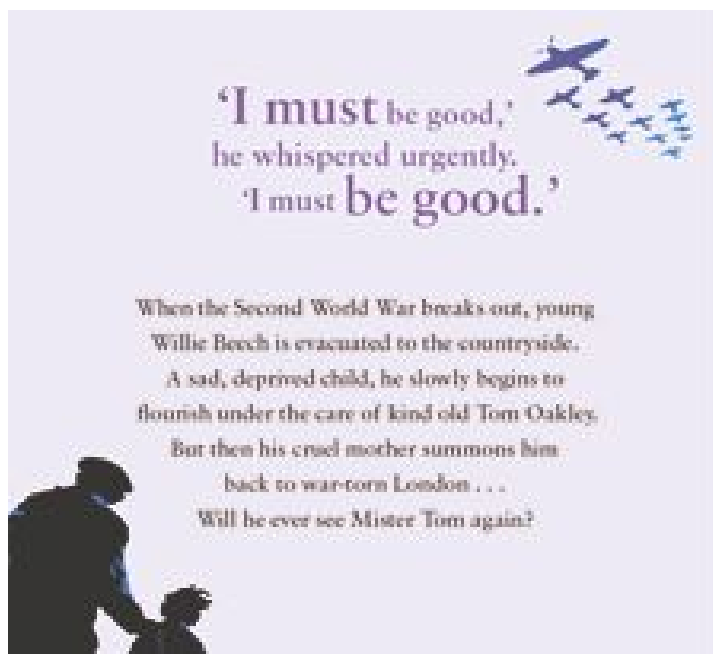


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Now read the text from the back of the book. Once you have read it, write another prediction on what you think this book is about.

Are your predictions different from each other, if so, how?



"When the Second World War breaks out, young Wille Beech is evacuated to the countryside. A sad, deprived child, he slowly begins to flourish under the care of kind old Tom Oakley. But then his cruel mother summons him back to war-torn London... Will he ever see Mister Tom again?"

Reading Comprehensions

There are 2 reading comprehensions for you to complete. Remember to read the text fully before you read the questions. Read the questions carefully and ensure you are answering what the question is asking you to do.

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Spelling

This is the year 3 and 4 statutory word list. You should already know how to spell these words. Please test yourself using 'read, cover, write, say, check' and practise spelling any words that you are struggling with.

Year 3 Statutory Word List		Year 4 Statutory Word List	
address	forwards	accident	occasionally
answer	fruit	accidentally	often
appear	group	actual	opposite
arrive	heard	actually	ordinary
breath	heart	believe	position
breathe	history	bicycle	possess
build	important	business	possession
busy	increase	caught	probably
calendar	interest	centre	purpose
complete	island	century	sentence
consider	learn	certain	special
continue	perhaps	circle	therefore
decide	popular	disappear	various
describe	quarter	eight	weight
different	question	eighth	women
difficult	reign	experience	woman
early	remember	famous	through
earth	straight	favourite	although
exercise	strange	guard	thought
experiment	promise	guide	though
extreme	regular	height	enough
February	natural	imagine	length
forward		knowledge	strength
		library	potatoes
		material	separate
		medicine	suppose
		mention	particular
		minute	peculiar
		naughty	pressure
		notice	grammar
		occasion	

Writing - describe and compare characters



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In English, we will read the book 'The Boy, the Mole, the Fox and the Horse' by Charlie Mackesy. We will read you the book in our zoom meeting on Wednesday but you can also listen to the book on You Tube.

The first video below shows a short clip of the author Charlie Mackesy and the second video is of Tim Uffindel reading the story aloud.

https://www.youtube.com/watch?v=AJ47BQQUh_I

<https://www.youtube.com/watch?v=81b4i9jQhck>

After you have heard the story, we would like you to describe and compare the characters.

- 1) Can you start by listing adjectives to describe the four characters in the story:

Here are some adjectives you can use to describe the characters:

respectful, friendly, optimistic, confident, considerate, cooperative, talented, funny, intelligent, calm, creative, polite, clever, honest, dependable, loyal, leader, patient, eager, humble, encouraging, courageous, cheerful, hard-working, fearless, focused, trustworthy, brave, kind, fair, moody, pessimistic, irresponsible, hopeless, forgetful, lazy, coward, mean, impolite, proud, jealous, aggressive, sneaky, gloomy, tricky, annoying, shy, daring, adventurous, clumsy, fiery, social, sensitive, humorous, anxious, dramatic, serious, loving, persistent, empathetic, rude, selfish, devious, cruel, dishonest, weak, disrespectful, demanding, spoiled, disloyal, stubborn

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Character		Adjectives to describe
	The Boy	
	The Mole	
	The Fox	
	The Horse	

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2) Next, we would like you to use evidence from the text to justify your choices. Write at least one sentence about each character. See the example below:

I know that the fox is ____ because in the text it _____.

Challenge: Can you compare some of the characters? See the sentence stems below for examples of how to write your sentences.

The fox and the mole are both ... because...

Unlike the ..., the horse is... because...

Similar to the ..., the boy is also ... because...

Writing - proverbs

The key themes in this book are hope, friendship and sadness. The author Charlie Mackesy uses a lot of proverbs in the story. Read the proverbs from the book below and write what **you** think they mean.

Definition of a proverb

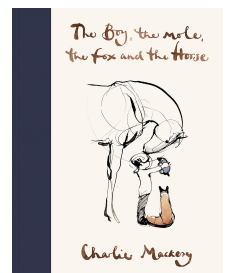
A proverb is a short, well-known and meaningful saying, stating a general truth or piece of advice.

Many proverbs come from the Bible but not all. Some proverbs exist in more than one language because people borrow them from languages and cultures similar to theirs. Almost all cultures have their own unique proverbs.

Have you ever heard this proverb before?

A bird in hand is worth two in the bush.

Meaning: Things we already have are more valuable than



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what we hope to get.

Write a short paragraph for each of these proverbs from the book, explaining what **you** think they mean.

1. "Tears fall for a reason and they are your strength not weakness."
2. "Always remember you matter, you're important and you are loved, and you bring to this world things no one else can."
3. "What do you think is the biggest waste of time?"
"Comparing yourself to others," said the mole.

Challenge: Read all the proverbs on the website. Pick 5 - 10 that you think are important and list them from the most to the least important.

https://www.goodreads.com/author/quotes/3242801.Charlie_Mackesy

Art - create a mood board linked to emotions.

A mood board is an arrangement of images, materials, a piece of text, etc. intended to evoke or project a particular style or concept. It is an interesting way of reflecting a character's personality through art. We can do this through the use of shapes, text and colour.

Different colours represent different emotions, have a look at the below chart to show what the different colours represent.

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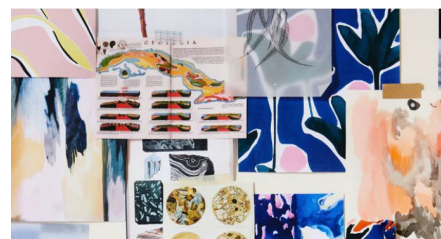
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purple royalty diplomacy fashion sorrow suffering	tan elegance approachable trust	gold creative warmth friendly loyalty strength
gray stability security strength of character authority	white hope freshness light purity joy glory faith	black sophistication power mystery death grief
green money safety growth nature hope environment relaxation freshness youth	blue stability leadership strength coolness cleanliness health water comfort classic dependable heaven truth	red danger romance blood excitement urgency heat pain spicy assertive daring charity bravery

Your task is to create your own mood board to show a range of emotions. You can use a variety of colours and materials to represent the different emotions you can feel and you may have felt over the past few months.

Try to use a variety of materials - newspapers, magazines, colouring pencils. Think of what the different colours mean and represent and use these to show the different emotions.

Here are some examples of mood boards:



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LI: to describe how living things are classified according to their observable characteristics.

Success Criteria:

- * Look at the animals for similarities and differences.
- * Sort and group the animals based on their features.
- * Give reasons for the way you have classified the animals.



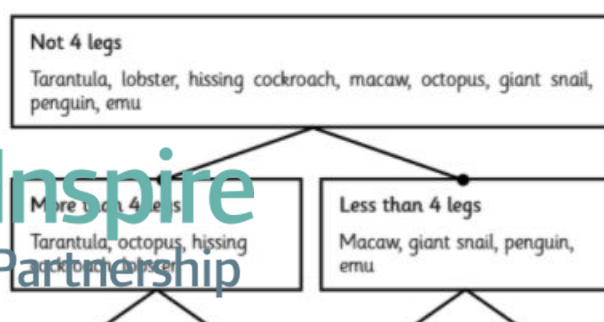
You have recently been employed by London Zoo as **taxonomists** to classify the animals which will be housed in enclosures near to each other based on your results. Start by deciding on two groups to use to split up the animals, then split each group into two more groups. Carry on until you have classified the individual animals, or cannot think of a way to split the group up any more. Add a title for each group to show your reasons for classifying the animals in this way.

ZSL
LONDON
ZOO

Challenge: Explain in detail why classification is so important.

The use of classification is important because...

Examples of sorting and grouping animals into classification grids:

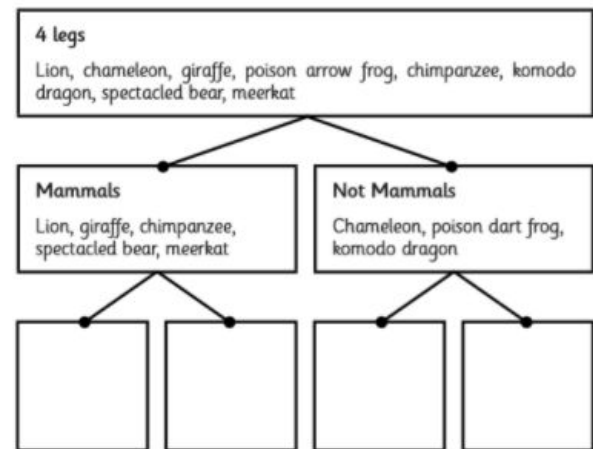


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These are the animals you can group and sort into the classification grids on the next page.



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lion



chameleon



tarantula



lobster



hissing cockroach



giraffe



poison dart frog



macaw



chimpanzee



octopus



giant snail



komodo dragon



Galapagos penguin



spectacled bear



meerkat



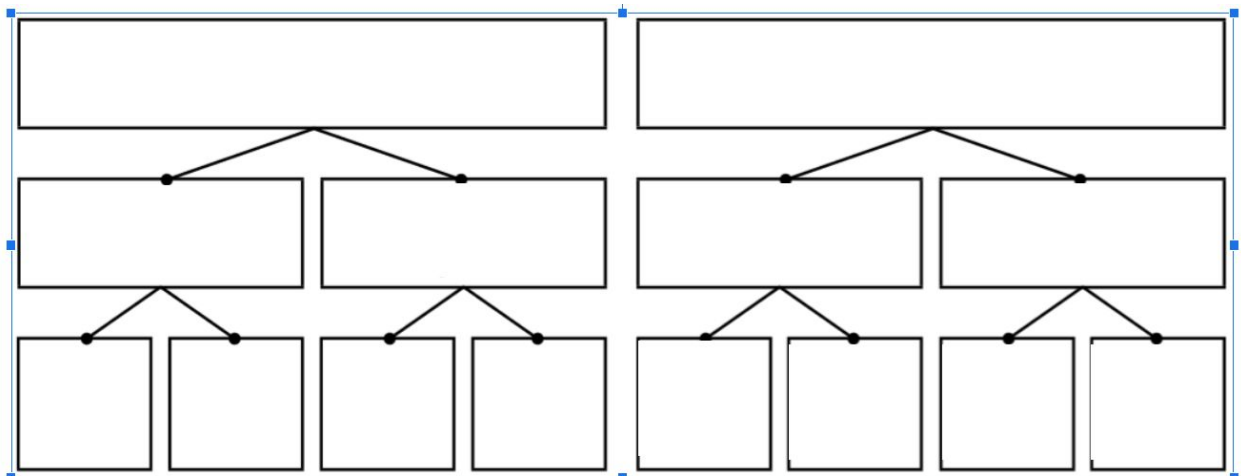
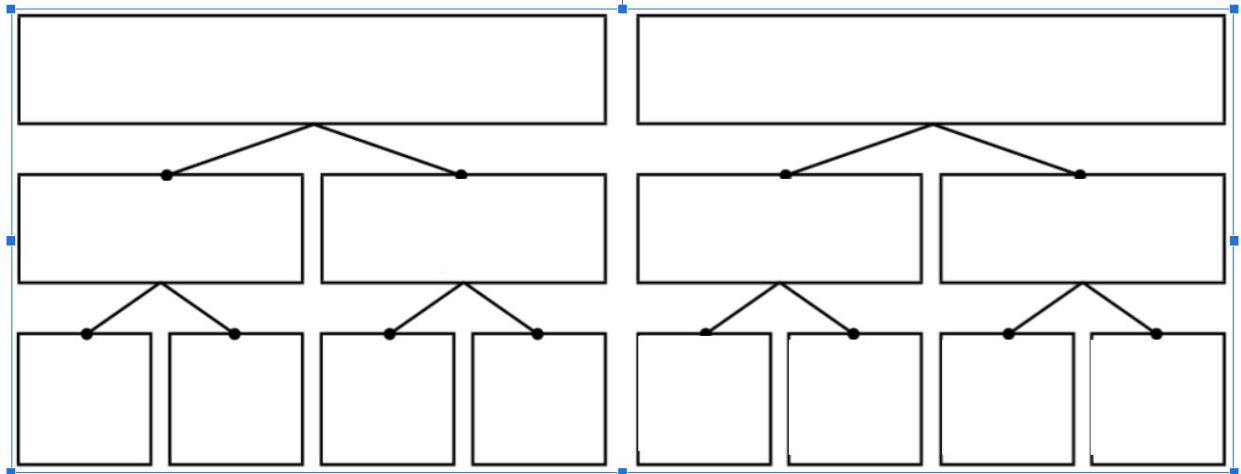
emu

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Classification grids to group and sort

animals:



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Maths

Wednesday

For Maths today, please have a go at the following arithmetic questions.

		Answer	Mark			Answer	Mark
1	$1097 - 100 =$		1	10	$\frac{3}{6} + \frac{1}{6} =$		1
2	$146 \times 2 =$		1	11	$420 \div 6 =$		1
3	$7.1 + 1.6 =$		1	12	$12.8 \times 10 =$		1
4	$42 \times 2 =$		1	13	$3^2 =$		1
5	$616 + 742 =$		1	14	$40,000 - 600 =$		1
6	$6 \times 4 =$		1	15	$80 \times \square = 1600$		1
7	$302 - 8 =$		1	16	$4,200 \div 60 =$		1
8	$1.6 + 4.26 =$		1	17	$30\% \text{ of } 1,200 =$		1
9	$3 \times 6 \times 4 =$		1	18	$1.23 \times 5 =$		1
19	$\frac{1}{2} = 0.$		1	28	$69,347 - 24,290 =$		1
20	$29,347 + 64,210 =$		1	29	$498 \times 6 =$		2
21	$1,778 \div 7 =$		1	30	$1 \frac{1}{5} \times 3 =$		1
22	$18\% = \frac{\quad}{100}$		1	31	$8 + 96 \div 2 =$		1
23	$32 \times 60 =$		2	32	$\frac{2}{3} \div 4 =$		1
24	$3.4 + 5.7 =$		1	33	$2\frac{1}{3} + \frac{1}{2} =$		2
25	$1008 \div 8 =$		2	34	$312 \div 12 =$		1
26	$\frac{4}{5} \times \frac{5}{6} =$		1	35	$\frac{5}{6} + \frac{2}{7} =$		1
27	$10\% \text{ of } 110 =$		1	36	$8 \div \frac{6}{9} =$		1

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L1: To read, write and compare numbers up to 10,000,000.

Read the number as a whole.

Recognise the value of the digit in each column. E.g. ones, tens, hundreds etc.

Record the value of a digit in figures and in words. E.g. 2,542 – 40 – forty

Round any whole number.

Solve problems using my knowledge of place value.

1,234,567
millions hundred thousands ten thousands hundreds tens ones
Place Value

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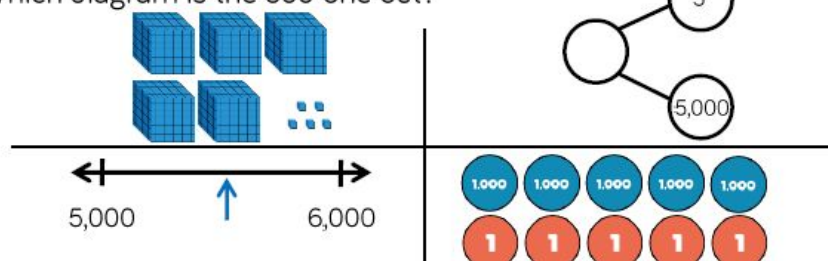
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- What is the value of the digit 6 in each of these numbers?
 - 1,426
 - 4,062
 - 6,724
 - 9,683
 - 64,980
- The following figures show the populations of some capital cities. Write down the value of the underlined digit in each of these populations.
 - Luxembourg - 543,202
 - Cardiff - 314,000
 - Sarajevo - 527,049
 - Canberra - 327,700
 - Reykjavik - 184,200
- Which of these numbers is largest? Explain how you know.

235,264
235,864
235,164



- Which diagram is the odd one out?



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LI: To read, write and compare numbers up to 10,000,000.

Read the number as a whole.

Recognise the value of the digit in each column. E.g. ones, tens, hundreds etc.

Record the value of a digit in figures and in words. E.g. 2,542 – 40 – forty

Round any whole number.

Solve problems using my knowledge of place value.

1,234,567
 millions / ten thousands / one thousands / tens / ones
 Place Value



1. Complete the missing numbers:

$$6,305,400 = \underline{\hspace{2cm}} + 300,000 + \underline{\hspace{2cm}} + 400$$

$$7,001,001 = 7,000,000 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$42,550 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + 50$$

2. Lola has ordered eight 6-digit numbers.

The smallest number is 345,900.

The greatest number is 347,000.

All the other numbers have digit totals of 20 and have no repeating digits.

What are the other six numbers?

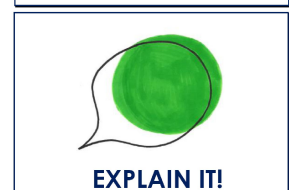
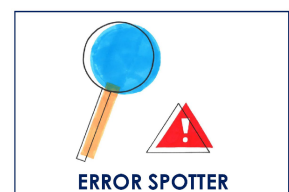
Can you order all eight numbers from smallest to greatest?

3. Teddy's number is 306,042. He adds 5,000 to his number, what is his number now?

4. The numbers below are in ascending order. Correct the error in the sequence:

342,876 498,564 498.584 731, 579 903,001

5. Dora has the number 824, 650. She subtracts forty thousand from her number. She thinks her new number is 820, 650. Is she correct? Explain how you know.



Finished? Draw a diagram on an A4 sheet of paper, showing how to order numbers using a place value chart. You may use counters or digits and can add colour.

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SPaG: www.spag.com

Maths Reasoning Activities: <https://nrich.maths.org/6499>

Times Tables Rockstars: www.ttrockstars.com/login

Foxfield Maths Organiser:

http://upload.reactcdn.co.uk/foxfield/uploads/asset_file/3_692_ks2-ultimate-3-in-1-organiser-2017-maths-sats2.pdf

Spelling Frame: <https://spellingframe.co.uk/spelling-rule/5/Year-5-and-6>