

Inspire Home learning

Year Six

Reading

- retrieval

Read Chapter 1 of Goodnight Mister Tom and complete the questions below:

1. Why does William Beech get billeted at Tom Oakley's house?
2. How did Mr Tom (Only introduced as Thomas Oakley so far) propose to solve the problem of the coat hook being too high for Willie?
3. What was Willie's mother's thought on why there was a war?
4. How did Willie react when a small black and white collie came near to him? What did he threaten to do to the dog?
5. How do we know that Willie hasn't been cared for particularly well by his mother?

- clarifying and making connections

When reading, we often need to **clarify** what has been written. This means we want to make sense of what we are reading. When clarifying we need to use different skills to help us understand. We need to read the whole sentence around the word so we can make sense of what is meant.

6. On page 9 Tom says: "It's obligatory and it's for the war effort." What does the word 'obligatory' mean? Does it mean:
a. voluntary b. required c. optional

When reading we often **make connections** with what we have read to something in our own lives.

7. On page 16 it says, "He became quite absorbed in this task until he heard a scrabbling noise."

Have you ever been in a situation that you got lost in what you were

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doing and didn't notice what was happening around you? Write a paragraph about this experience. Use these sentence stems to help you:

I know a lot about this ...

I saw a programme about...

I can identify with this character... because...

This reminds me...

This is similar to...

This character is similar to...

- summarising

Summarising is expressing the main ideas of a piece of text in a concise form. It should be in a logical order and include only the main ideas and not a lot of detail. Can you write a summary of chapter 1?

You should consider:

Who is involved? (Characters)

Where it takes place? (Setting)

What is happening?

When it is happening?

Why it is happening?

- Evaluating

Evaluating involves giving the reading the opportunity to form their own opinions, make judgements and develop ideas from what has been read.

From chapter 1 of Goodnight Mr Tom, choose a paragraph and evaluate what has been written.

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Use these sentence stems to help you

with your evaluation:

The word/phrase * works well because...

I like the way the author uses * it makes me think about...

I think it would have read better if ...

The sentence * has a high impact bause ...

- Inference

When we infer something we are using what you have read to make an educated guess.

After reading chapter 1 of Goodnight Mister Tom, answer the inference questions below. Remember to use evidence from the text to support your answer.

1. How does Mister Tom feel about having an evacuee live with him?
2. Is Willie excited to be living in the countryside?
3. What was Willie thinking about when Mister Tom left him in the house?
4. How did Willie feel when Mister Tom saw him about to hurt the dog?

Use these sentence stems to help you with you answers:

I think the character is ... because ...

This makes me think that...

The part ... tells me ...

The word ... tells me ...

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Writing:

- To analyse features of a formal letter.

When you come back to school, you will be learning how to write a formal letter in the role of the author Charlie Mackesy who is writing to George (a young boy) to offer some advice.

- 1) Please read the modelled examples of both George's letter and Mr Mackesy's reply. In both letters, there might be some words that are new to you. To help you with this, the meaning of the words in bold can be found in the 'Glossary & Grammar' document (separate sheet on the drive).

Letter to Charlie Mackesy from George

Dear Charlie Mackesy,

I have read your book for many hours, **engrossed** by the **complexity** and **simplicity** of your characters. I have **grappled** with my own problems and they are not ones I wish to share with others. From the advice you have provided your characters in your book 'The boy, the mole, the fox and the horse', I feel you are the ideal person to help me with my **predicament**.

Allow me to introduce myself: I am a ten-year-old from Croydon and my name is **Despair** – also known as George to my parents. I am writing to you because I seem to have lost touch with my friends and sometimes I feel lost; immensely **disconnected** from everyone in my world. It is a well-known saying that 'a problem shared is a problem halved', therefore would you be able to **assist** me?

I feel the need to **elaborate** further as you can't help me if you don't know the details of my problem, right? If I had to **delve** deep and be honest, I guess the **crux** of the problem boils down to my personal relationships. When we were first faced with the concept of lockdown, my **initial** response was one of acceptance. However, as time has moved on, my mentality has

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changed. Soon I felt scared and alone - being **secluded** in your bedroom can do this to a person. I'm not even a crier but some days that is all I felt like doing. Everything feels **overwhelming** at the moment. The un-normality of it all is too much. When I look outside or on social media, everyone else looks together and perfect, dancing on TikTok or posting selfies in the sun, living their best lives. How do others do it? I feel just so "**ordinary**" – boring. Maybe this is why I've acted up at home, creating problems for my siblings. I feel guilty about the way I have behaved and treated them: being rude, **abrupt** and **dismissive**. I know this is wrong and I know I need to change but I am finding it hard. I just don't feel motivated to change my thinking. I feel like giving up as I don't know what to say or do. I know I need to be brave and face this head on but I am unsure how to.

In summary, I feel as if I am in a deep hole, with no-one to help me out. In the past, I could always rely upon my friends at school. However, this has been difficult over the past few months and now returning to school, the relationships feel different. I don't want to **burden** my friends when I haven't seen them in such a long time. I am not looking for the world to be fixed, but any help or advice you could offer would be hugely appreciated.

Yours Sincerely,

Despair

Mr Mackesy's response

Dear George,

First and foremost, I would like to thank you for your letter, but before I can continue, I refuse to call you Despair. You are anything but, as it takes a lot of courage to open up for the world to see. **One** must remember that the bravest thing a person can do is ask for help.

Relationships are an important **element** of life; they can be your rock in difficult times. Building and maintaining positive relationships requires time and effort **(from both parties)**. This is not something one can hope will just continue as normal during **turbulent** times. Instead, we **must** invest and harvest the seeds that grow into long-lasting relationships. These times have been difficult for everyone, not just for you. Harboured away in your room is not healthy for your mindset. This will only **exacerbate** your negative feelings. No wonder you feel like crying. Any person **would**, but you must remember one thing: this **current** experience has left the whole world feeling empty and unsure. **Becoming** a **recluse** is not the answer to these problems. You must realise that just because some people seem to be "perfect" on the outside, it does not

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mean they are on the inside. There is a lot of **frantic** paddling going on beneath the surface. Comparing yourself to others is not productive or **conducive** to your personal growth, so remember this: you are not boring; you are not ordinary; you are fun; you are unique; you are loved!

You are loved by your family despite your current **shortcomings**. Always remember you matter, you are important and you bring things to this world no one else can. Your close ones know and recognise this – but this does not excuse your **petulance**. The fact you state you feel guilty suggests you already know this. If I were to suggest one thing, it would be stop and think before you react. You will be forgiven by your family, but you must do so first. Often the hardest person to forgive is yourself.

Remember, you have the power within yourself. You may crash down and stumble, but you will not crumble. You can go through all the pain if you only know your own strength. Learn to trust your friends and share your concerns. Asking for help is not giving up – it is refusing to give up!

Yours Sincerely

Charlie Mackesy – also known as Hope

- 2) The second letter (from Charlie to George) has certain features highlighted. These are examples of formal devices. Use the table below and try to add more examples of these features.

Before you complete this task, please read the 'Glossary & Grammar' document so you understand what the grammatical features mean.

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Features of a formal letter

Feature	Example from letter
<ul style="list-style-type: none">modal verbs	may, must, would,
<ul style="list-style-type: none">formal tone	First and foremost,
<ul style="list-style-type: none">non-contracted verb forms (without the apostrophe for omission)	is not (isn't)
<ul style="list-style-type: none">subjunctive mood	If I were to suggest one thing,
<ul style="list-style-type: none">conditionals 'If...then)	...if only you know your strength
<ul style="list-style-type: none">personal pronouns (one would suggest...)	One must remember
<ul style="list-style-type: none">parenthesis	(from both parties)
<ul style="list-style-type: none">proverbs (a meaningful saying from Charlie Mackesy's book)	<i>Always remember you matter, you are important and you bring things to this world no one else can</i>
<ul style="list-style-type: none">passive constructions	You are loved by...

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<ul style="list-style-type: none">• sentence opener variety (fronted adverbials of time to suggest order of responses)	Remember Becoming

- 3) What is the purpose of using a formal tone in a letter? Why does Charlie Mackesy need to keep a formal tone when writing back to George?



The purpose of using a formal tone in a letter is to make the reader
_____. Charlie Mackesy needs to
maintain a formal tone when writing back to George because
_____.

- To develop empathy

Read the letter by George again. Try to put yourself in his situation and imagine how he feels. What advice would you give him? Look at some of his problems and give suggestions of what he could do to overcome them. Try to use some of the proverbs (meaningful sayings) from the book when you offer the advice and use the sentence stems below:

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

Sentence stems:

I think you should...

If I were you, I would...

Remember....

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In your situation,...

I believe it is important that you...

Even though it might be hard, I ...

- to use a range of sentence openers to aid fluidity

In this lesson, we will take a look at the variety of sentence openers used in the two letters and then create our own sentences using a range of openers.

Start by looking at the examples found already and add more examples into the table below:

Sentence openers used in the letters

fronted adverbials (see explanation below)	<i>In the past</i>
verbs (-ing/-ed)	<i>Becoming</i>
determiners (see examples below)	<i>This</i>
pronouns (a word that can be used instead of a noun i.e. he, she, I, me, us, they)	<i>You</i>

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conjunctions (if/when/as)

If I had to delve deep,

Adverbials

An adverbial phrase is like an adverb, it adds more information to the sentence, but it uses more than one word to describe the verb.

For example: *The farmer drove the tractor in the evening.*

Adverbs and adverbial phrases can describe how, when or where a verb is done.

How = *The bees flew wildly.*

When = *The bees flew all of a sudden.*

Where = *The bees flew through the air.*

If you choose to start a sentence with the adverbial it becomes what is called a 'fronted adverbial'

Wildly, the bees flew.

All of a sudden, the bees flew.

Through the air, the bees flew.

Determiners

Types of Determiners		
Articles	Possessives	Demonstratives
a an the	my, your his, her, Its, our, their, whose	this that these those
Numerals	Ordinals	Quantifiers
one two three four	first second next last	many, few some, every, much, a lot of any, less

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Writing Task

Write your own sentences using a range of sentence openers. Pretend you are Charlie Mackesy and you are replying to George. Try to keep the formal tone and not to use any contractions (i.e. write is not instead of isn't). Use the sentence openers below and then make a few more on your own.

If I were you,
Allow yourself to ...
In situations like these,
You should...
Always...
One must remember...



- to use formal devices

In this lesson, we will write a paragraph of our letter as Charlie Mackesy, replying to George. You need to maintain the formal tone and include a variety of formal devices. Write a paragraph about the importance of relationships. Re-read the paragraph from the modelled example to support you - see below. Give George advice on how he can build good relationships with his family and encourage him to change some of his behaviour, and point out the reasons why he should change. Please use sentences from Wednesday's lesson if you feel that they are suitable for this paragraph.

Try to include the following formal devices somewhere in your paragraph:

Subjunctive mood: *If I were you,*

Formal tone (language): *However or In spite of the fact that...*

Personal pronoun: *One must remember*

Passive voice: *You are loved by...*

Sentence openers (a variety): *Remember, Always*

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How do you want George to feel when he reads your letter?
Why?

- Grammar

There are 9 word classes (parts of speech) in the English language. Eight of them are described below but the headings have gone missing! Can you match the headings with the different descriptions of the word classes?

Determiners

Verbs

Adjectives

Nouns

Adverbs

Pronouns

Conjunctions

Prepositions

Word Classes			
<p>?</p> <p>A word that describes what a person or thing does, such as: run, hit, rain, be, seem, become, grow</p>	<p>?</p> <p>A word that identifies a person, place thing idea or quality, such as: woman, dog, building, London, truth, birth</p>	<p>?</p> <p>A word that describes a noun, such as: red, bad, giant, hairy, shy</p>	<p>?</p> <p>A word that gives more information about a verb adjective or another adverb, such as: lazily, easily, abroad, very</p>
<p>?</p> <p>A word that describes the position of something, the time it happened or the way it is done, such as: under, between, on, after, by</p>	<p>?</p> <p>A word that connects, phrases or clauses such as: and because but, when, if, or</p>	<p>?</p> <p>A word that introduces a noun, such as: an, a, every, this, those, the</p>	<p>?</p> <p>A word that is used in place of a noun that is a specific person or thing, such as: she, him, mine, we, I, us ,me , herself</p>

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Do you know the name of the last word class? Can you give examples of words belonging to this word class?

Grammar - Prefixes and Suffixes

A **prefix** is a group of letters placed before the root of a word. For example, the word “unhappy” consists of the prefix “un-” [which means “not”] combined with the root (or stem) word “happy”; the word “unhappy” means “not happy.”

A short list of prefixes:

Prefix	Meaning	Examples
de-	from, down, away, reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program

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re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

A **suffix** is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word “flavor” combined with the suffix “-less” [which means “without”]; the word “flavorless” means “having no flavor.”

A short list of suffixes:

Suffix	Meaning	Examples
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adjective	clearly, hourly

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-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a diminutive	glory, messy, victory

Look at the words below. Can you add the correct prefixes and suffixes to these words?

Some example words that need prefixes	Some example words that need suffixes
-wire, -build, -respect, -take, --heat, - -enter, -lock, , -kind, -fair, -match, -behave, -test, -able, -view, -play, -do, -tie, -paid, disbelief, -like, -count, -write, -fix, prepay, mistreat, -agree, -fit, -understood, -charge, -cover, -dress, -spell, -quote, -lead, -heard, -approve, -believable	peace-, fear-, sad-, lazy-, meet-, drive-, bright-, dark-, joking-, quick-, help-, hope-, sharp-, smart-, beauty-, need-, hope-, worth-, home-, paint-, use-, quiet-, pain-, work-, wonder-, thank-, strong-, sweet-, give-, power-, bright-, simple-, thought-, rude-, help-, careless-, needless-, age-, end-, loud-, near-, care-, sweet-, care-, shake-, drive-, clap-, , knit-, smooth-, wide-, scary-, nod-, wind-, teach-, noise-, roof-,

Spelling

Please practise how to spell the following words. They are taken from the year 5&6 word list and are words we would like you to include in your formal letter when you return. Please also make sure that you know the meaning of these words.

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achieve, appreciate, communicate, curiosity, desperate, especially, excellent, existence, identity, guarantee, necessary, recommend, suggest, variety

When you practise to spell these words, make sure you also practise your handwriting and join the letters correctly

Maths

For Maths this week, we will be looking at rounding, adding and subtracting negative numbers and adding and subtracting using the column method.

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14.09.20

LI: to round numbers to the nearest 10 and 100.

- ☐ Use place value to focus on the relevant column.
- ☐ Use the high 5 rule to help me – if the tens column is 5 or above, we round up. If the tens column is 4 or less, we round down.
- ☐ Explain why rounding is useful – estimation and accuracy for calculations.

5 or more, ↑
let it soar.
4 or less, ↓
let it rest.

Round these numbers to the **nearest 10 and then 100**.

- a) 124
- b) 26
- c) 426
- d) 350
- e) 1480
- f) 1120
- g) 3390
- g) 1005
- i) 8463
- j) 2868

Use either the high 5 rule
or a number line.

2. Ravi estimates the sum of two numbers by rounding to the nearest 100 e.g. $542 + 286 = 500 + 300 = 800$

Use Ravi's method to estimate the sums of the following:

- a) $198 + 427 =$
- b) $2309 + 749 =$
- c) $4552 + 3106 =$

3. A whole number rounded to the nearest 100 is 2300.

- a) What is the greatest possible number it could be?
- b) What is the smallest possible number it could be?

4. A whole number rounded to the nearest 100 is 5000.

- a) What is the greatest possible number it could be?
- b) What is the smallest possible number it could be?

To round without a number line:

- 1) Identify the tens digit.

326 The tens digit is 2, or 20.

- 2) Work out the next ten up.

326 is between 320 and 330

- 3) Decide if it stays or rounds up.

326 Use the units digit to decide. "5 or more rounds up", so 6 will round up to the next 10.

326 → 330



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LI: to add and subtract negative numbers.

- ☐ Understand that all negative numbers are less than zero and continue to decrease.
- ☐ Use a number line to add and subtract negative numbers.
- ☐ Explain how negative numbers are used in real life contexts.



1) Calculate the following using your number line.

- | | |
|-------------------------------------|-------------------------------------|
| (a) $2 - 3 =$ <input type="text"/> | (b) $2 - 4 =$ <input type="text"/> |
| (c) $3 - 5 =$ <input type="text"/> | (d) $1 - 4 =$ <input type="text"/> |
| (e) $-3 + 4 =$ <input type="text"/> | (f) $-1 - 2 =$ <input type="text"/> |

2) How could you prove these calculations? How do they differ to the first question?

- | | |
|-------------------------------------|-------------------------------------|
| (a) $5 - 6 =$ <input type="text"/> | (b) $3 - 7 =$ <input type="text"/> |
| (c) $-2 - 3 =$ <input type="text"/> | (d) $-4 + 9 =$ <input type="text"/> |
| (e) $-5 + 7 =$ <input type="text"/> | (f) $0 - 3 =$ <input type="text"/> |



3) **-80, -40, 10, 50**

What is wrong with this sequence of numbers?



4) Leanna has £22.50 in her bank account.
She pays for a jumper which costs £40.
How much does she have in her bank account now?



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The answers to the sums correspond to letters. Answer the question to find the letters



Negative Numbers Code Breaker

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

and then the words.

(15 - 3) (1 - 4) (-14 - 4) (11 - 2) (15 - 22) (-10 - 8) (-14 - 7) (10 - 1) (-6 - 3) (-3 - 3)

(-14 + 29) (-3 - 3) (22 - 15) (7.5 - 3.5) (13 - 5) (10 - 20) (7 - 2 + 9)

(15 - 6) (1 + 3) (20 + - 11) (3 - 6) (15 - 21) (-16 + 10) (1 - 3) (10 - 14) (-6 + 3) (11.34 - 2.34)

_____ ?

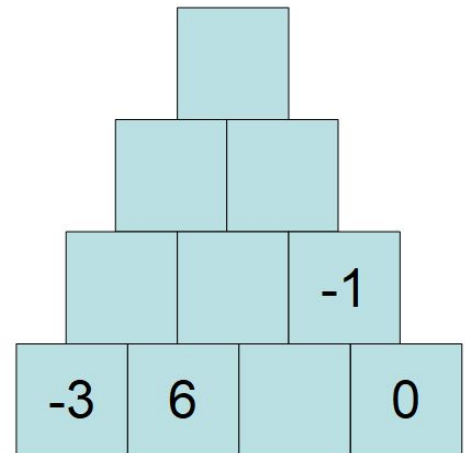
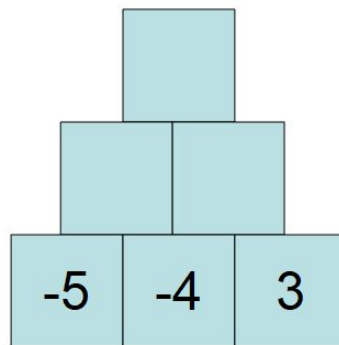
(-2 + 5) (2 - 4) (-4 - 4) (11 - 17) (-5 - 4) (-10 + 4) (-1 + 2) (10 - 1)

_____ !

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Complete the following pyramids by adding next door squares together to make the square above.



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17.09.20

L1: to use written methods for addition and subtraction.

- ☐ Use column method – **align** each digit using its **place value**.
- ☐ Start by adding the **ones first** and carry the tens when necessary.
- ☐ Use the **inverse** to check.
- ☐ Understand that addition is **commutative** and we can add in any order but subtraction is not.

$$\begin{array}{r} 11 \\ 428 \\ + 395 \\ \hline 823 \end{array}$$

Definition:

Commutative = When the order of the operation does not affect the answer.

1) Show your working out clearly for these calculations:

- a) $123,415 + 32,456 =$
- b) $235,615 - 134,421 =$
- c) $912,134 + 92,102 =$
- d) $678,345 - 124,082 =$

2) Ron uses place value counters to calculate $4,356 + 2,435$

Th	H	T	O
4	3	5	6
2	4	3	5
6	7	9	1

Use Ron's method to calculate:

	3	2	4	6	1
+		4	3	5	2

3) Work out the missing digits

$$\begin{array}{r} 53 \\ + 71 \\ \hline 6963 \end{array} \quad \begin{array}{r} 57 \\ + 410 \\ \hline 850 \end{array} \quad \begin{array}{r} 20 \\ + 30 \\ \hline 9202 \end{array}$$

$$5 + \boxed{?} = 10$$

EMPTY BOX PROBLEM

4) Hard and easy questions Which questions are easy or hard?

$213323 - 70 =$

$512893 + 37 =$

$8193.54 - 5.9 =$

Explain why you think the hard questions are hard?

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LI: to use written methods to add and subtract decimal numbers.

- ☐ Use column method for subtraction – **align** each digit using its **place value**.
- ☐ Start by adding or subtracting the **ones first** and exchange (borrow) when necessary.
- ☐ Reduce the digit that has been exchanged/borrowed from.
- ☐ Use the **inverse** to check answers.



1) Add these decimal numbers; remember to align them using their place value.

- a) $12.5 + 23.98 =$
- b) $345.6 + 78.07 =$
- c) $15 + 8.891 =$
- d) $275.6 + 3.07 =$

2) Subtract the following decimal numbers.

- a) $7.03 - 2.25 =$
- b) $971.7 - 15.67 =$
- c) $31.092 - 5.6 =$
- d) $18.50 - 5.634 =$

3) Ally and Jack buy some stickers.

Common error when adding and subtracting decimals

Not lining up the decimal points (and using the multiplication rule to place the decimal point in the answer)

Doing this

$$\begin{array}{r} 23.6 \\ + 1.73 \\ \hline .409 \end{array}$$

Instead of this

$$\begin{array}{r} 23.60 \\ + 1.73 \\ \hline 25.33 \end{array}$$



Pack of 12 stickers
£10.49



12 stickers
99p each

Ally buys a pack of 12 stickers for £10.49

Jack buys 12 single stickers for 99p each.

How much more does Jack pay than Ally?



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This week for Science, you will be researching Carl Linnaeus. Read through the supporting PowerPoint and complete the worksheet below. You have got two fact files to help when finding your answers but you may need to research online in order to answer some of the questions. Please remember to be careful when searching online - you could use KidRex and Swiggle as these are child-friendly.

Carolus Linnaeus

Key Terms

- taxonomy
- classifying
- medicine
- binomial nomenclature
- contributions

Carolus Linnaeus, also known as Carl Linnaeus, was a scientist famous for his work in organizing, or **classifying**, living things into groups. This is also known as **taxonomy**. He was born in Sweden in 1707. Much of his work is still used today.



When he was young, Carolus loved nature and especially plants. He enjoyed walking with his father in the gardens and loved to plant the gardens as well. He was a smart student but found his classes rather boring compared to being outside with plants.

Linnaeus went to university, then to medical school, and became a doctor in only two weeks! He proved in that short time that he knew a great deal about **medicine**.

He is famous for creating a two-part naming system, **binomial nomenclature**. For example, when we refer to humans as *Homo sapiens*, we are using Linnaeus's system of using two names. Carolus also wrote two famous books about nature and plants.

Due to his amazing **contributions** to science, Carolus was made a knight by the King of Sweden in 1761. Much of his work is still used by scientists today.

Making Connections

Many famous people are granted the honor of being named a knight. Another famous scientist who was dubbed a knight is James Watson, who helped discover the structure of DNA.

Interesting Facts:

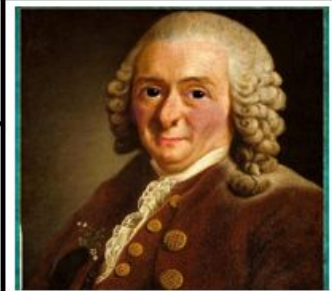
- Linnaeus was the first scientist to place humans with primates in the same family group.
- He was one of the first to study ecology as a science.
- Linnaeus's study expeditions encouraged Darwin and Wallace to make scientific expeditions.
- He invented index cards to keep track of his specimens.

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LI: to justify the classification of animals based on specific characteristics.

Context: classifying hominidae family.



- ☐ Investigate the importance of Carl Linnaeus.
- ☐ Explain how living things are classified using the Linnaean system.
- ☐ Classify living things using the Linnaean system.

1. Use the information on Carl Linnaeus to answer the questions below:

- a) How many kingdoms did Linnaeus originally include?
- b) Which of his kingdoms is no longer used in the standard system of classification?
- c) What is the new level of classification that has been introduced above the kingdoms?
- d) Approximately how many specimens of plants, animals and shells did Linnaeus collect and examine when working on his classification system?
- e) Which edition of his 'Systema Naturae' is thought to be the most important?
- f) Are amphibians, birds, mammals, reptiles and fish classes or orders?
- g) Does the phylum chordata include vertebrates or invertebrates?
- h) The definition of a species is a group of animals that can reproduce to produce fertile _____.

2. Research the orangutan and find out how it is classified in the Linnaean system. Make sure to find out what the scientific name (*genus species*) would be.



THE BIG QUESTION

What observable characteristics do orangutans and humans share?

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Year Six

Art

L.I. To recreate a sketch based on an illustration.

For your final art outcome, you will be adding in some sketches in the style of Charlie Mackesy.

Your art this week is to practice sketching in pencil and then using ink over the top. These sketches do not need to be perfect, in fact the original sketches are not perfect even in the book.

Watch this video which shows Charlie Mackesy completing some of the sketches.

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

The sketches for you to complete are to be of an animal - one sketch is to show the animal in despair and the other is to show the animal with hope.

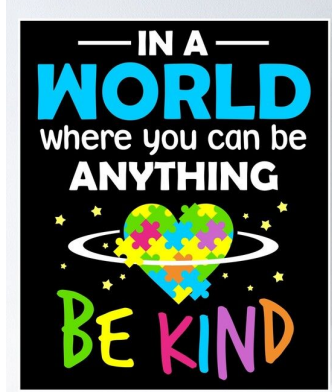
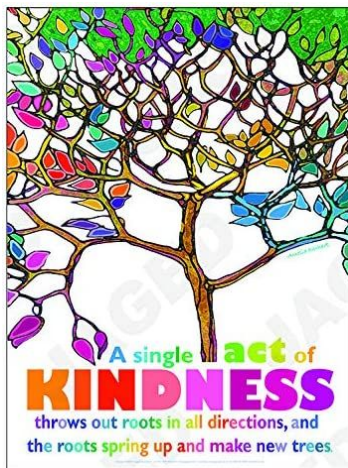


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Year Six

Our School Values

Our school values are kindness, curiosity, collaboration, responsibility, resilience and collaboration. The value we will be focusing on a bit more this half term is **kindness**. Make a list of how you think kindness can be shown, then create a poster inspiring people to be kind. Here are some ideas:



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Useful websites

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>