**Weekly Distance Learning Plan**

**Year Six**

**Week Beginning 06-07-2020**

Please access as much of this learning as you feel is suitable for your child – we understand that families are in very different situations with access to different devices and varying amounts of time available to them. Above all, stay safe.

All links to the websites and work you need are in the learning plan below in Notes/resources.

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| **Subject** | **Task / activity** | | **Easier/ Harder** | **Notes / resources** |
| **Maths 1 – White Rose Maths** | **Please use the school website for access to White Rose Maths. Or, use the links below to access the videos.**  Link for each day –  [https://www.huntersbarjunior.co.uk/web/year\_6/](https://www.huntersbarjunior.co.uk/web/year_6/302780)  **Monday** – Introducing the ratio symbol <https://vimeo.com/432268424>  **Tuesday –** Calculating ratio <https://vimeo.com/432268547>  **Wednesday** – Using scale factors <https://vimeo.com/432268677>  **Thursday –** Ratio and proportion problems <https://vimeo.com/432268751>  **Friday** – This will still be accessed via the White Rose Website: <https://whiterosemaths.com/homelearning/year-6/> Go to **Week 10, Lesson 5.**  **Some of you may already have covered these topics during the home learning period. If so, please access the videos in the following PDF and the alternative worksheets in the website. The challenges in the middle column are still relevant as revision.** | | Ratio - Easier  If you want a different explanation of what ratio is, try this:  <https://www.theschoolrun.com/what-is-ratio>    Ratio – Harder    Ratio - Varied    Scale Factors – Harder  <https://nrich.maths.org/6923>  Scale Factors – Even Harder  <https://nrich.maths.org/5461> | Still got time in your day?  Why not have a look at the daily lessons from BBC Bitesize. Some is new content, some is revision.  <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons> |
| **Maths 2 – Times tables** | Spend 10 minutes a day on Times Table Rockstars or carrying out non laptop-based times table practice – chanting, singing, writing, quizzing. | | Challenge yourself by setting time or accuracy targets. How much faster / more accurate can you get in one week? | [www.ttrockstars.com](http://www.ttrockstars.com)  Your child should have their own log in for this.  If you cannot access this please email [Y6@huntersbar-jun.sheffield.sch.uk](mailto:Y6@huntersbar-jun.sheffield.sch.uk)  and one of the Y6 team will support you with access to this. |
| **Reading** | **The expectation is that you read a book for at least 30 minutes a day.**  **This week’s task:**  This week we will continuing our final reading topic of Y6!  We will be reading and working on the book ‘Holes’ by Louis Sachar. This has several links with your upcoming transition to secondary school.  Your reading work will be divided into 3 parts:   1. Reading chapters from ‘Holes’. 2. Completing tasks based on your reading: these will include questions, thinking or creative tasks and maybe even some drama. 3. Activities designed to help you think about and prepare for your transition to secondary school. You might want to share these with an adult. | | Rather than making the reading tasks easier or harder, we would prefer you to instead share your answers about transition (part 3).  You could write these down (making them colourful, exciting or bold) or you could make a video of your answers.  If you feel comfortable sharing these, we would really like to put some up in the Y6 section of the website. | The entire book ‘Holes’ is available as a PDF here:  <http://www.hayatschool.com/kuwait/articles/Holes_by_Louis_Sachar1.pdf>  The tasks for this week: |
| **Writing**  This week we are starting a final piece of traditional Year 6 writing. You will be writing your own version of a short video called Alma. We normally spend around three weeks doing this in school so you will need to produce something pretty awesome in the next two weeks.  Over the course of your final writing objective for primary school, you will be putting together a suspense filled narrative, showing off everything you’ve learnt during your time at HBJ – no pressure. | | | | |
| **Lesson 1** | Look at WAGOLLS – Look at and listen to the stories written by Greenfields school.  Decide which ones you think are the most effective and why?  Are there any sentences or ideas you want to Magpie (borrow for your own)?  Are there any that you think aren’t effective? Why?  What feeling do you think the authors are trying to create?  <http://mapleclassgreenfields.blogspot.com/2012/05/story-writing.html?m=1>  Listen to the pieces of music on the first page of <https://www.bensound.com/royalty-free-music/cinematic>  Which do you think sound like they’d fit with the pieces of writing you’ve read? Why? | | |  |
| **Lesson 2** | First, watch the short film – Alma. <https://www.youtube.com/watch?v=irbFBgI0jhM>  Make sure you have the sound turned up and have plenty of peace and quiet to watch it. If you are with an adult discuss what your think is happening.  Watch the film a second time – there will be things you didn’t notice the first time and things that make sense now. We call this ‘privileged information’. Only the viewer understand the significance, not the character.  Today’s task is purely to set the scene for your story. Attached is a WAGOLL. I would like your piece to end up being a similar length so we’re going to spend a few days doing it.  Using the section 5 of the attached descriptosaurus and the attached WAGOLL, create an opener to your story. This should be at least two paragraphs long and should only go up to the bit where she sees the blackboard (the first 5 paragraphs of the WAGOLL). You will need to set the scene really effectively.  Refer back to yesterday’s WAGOLLs if needs be if you need more guidance.  Maybe you could consider where she’s been before or where she is? Can you base it in a city you know and include some elements based around that? | | | **Descriptosaurus**    **WAGOLL Section** |
| **Lesson 3** | Today, the aim is to build action and build the reader’s knowledge of our character. The part of the WAGOLL we’re trying to recreate is the part in yellow – from Alma writing her name on the blackboard to the point at which she opens the door. We want the readers to know what has taken place but also want the writing to show us what sort of person Alma is – adventurous, impatient, arrogant and petulant.  We’re going to do this today by describing *how* Alma does the things she does using adverbs and adverbials phrases.  Using the WAGOLL and the list of adverbs if needed, retell this part of the story making sure that you get to the end of it with a really clear idea of 1. What has happened and 2. What sort of person Alma is. | | | **WAGOLL Section 3** |
| **Lesson 4** | Optional – Create a piece of music to accompany one of the parts of the film which have written about so far or create a piece of artwork which reflects the mood off the piece – this doesn’t have to show what happened, it could be something which reflects the feelings created. E.g. personifying the shop – see image to right. | | |  |
| This week in topic sessions, we’re going to spend some time looking at some of the challenges and opportunities presented by transition to Secondary School with a focus on the unique journey this cohort is going on. All the sessions this week will be very informal with lots of opportunities for discussion so you may want to make sure you have access for to an adult for some of your time this week.  We will be using resources based on two books called ‘You are Awesome’ and ‘Go Big’. You do not need access to these books but the resources may refer to them. The materials we will be using are from the following website, which has additional links to videos if the embedded links do not work. Please use this website to download the presentation for each lesson: <https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-resources-for-year-6/>  There are up to 5 sessions to do this week with a further in the final week of this term. Please feel free to access the ones that appeal to you. | | | | |
| Lesson 1 – Being Awesome  Lesson 2 – Unlocking your mind  Lesson 3 – Dare to take risks  Lesson 4 – Making the change  Lesson 5 – Lost but not lost | | All session content is found using the following link:  <https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-resources-for-year-6/> | | |

We are estimating that the work should take no more than 3 hours to complete each day.

It might help to create a routine if you get your child to follow the suggested timetable below.

**Many parents have asked for an extra layer of accountability to help keep their child on task. To this end, each Friday we will be asking you to send one piece of work, chosen by the year team leader at random to be sent by email.**

**Remember –** [**Y6@huntersbar-jun.sheffield.sch.uk**](mailto:Y6@huntersbar-jun.sheffield.sch.uk) **please only send one email of pupil work each week to your teacher and make sure that it comes from an adults’ email address.**

**Please put your child’s class into the subject line. If you are happy to have work / photos shared on the school website, please indicate this in the email.**

**Remember, should you require further learning resources, Pobble365, My MiniMaths, Mathsbot and all the content originally shared on the website is still there and still provides a fantastic range of learning to further support, challenge and engage children at home.**

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|  | Morning | | | | Afternoon | |
| Monday | Daily exercise | Maths 1 | Maths 2 | Writing 1 | Reading 1 | Topic 1 |
| Tuesday | Daily exercise | Maths 1 | Maths 2 | Writing 2 | Reading 1 | Topic 1 |
| Wednesday | Daily exercise | Maths 1 | Maths 2 | Reading 2 | Reading 1 | Topic 2 |
| Thursday | Daily exercise | Maths 1 | Maths 2 | Writing 3 | Reading 1 | Topic 2 |
| Friday | Daily exercise | Maths 1 | Maths 2 | Writing finish | Reading 1 | Reading finish |