



Victoria Dock Primary School Home Learning Plan

Year 6

Monday 21st September – Friday 25th September



As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible, video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by members of the school staff following a quarantine period.

Year 6 Maths – Online Learning		
Place Value		
Lesson	Video Link	Worksheet
Lesson 6 Round numbers to 10, 100 and 1000	https://vimeo.com/454666928	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-1-WO3-Rounding-to-10-100-and-1000-2019.pdf
Lesson 7 Round any number	https://vimeo.com/454667122	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-1-WO3-Round-any-number-2019.pdf
Lesson 8 Negative numbers	https://vimeo.com/454667567	https://resources.whiterosemaths.com/wp-content/uploads/2019/07/Y6-Autumn-Block-1-WO4-Negative-numbers-2019.pdf

Year 6 Writing – Online Learning

Narrative Writing

This week, we are starting a new unit of writing. It will focus in writing a piece of narrative (the opening of a story) based on the book, A Monster Calls by Patrick Ness. There will be mainly sentence-stacking lessons throughout the week but we will kick off by looking at generating useful phrases and words which may fit when describing Conor’s wake from a nightmare. Have a go at the tasks below to help you be ready for your return to school.

1. Read the first two pages (marked p15-16) of A Monster Calls by Patrick Ness. There is an extract which is attached separately. Focus on how Conor must feel to wake from his sleep and nightmare. Generate your own word/phrase bank to help describe how he might feel.
2. Take a look at the simple map of this week’s 3 sentence stacking sessions (below) and the success criteria (purpose) of each sentence.
Have a go at writing your own.

	Sentence Stacking 1	Sentence Stacking 2	Sentence Stacking 3
Plot Point (What are we writing about)	Conor wakes from a nightmare	Safe, familiar objects as time stands still	Powerful moonlight imagery
Success criteria (What’s the point of each sentence)	<ol style="list-style-type: none"> 1. List-like phrases 2. Short, repetitive sentences 3. Fronted adverbials & rhetorical questions 	<ol style="list-style-type: none"> 1. Time clues 2. Complex sentences 3. Relative clauses 	<ol style="list-style-type: none"> 1. Personification 2. Alliteration 3. Adjectives in unusual positions
Model/example (How I would write it)	Conor had a nightmare: the horrific, howling wind; a torturous trickle of blood; sudden, short breaths; and a sinister, shadowy figure. He woke. He woke gasping. He woke trembling. Only semi-conscious, Conor sat up in bed. ‘What was that?’ he thought. Something was unfamiliar...something was different...something was very unfamiliar and very different. 12:07. Seven minutes	12:07. Seven minutes past midnight. For Conor, time dragged desperately as his heart pounded in his chest. It was beating twice as fast as the ticking clock. Emerging from the darkness was his familiar teddy bear, his comforting duvet and the reassuring clicking of his radiator. Conor, who had leaned closer to the edge of his bed, looked back at the frozen clock.	The light of the moon cut through the darkness. The magnetic moon beckoned Conor. Shadows lingered in the garden – sinister, threatening.

Year 6 Reading & Phonics – Online Learning

Justifying opinions, explaining key vocabulary and summarising a text

This week in guided reading, there are three main tasks which could be done at home:

1. Recap what you think of Inspector Clyde's theory about the theft of the Atlas Diamond. You do not need a copy of the text for this – just your own memory.
2. Study the use of key vocabulary by Sophie Kirtley in the Wild Way Home extract (provided separately).
3. Design your own alternative cover and blurb for the Highland Falcon Thief, leaving lots of clues about the plot.

Monday 28th September

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Giving an opinion on a view of the text (The Highland Falcon Thief—Chapter 19: A Grilling for Breakfast)

NCO: explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- I can express a personal point of view about a text, giving reasons linked to evidence from texts to justify my opinion.

Starter: Fill in the gaps to refresh your memory of Inspector Clyde's theory about the Highland Falcon Theft.

Inspector Clyde suspects the Atlas Diamond was taken from the _____ compartment. She believes the thief used a _____ to enter the compartment. Inspector Clyde suspects Hal because he said he went through the royal carriage to give _____ a score because he'd heard it was his _____ . Inspector Clyde also noted that Hal had been seen by _____ (the security guard for the princess and Atlas Diamond). Finally, the inspector said that the necklace which the princess put on in the morning at Balmoral was the _____ one and that throughout the day, it was in view of at least _____ people at all times.

Task: Use the following words and phrases to help you analyse and comment on Inspector Clyde's theory and what you think may have happened. This should be around 2 paragraphs long.

I think that.. Inspector Clyde seems to think that.. However,...

In contrast to this,... I personally believe... As a result...

Wednesday 30th September

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Identifying key vocabulary (The Wild Way Home by Sophie Kirtley)

NCO: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- I can identify and comment on the writer's choice of vocabulary, giving examples and explanations.

Task: Read the following sections and be specific about how the selected language is used.

Hunt

1. the forest creaks and cracks **like old bones**.
2. I **squint** into the hazy sunlight.
3. they **tear** their way closer and closer to my hiding place
4. My heart **thuds** hard and loud.
5. The Hunters **charge** into the bushes, yelling, their sticks raised high.

Challenge: What is the author trying to accomplish in this section below? What is the point in the paragraph?

From that morning onwards, Hartboy, like all his people, wore a deertoath threaded on his necklet; the deertoath made him safe. Seasons came and went; leaves sprouted and fell; Hartboy learned and grew.

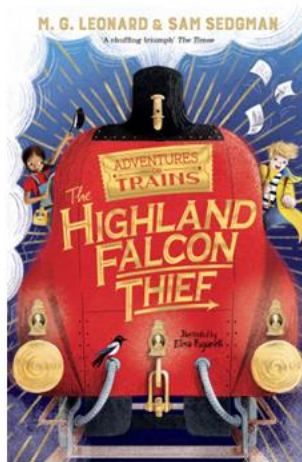
Friday 2nd October

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Summarising details in a front cover & blurb (The Highland Falcon Thief)

NCO: summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

- I can summarise key information from different parts of a text.



Harrison Beck is reluctantly joining his travel-writer Uncle Nat for the last journey of the royal train, The Highland Falcon. But as the train makes its way to Scotland, a priceless brooch goes missing, and things are suddenly a lot more interesting. As suspicions and accusations run high among the passengers, Harrison begins to investigate and uncovers a few surprises along the way. Can he solve the mystery of the jewel thief and catch the culprit before they reach the end of the line?

Hear whispers in the dining car, find notes in the library, and unknown passengers among the luggage as you help Harrison to solve the mystery aboard one of the world's grandest trains. Fast-paced and packed with illustrations and clues, Adventures on Trains is a stop you won't want to miss!

Task: Take a look at the various front covers and blurb for the Highland Falcon Thief.

Draw your own cover and write your own blurb, littered with clues but **DO NOT GIVE TOO MUCH AWAY!**

Other Subjects – Online Learning

Science

This week, we are continuing to learn about the historical breakthroughs in science regarding electricity. Have a look at the fact sheet below and create your own poster/leaflet which explains what you think are the most important facts.

Art

Building on our perspective drawing skills which we practised last week, let's have a go at drawing the inside of a train carriage (just like Hal!). It's really tricky so remember to use the vanishing point for all your lines, and also to decide how far in the distance the other end of your train carriage is. Don't let all the lines actually touch the vanishing point.

Have a look at this video: (I recommend playing it at double speed and on a loop.)

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

** If you are unable to access resources and would prefer a paper copy of these instructions, please contact the school office.



History of Electricity Reading Comprehension Sheets

In modern life, we use electricity on a daily basis and do not think anything of it. We take it for granted. However, for most of human history electricity was not known about so how and why did that change? Read on!



While we did not know that electric currents existed, we were aware of shocks from a fish. We called it 'Thunderer of the Nile'.

Ancient Egyptians thought that electric fish were 'protectors' of other fish. Electric fish were written about by the Ancient Greeks, Romans and Arab Scholars.

We Ancient Greeks knew that rubbing amber would make light objects attract to it. We thought it became magnetic.

What they were actually observing was static electricity!



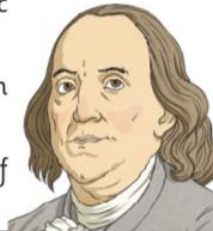
It was not until hundreds of years later in the 1600's that **William Gilbert** studied and distinguished between magnetism of metals and static electricity. He used the Greek word for amber - 'elektron' - and invented a new Latin word - electricus.



Benjamin Franklin was the first person to study electricity in depth. One of his most important findings was proving that lightning was electrical (it had been thought of as different up until then). He flew a kite during a storm, to which he had attached a key. When the kite was indeed hit by lightning, he felt electric sparks from the key.

He was very fortunate not to be electrocuted! This is not an experiment that needs to be repeated!!

He was also the first to store electricity and knew it consisted of positive and negative charges.



Alessandro Volta invented the first battery - which was known as the 'voltaic pile' as it was made of layers of zinc and copper which was either combined with sulphuric acid or saltwater brine to create an electric current.

Volta's name was also the basis for the following words:

Voltage: This is the electric force that causes free electrons to move from one atom to another.

Volt: Is the unit of measurement for Voltage (written as V).

