



## Victoria Dock Primary School Home Learning Plan



### Year 6

Monday 19<sup>th</sup> October – Friday 23<sup>rd</sup> October

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.

<b>Year 6 Maths – Online Learning</b>		
<b>Four Operations</b>		
<b>Lesson</b>	<b>Video Link</b>	<b>Worksheet</b>
Multiply 4-digits by 1-digit	<a href="https://vimeo.com/456840256">https://vimeo.com/456840256</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO5-Multi-step-addition-and-subtraction-problems-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO5-Multi-step-addition-and-subtraction-problems-2019.pdf</a>
Multiply 2-digits (area model)	<a href="https://vimeo.com/458471421">https://vimeo.com/458471421</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-WO2-Multiply-2-digits-area-model-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-WO2-Multiply-2-digits-area-model-2019.pdf</a>
Multiply 2-digits by 2-digits	<a href="https://vimeo.com/458472014">https://vimeo.com/458472014</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-WO3-Multiply-2-digits-by-2-digits-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-WO3-Multiply-2-digits-by-2-digits-2019.pdf</a>
Multiply 3-digits by 2-digits	<a href="https://vimeo.com/458926200">https://vimeo.com/458926200</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-WO4-Multiply-3-digits-by-2-digits-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-WO4-Multiply-3-digits-by-2-digits-2019.pdf</a>
Multiply up to a 4-digit number by a 2-digit number	<a href="https://vimeo.com/458926418">https://vimeo.com/458926418</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO2-Multiply-up-to-a-4-digit-number-by-a-2-digit-number-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO2-Multiply-up-to-a-4-digit-number-by-a-2-digit-number-2019.pdf</a>

**Year 6 Writing – Online Learning**

**Narrative Writing**

This week, we are going to be doing a series of discrete grammar exercises, particularly focusing on the use of inverted commas when writing dialogue. Please have a go at the exercise below.

Additionally, as it is Halloween time, we are going to do a 100 Word Challenge based on the last few paragraphs of a book we will also study in guided reading this week: *The Haunting of Aveline Jones* by Phil Hicke. The extract itself is available to download along with this home learning document. We would love you to re-read the final few chapters of the extract (starting at '*Just as she was nodding off*'), when Aveline thinks she can hear menacing laughter and then forces herself to go to sleep. It is up to you what is in her dreams; however, after the strange events on her way to her aunties, I would imagine it will be scarecrow related. This is your chance to wow us in no more than 100 words.

**Punctuating direct speech**

NCO: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

- I can correctly punctuate direct speech using inverted commas and other appropriate punctuation.

**Task One:** Look at these sentences, put the speech marks into the correct place.

Here is an example for you to look at.  
*How far away is Paris?* asked the man.  
*"How far away is Paris?"* asked the man.

1. *What's for dinner dad?* Jacinda asked her dad.
2. *The witch looked at her sisters and asked, When will we three meet again?*
3. *The mouse looked at the fox and quivered, Please don't eat me.*
4. *I'm stuck!* declared Sam as he held up his hand. *Can you help me please?*
5. *Goal!* shouted the boy as the ball went to the back of the net.
6. *Jahn, can you hold this?* asked Jaanne.
7. *Off with her head!* shouted the Queen of Hearts.
8. *The policeman asked, Can I see your licence please?*

**Task Two:** *Task Two:* Write out the following sentences, correcting their mistakes.

1. *"We're very proud of him", said Jake's parents.*
2. *"I'm looking for a dragon," said Pete. "Have you seen him"*
3. *"the only tired I was, was tired of giving in," said Rasa.*
4. *"What is it?" asked Hansel. "A house made of sweets," Gretel replied.*
5. *The dentist said "Open wide!"*
6. *"Mum," cried Cynthia "Is my dinner ready yet?"*
7. *"that's a horrible song choice, said Simon. Do you have anything else?"*
8. *I'll take the blue one," said the lady. "Here you go," replied the man.*
9. *We'll investigate "what happened said the policeman whilst making" notes.*
10. *First, "put on your safety helmet" said the instructor. Then "tie your harness around your waist.*

**Year 6 Reading & Phonics – Online Learning**

**Providing reasoned justifications and comparing characters**

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

1. Read the extract from Roald Dahl's *The Witches* and complete the text retrieval work below.
2. Re-read the extract from Roald Dahl's *The Witches* and complete the summarising task below.
3. Read pages 13-15 of the extract of Phil Hicke's *The Haunting of Aveline Jones* and complete the key information task below.

**Monday 19th October**

**\*\*f\*\*\***

**Retrieving information from a new text (The Witches by Roald Dahl)**

NCO: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- I can read age-appropriate novels with confidence and fluency.

**Starter:** Complete these short-answer questions.

- a. Which **two** items of clothing do witches in fairy tales wear?
- b. What is the most important thing to know about REAL WITCHES? **Summarise in your own words.**
- c. What is described as being red-hat stealing?
- d. What **three** everyday activities could witches be doing whilst thinking evil thoughts?
- e. Name **two** things that happen when a witch makes a child disappear.
- f. We are told that only women can be witches. What **two** things are said to be exclusively male?

**Task:** What is the author's opinion of witches? Do they like them or not? Do they think they are powerful? Think carefully and make at least two points with evidence in your answer.

**Tuesday 20th October**

**\*\*f\*\*\***

**Summarising key information from a text (The Witches by Roald Dahl)**

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.
- Starter:** Where would you most likely come across this extract? As part of a...
- a. Report on a witch attack/sighting in the area
  - b. Leaflet to advise people on how to spot a witch
  - c. Spooky story about a witch
  - d. Set of instructions on what to do with a witch

**Task:** Use the key information from the extract to design your own poster. It **might** include the following sections:

- How to spot a witch
- What a witch wants
- Things to beware of
- Did you know?

Wednesday 21st October

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Using details from a text (The Haunting of Aveline Jones by Phil Hickeys)

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.

**Task:** Use the details in the description of the scarecrow in this text to help you decide which one of the sketches below is most accurate. **When you have chosen, give at least three reasons why you have chosen that one.**

A



B



C



D



## Other Subjects – Online Learning

### Science

This week we will be planning a science investigation based on the use of circuit components.

**Question – Does the length of wire effect how circuit components work.**

Use the sheet below to help you plan your fair test.

### History

During this half term, we have been beginning to study the Victorian Era and what it must have been like live at that time. After the half-term break, we will be looking at a specific event in this time, The Great Exhibition. We would love you to do some research about this event and particularly why it was so significant at the time. When we return, it would be great if you could present anything you have found. You may want to create a short presentation or a poster.

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

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**Question: Does wire length affect how components in a circuit work?**

Prediction: \_\_\_\_\_

What will you change? \_\_\_\_\_

What will you measure? \_\_\_\_\_

What variables will you control (keep the same)? \_\_\_\_\_

\_\_\_\_\_

**Equipment:**

**Method:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_