



Victoria Dock Primary School Home Learning Plan

Year 6

Monday 9th November – Friday 13th November



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		
Four Operations		
Lesson	Video Link	Worksheet
Order of operations	https://vimeo.com/465421787	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO13-Order-of-operations-2019.pdf
Mental calculations and estimation	https://vimeo.com/465739450	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO14-Mental-calculations-2019.pdf
Reason from known facts	https://vimeo.com/466189554	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO15-Reason-from-known-facts-2020.pdf

Year 6 Writing – Online Learning

Narrative Writing

This week, we are going to be continuing a unit of work surrounding writing a newspaper article. This will give us chance to apply our use of direct and reported speech with correct punctuation. There are a few things you could do at home to be ready to rejoin this work when you return to school:

1. Keep up your practice of using different levels of formality by doing the sentence stacking lesson below.
2. Try these two spelling, punctuation and grammar lessons below – one on colons and the other on expanded noun phrases. Help on both of these subjects can be found here: [Expanded Noun Phrases](#) and [Colons](#).

	Sentence Stacking 3
Plot Point (What are we writing about)	Shifts in informality
Success criteria (What's the point of each sentence)	<ol style="list-style-type: none">1. Formality shifts (dialogue)2. Passive voice3. Formality shifts (dialogue)
Model/example (How I would write it)	Mummy Bear, aged 47 and currently unemployed, explained how hard this attack had been on her family. "My child ain't sleeping proper 'cause he's so scared of that girl. We was so happy before this 'appened." The severity of the crime was underlined by PC Bobby Badger. "It was brought to my attention that a disturbance had occurred. By the time I attended the incident, I observed a state of disarray. The property owners have reported a series of unusual crimes."

Monday 9th November

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Using a colon to introduce a list, explanation or elaboration

NGO: learning the grammar for years 5 and 6 in English Appendix 2

- I can use a colon to introduce a list or explain something in further detail

Task One: Insert a colon into each sentence below to make it correct

- a. I wish I had a job. I'm a great worker and I need the money.
- b. I have 3 hobbies. I collect coins, I read, and I knit.
- c. Glen doesn't have any friends he's always mean to them.
- d. You will need the following back to school items: pencils, erasers, and markers.
- e. The places I like to visit are as follows: Italy, France and Canada.
- f. There are three rules in my class: raise your hand, don't speak out, and stay on task.
- g. I'm feeling really sick today. I have a headache and I'm nauseous.
- h. I have three more phone calls to make: my man, my sister, and my brother.

Task Two: Label each of the sentences below as either correct or incorrect use of a colon. If you have labelled it as incorrect, explain why and provide a correction.

- a. I wish I had a pet. I have always liked animals.
- b. I play four sports: soccer, football, rugby and baseball.
- c. I have been really sad today. I just found out my puppy Alvin just died.
- d. I have reading all types of books: mystery, horror, suspense, and biographies.
- e. The friends I play with are as follows: Jill, Jack, Tom and Eden.
- f. There are four parts to a plant: roots, stem, leaves and flower.
- g. There is only one reason you failed: you didn't prepare for the test.
- h. You will need to finish three chores: vacuum, mow the lawn, make your bed.

Challenge: Complete the sentences below, continuing from the colon correctly.

- a. Kelly wants to play outside:
- b. I've been to four continents:
- c. My friends think I'm funny:
- d. I love healthy foods:
- e. Jill had to answer the question:
- f. The ingredients are as follows:
- g. There is one place I go every Sunday:
- h. Don't forget the number one class rule:

Thursday 12th November

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Identifying and writing expanded noun phrases

NCO: using expanded noun phrases to convey complicated information concisely

- I can use expanded noun phrases to add extra information (Y5/6)

Task One: Underline the nouns in the sentences below.

The creaky, old house twisted and turned in the wind

As the moon peeked from behind the clouds, walves howled hungrily.

Gravesdanes seemed to crawl across the damp earth whilst owls watched from above.

The newly carved pumpkins, which had been prepared by excited children, seemed to be watching the caretaker.

Under the usually pitch-black sky, now bright with lightning, dark shapes lurked

Task Two: Now try to underline the whole noun phrases in the sentences below.

The scared and exhausted girl finally arrived at the gates.

She pulled down on the rusty, old handle and crept through the opening.

As she quickly hid in the shadows of the trees, she looked up and saw a shape in the clock tower window.

Suddenly there was a loud, earth-shattering crack of lightning and the shape was gone.

Feeling a cold chill on the back of her neck, she turned around to see she was not alone.

Task Three: Add words to the sentences below to create expanded noun phrases for the underlined nouns.

The children ran through the forest, trying to get home.

Brad fell over a tree.

The hawks got louder and louder.

He struggled to get back up off the ground before the beasts caught up.

Finally he was back on his feet and running towards his door.

Challenge: Rewrite the passage below, adding your own detail to the underlined nouns to create expanded noun phrases.

But now the mansion had come into view around the corner, she wasn't so sure. She hoped that wasn't where they were going. Yet there were no other buildings to be seen and an announcement said their stop was fast approaching. It was in just the right place, as her mother had described, at a mountain, a road behind and the railway track just in front.

Suddenly, Antony cried out, "Look, look! There's a figure at the window watching us." But when the other two looked towards the window, there was nothing to be seen.

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. Each one looks at some information about wolves. As we read further in Brightstorm, you'll see why.

Tuesday 10th November

22/2022

Making judgements about author's intent (National Geographic: Gray Wolf)

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

- I can show awareness of the writer's craft by commenting on the use of grammatical features and structure of texts, e.g. short sentences for effect, the use of captions, sub-headings etc.

Starter: Draw lines from each section heading to its purpose.

Wolves 101 *	* Give basic information quickly
Key Facts *	* Provide deeper understanding about a well-known phenomenon
About The Gray Wolf *	* Provide deeper understanding of a wolf pack
Population and Conservation *	* Interest the reader with a reason to read further
Wolf Pack Behaviour *	* Explain current wolf levels around the world

Task: Read the fact file about the Gray Wolf and answer the following questions.

- In Wolves 101, how does the phrase, "With their piercing looks and spine-tingling howls," help us understand what the words "adorable" and "controversial" mean?
- Why do you think the author has given a size comparison specifically to a 6-ft man?
- How else has the author tried to make wolves seem similar to everyday things?
- Why does the author claim that wolves are regarded as "natural villains"?
- What does the word "social" seem to mean in the **Wolf Pack Behaviour** section?

Challenge: Why would the author put "Did you know?" sections regularly throughout the report, rather than putting them all at the end?

Wednesday 11th November

Studying author's use of language (National Geographic: Mystery of the Werewolves)

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

- I can show awareness of the writer's craft by commenting on the use of grammatical features and structure of texts, e.g. short sentences for effect, the use of captions, sub-headings etc.

Starter: Find the following things, designed to engage the reader:

- Onomatopoeia
- Alliteration
- Personal involvement (putting the reader in a situation)



Ahhh-wooh! Few sounds chill the blood like a wolf's howl, particularly if it echoes through a forest lit by a full moon. People have little to fear from wild wolves, which rarely attack humans. Instead, the spooky howl brings to mind a fabled supernatural stalker famous for its fur, fangs and fury — the werewolf. Gulp!

So what do we know about this imaginary beast? Well, unlike other mythical terrors such as demons and zombies, werewolves are said to lead double lives — they're believed to be ordinary humans by day and shaggy monsters by night. According to legend, they suffer from 'lycanthropy' (from the Greek words for 'wolf' and 'human'), a condition that triggers a hairy change for the worse. As the stories go, werewolves in monster mode sprout hair everywhere, becoming mindless beasts that chomp on anyone in sight. Friends and family become the wolf's dinner. Yikes!

Today, myth has it that you can only become a werewolf if you are bitten by a lycanthrope yourself, and that your inner beast will be unleashed every full moon. But those are recent additions to the werewolf legend (along with the use of silver bullets to defeat them).

European folklore offers many triggers for transformation, including curses from the gods or even magic creams! Other stories told of people choosing to become lycanthropes.

Death was supposed to be the only cure for this affliction. Well, usually. Some tales had werewolves rising from the grave — as vampires!

Task: Find as many phrases as you can which show that the author does not particularly believe everything in this article.

Thursday 12th November

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Studying author's use of language (National Geographic: Wolf Speak)

NCO: provide reasoned justifications for their views.

- I can provide reasoned justifications for my views and refer to the text to support my opinion.

Starter: Match the following sub-headings with the content in each section (numbered on the printout).

- What's all the noise about?
- Sniff and tell
- Long-distance call
- Get the message
- Read my lips, ears, shoulders and tail

Task: Using evidence from the text to support your decisions, rank the following senses from least to most important for wolves' communication:

sight

smell

hearing

Challenge: What does the following sentence show us about the importance of wolf sounds?

Even a three-week old puppy can mimic almost all the adult sounds!

Other Subjects – Online Learning

History

As we have now gained an overview and understanding of what Victorian life was like from 1837 onwards, let's look at a very significant event in history: The Great Exhibition of 1851. At this time, a huge event was held in the Crystal Palace in Hyde Park, London. Take a look at the table below to see some primary sources from that event. What do you think each one is and what does it tell us about either the Great Exhibition or the Victorian Era in general?

For a closer look at the sources, see the Powerpoint presentation attached.

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

Primary source	What is it?	What could it mean about the Great Exhibition or Victorian Era?
 <p>A detailed illustration of a steamship, likely from the Great Exhibition era, showing the hull, funnel, and rigging.</p>		
 <p>An illustration of a woman in a small boat on a body of water, possibly representing leisure or domestic life in the Victorian era.</p>		
 <p>A photograph of a white lace dress, likely an exhibit from the Great Exhibition, showcasing intricate textile craftsmanship.</p>		
 <p>A photograph of a "LADIES' Ticket of Admission" for the Great Exhibition, featuring a red ribbon and the text "EXHIBITION OF WORKS OF INDUSTRY OF ALL NATIONS, 1851".</p>		
 <p>A photograph of a pair of colorful, patterned socks, likely an exhibit from the Great Exhibition, demonstrating textile design and manufacturing.</p>		
 <p>A photograph of a poster or advertisement titled "GREAT NORTHERN RAILWAY CHEAP TRAINS GREAT EXHIBITION", listing various train routes and fares.</p>		