



## Victoria Dock Primary School Home Learning Plan



### Year 6

### Tuesday 5<sup>th</sup> January – Friday 8<sup>th</sup> January

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>Fractions</b>		
<b>Lesson</b>	<b>Video Link</b>	<b>Worksheet</b>
Four rules with fractions	<a href="https://vimeo.com/480708159">https://vimeo.com/480708159</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y6-Autumn-Block-3-WO14-Four-rules-with-fractions-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y6-Autumn-Block-3-WO14-Four-rules-with-fractions-2019.pdf</a>
Fraction of an amount	<a href="https://vimeo.com/480708541">https://vimeo.com/480708541</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y6-Autumn-Block-3-WO15-Fractions-of-an-amount-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y6-Autumn-Block-3-WO15-Fractions-of-an-amount-2019.pdf</a>
Fraction of an amount - find the whole	<a href="https://vimeo.com/480708847">https://vimeo.com/480708847</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y6-Autumn-Block-3-WO16-Fraction-of-an-amount-find-the-whole-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y6-Autumn-Block-3-WO16-Fraction-of-an-amount-find-the-whole-2019.pdf</a>

## Year 6 Writing – Online Learning

### Persuasive Letter Writing

This week we will be doing some brief work on descriptive writing and carefully choosing vocabulary. There are a few sessions which you could complete this week at home.

1. Take a look at the photos of the tropical island below. This setting is what we will describe together. Use the word bank sheet below to generate/choose your own list of words you think would help us describe it.
2. We are also going to work on using vocabulary themed around jewellery (in this case) to build an extended metaphor. Use the jewellery word lists below to help you choose some to add to your sheet from yesterday.
3. Complete each of the two sentence stacking lessons, using the prompt sheets and example sentences (in red) below to create your own. (We will continue this a little in the following week.)



Tuesday 5th January

**Generating vocabulary for descriptive writing (Paradise Island)**

NCO: noting and developing initial ideas, drawing on reading and research.

- I can write effectively for a range of purposes and audiences.

**Task:** Use a thesaurus and the word lists provided to select a bank of words you may want to use in the unit to come.

**Verbs**

Shine —>

Stand —>

**Adjectives**

Blue —>

Green —>

**Nouns**

Mountain —>

Tree —>

**Adjectives**

- adjustable
- adorable
- antique
- artisan
- artisanal
- attention-getting
- bangle-style
- beaded
- beautiful
- bejewelled
- bold
- brilliant
- burnished
- carved
- casual
- certified
- channel-set
- charming
- chic
- chunky
- classic
- clustered
- colourful
- comfortable
- comfy
- complex
- contemporary
- cool
- coordinating
- corrosion-resistant
- costume
- cracked
- cut-out
- cute
- cutting-edge
- dainty
- dangling
- dandy
- dapper
- decorative
- delicate
- dependable
- designer
- detailed
- discounted
- distinctive
- dramatic
- durable
- easy-to-maintain
- eco-friendly
- edgy
- elegant
- inlaid
- innovative
- intricate
- iridescent
- jewel-tone
- keepsake
- kin-fired
- large
- laser-cut
- latest
- lead-free
- lightweight
- long-lasting
- lovely
- marbled
- marquise-cut
- masculine
- men's
- metallic
- minimalist
- mosaic
- multi-faceted
- multistrand
- nickel-free
- one-of-a-kind
- opaque
- open-worked
- original
- ornate
- period
- pierced
- plated
- platinum
- polished
- pre-formed
- precious
- precise

- stylish
- subtle
- superior
- supportive
- suspended
- tapered
- teardrop
- textured
- timeless
- tiny
- top-of-the-line
- trendsetting
- tribal
- two-tone
- unique
- versatile
- vintage
- wardrobe-friendly
- water-resistant
- waterproof
- wear-anywhere
- whimsical
- women's
- wooden
- wrapped

**Verbs**

- accentuate
- accessorize
- accessorize
- adorn
- attach
- blend
- cherish
- clasp
- complement
- coordinate
- dangle
- design
- drape
- dress down
- glitz up
- last
- layer
- look
- look good
- match
- move freely
- order
- pair
- pairs with
- purchase
- reflect
- save
- embellish
- engineer
- engage
- enhance
- etch
- fasten
- fit
- flatter
- flaunt
- forms to
- glitter
- go great with
- go well with
- hang
- shimmer
- shine
- shop
- showcase
- sling
- slip on
- solder
- splurge
- stack
- swing
- touch
- update
- wear
- wrap

**Nouns**

- accent
- accessory
- adjustable chain
- all-day comfort
- anklet
- appeal
- arm candy
- artist
- backing
- ball chain
- band
- bangle
- bezel
- birthstone
- bracelet
- brand
- brass
- brilliance
- briolette
- brooch
- cabochon
- cage
- carat
- centre stone
- chain
- charm bracelet
- charms
- chest
- circumference
- clarity
- clasp
- closure
- collar
- collar bone
- colour
- comfort
- glitter
- glitz
- heirloom
- hinge
- hook-and-eye closure
- hoop
- individual style
- innovation
- inscription
- inset
- jacket
- jewel
- jewellery
- lever back closure
- links
- lobster-claw clasp
- look
- mirror finish
- movement
- neck
- necklace
- neckline
- overall fit
- pair
- patina
- pattern
- pendant
- perfect fit
- personal style
- piece
- pin
- pizzazz
- post backing
- precious gem
- profile
- quality
- radiance
- consumer
- cord
- costume jewellery
- cuff
- custom fit
- cut
- design
- design element
- designer
- detailing

- details
- diameter
- dimension
- durability
- ear lobe
- earrings
- ear wire
- easy on/off
- embellishment
- engagement ring
- engraving
- ensemble
- essential
- component
- everyday essential
- facet
- faceting
- fashion
- fashion statement
- feel
- filigree
- findings
- finish
- fishhook backing
- fit
- flair
- form
- gem
- ring size
- sale
- season
- set
- setting
- shape
- shoulders
- signature style
- silhouette
- simple lines
- snap clasp
- sparkle
- spring clasp
- spring-ring clasp
- statement
- jewellery
- stone
- strand
- strap
- stud
- style
- styling
- surface
- technology
- timepiece
- toggle clasp
- touch
- trendsetter
- vermeil
- vermeil clasp
- wardrobe
- wardrobe essential
- watch
- weight
- whimsical
- width
- women
- wrist

## *Passive voice*



Surrounded by an endless sapphire ocean, a flawless jewel is presented in all its stunning glory.

Surrounded by water



Where is the island?

## *Semi-colon*



Graceful waves gently polish jet-black rocks along the shoreline; a warm breeze carries the delicate ocean spray over golden sand.

lap



stroke

What gentle verbs could we use for the waves & breeze?

## *Complex sentence*



As the dazzling waves slip back, a bracelet of coppered, bronze sand comes into view.

Ring of copper sand



Bracelet of bronze sand

Noun phrase for wet sand

## *Metaphor & dash*



The island is a pearl — a gem which must be seen to be believed.

jewel



gem

Metaphor to show beauty

## ***Personification***



cradling



whispering

What peaceful/gentle things could the sky or clouds be doing?

*Dangling from the heavens, azure skies cradle whispering clouds over the glistening ocean.*

## ***-ing Verb Starter***



Soaring



Gliding

What would birds be doing in a calm sky?

*Soaring on soft breezes, birds sing exquisite melodies of the beauty they can see.*

## ***Pathetic Fallacy***



Sunbeams kissing



Rays stroking

How can we use the weather to make this scene seem happy?

*Radiant sunbeams gently kiss the shimmering treasure below.*

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

**Commenting on vocabulary used by authors, and skimming and scanning non-fiction**

This week in guided reading, there is a series of tasks which you could complete revolving around our new book, Orphans of the Tide. Each task has the extract before it in this document.

**Chapter 1 – Its Last Song**

The City was built on a sharp mountain that jutted improbably from the sea, and the sea kept trying to claim it back. When the tide rose, it swallowed up the City's lower streets. When the tide fell, it spat them back out again but left its mark. Fresh mussels clung to windowsills. Fish flailed on the cobblestones. That grey morning, once the tide had retreated, a whale was found on a rooftop.

A crowd gathered along the top of the sea wall, to gape at the roof below.

'It's an evil omen!' yelled the old preacher, his breath steaming in the air.

'The Enemy didn't do this,' snorted a sailor. 'It must have got stuck there at high tide.'

'It's dead,' said a merchant. 'Do you think we can sell it for meat?'

The whale lay on its belly, stretched from one end of the roof to the other. It had beached itself on the Chapel of St Bartholomew, whose rooftop poked above the waves at low tide. Four stone gargoyles stood at each corner, two of them digging sharply into the whale's skin. Hungry seagulls screeched overhead.

The crowd were so engrossed that none of them noticed the girl's arrival. She had tired eyes and tangled, dirty blonde hair, mussed-up from a night of broken sleep. She leaned over the sea wall and bit her lip.

'It's too big to be out of the water,' she said, speaking more to herself than anyone else. 'It'll have crushed its lungs just by lying there.'

Tuesday 5th January

\*\*\*

**Exploring meaning of words in context (Orphans of the Tide by Susan Murray-Page 1)**

NCO: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

- I attempt the pronunciation of unfamiliar words, working out the meaning of words from the context.

**Quiz time:**

1. Where was the city built?
2. What was found on a rooftop?
3. Where did a crowd gather?
4. Who yelled to the crowd?
5. What decorations were there on the roof?

**Task:** For each of the words below (in bold), circle which of the other words (on the right) most closely matches it's meaning in context.

fuzzed	→	jumped	peaked	pointy	sharp
swallowed	→	absorbed	thirsty	swam	pulled
gaps	→	open	looked	stared	mouth
steaming	→	angry	hat	smoking	smelly
snarled	→	mashed	said	whispered	nose
peaked	→	finger	pushed	pointed	appeared

**Challenge:** What does this extract suggest about the people of The City? Use evidence to support your reasoning (3 marks)





Although whales spend all their time in water, they do not have gills for breathing underwater as fish do. The blubber shown above is coming to the surface of the water to breathe air.

## What is a whale?

Whales belong to a group of animals called cetaceans. Cetaceans are mammals. They are warm-blooded animals, which means their body can adjust so that its temperature stays the same in hot or cold surroundings. Like all mammals, whales breathe oxygen to survive. Unlike other animals, female mammals can make milk in their body to feed their babies.

## Whales need water

Whales are marine mammals. They spend their entire life in salt water. Water helps support the weight of their body. A whale's body weight is so great that its lungs and other organs would be crushed if it were on land. Whales also need water to keep their skin moist. Without water, their skin dries out and their body overheats. If a whale becomes stranded on a beach for a long period of time, it will die.

## Where do whales live?

Whales live in oceans all over the world, from warm, tropical waters to icy polar regions. Many whales move from one place to another to feed or mate. River dolphins are the only cetaceans that live in freshwater habitats, or homes. They live in deep, muddy rivers.



Dolphins are related to whales. Like all cetaceans, dolphins live in water and need to keep their skin moist.

## Ancient ancestor

Whales are descended from a fur-covered, four-legged mammal that lived on land millions of years ago. This mammal often waded into shallow water to find food. As it spent more time in the water, it evolved, or gradually changed over time. Its fur disappeared, paddle-like flippers replaced its front legs, and its back legs became smaller until they disappeared. The nostrils of this land ancestor moved to the top of its head and became a blowhole.



## Flukes, fins, and blowholes

A whale's body is designed for living in water. It is fusiform, or torpedo-shaped, and has smooth, rubbery skin that helps the whale glide easily through water.

A thick layer of blubber, or fat, traps the whale's body heat and helps keep the animal warm in cold water.



Whales have no sense of smell.

Flippers help a whale steer through water.

Whales have excellent hearing. They can hear for miles underwater.

A whale's tail has two flukes. Whales move their flukes up and down to help push their body through the water.

## How do whales breathe?

Mammals inhale oxygen from the air. They exhale carbon dioxide. When other mammals hold their breath, they need to exhale after a short time because carbon dioxide builds up in their body and must be released quickly. A whale can hold its breath for a long time because carbon dioxide does not build up as quickly in its body.

## Oxygen in the body

Blood carries oxygen throughout an animal's body. Whales have more blood in their body than other types of mammals do. More blood allows them to store more oxygen. Having great amounts of oxygen in their body allows whales to remain underwater for long periods of time before surfacing for fresh air.

A whale breathes through its blowhole. When it dives, it closes the hole to keep out water. Bottled whales have a single blowhole, but baleen whales have two.

To breathe while swimming, a whale curves its body at the water's surface to expose its blowhole.



### Thursday 7th January

\*\*\*

#### Skimming and Scanning (What is a Whale? by Bobbie Kalman and Heather Lesigne)

NCO: retrieve, record and present information from non-fiction

- I can retrieve and record information from non-fiction using skimming and scanning.

**Task:** Skim and scan the text for key words in each question below.

- What is the word which means torpedo-shaped?
- How are female mammals different to other female animals?
- What do flukes do?
- What happens if a whale's skin dries out?
- What does blubber do?
- Why can a whale hold its breath for a long time?
- What is special about warm-blooded animals?
- What do whales breathe?
- What does water help support?
- Which kind of whale has two blowholes?
- What **two** reasons do whales move from one place to another?
- Name **three** changes the whale's ancestor went through as part of evolution.

**Challenge:** Summarise what you have learnt about whales in 20 words exactly.

### Friday 8th January

\*\*\*

#### Identifying and using key information from the text (Orphans of the Tide x What is a Whale?)

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:** Using both of the texts we have studied this week (Orphans of the Tide (fiction) and What is a Whale? (non-fiction), imagine you are one of the people in the crowd behind the wall, watching Ellie and Anna approach the whale. Write your own account of what they do to the whale. You may want to think about the following:

- Which tools did they use?
- Which parts of the whale did they inspect and dissect?
- What precautions did they take?
- What did they need to beware of?

## Other Subjects – Online Learning

### History

We are beginning our new topic on the Maya Civilization this week. To begin to dip our toe in the water with this topic, let's have a look at completing two tasks:

1. Take a look at this blank timeline. Try to plot these historical periods on this timeline. (You may want to plot them at different heights along the line as some will overlap.) I have also included them as coloured labels in case you would like to print and cut this activity. The labels are the correct size to go on the number line.
2. Take a look at these artefacts from the Maya civilization. For each one, try to work out what you think it might be and also then what you think this might mean about the Maya people.

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

Space Race 1955CE—1975CE

**Stone Age Britain**  
3000BCE—800BCE

**Ancient Greece**  
1200BCE—146BCE

**Viking Britain**  
800CE—  
1066CE

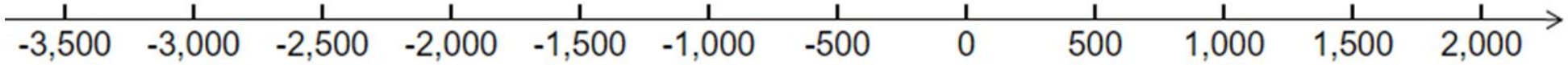
**Victorian  
Britain**  
1837CE  
—  
1901CE

**Ancient Maya**  
1800BCE—1500CE

<b>Pre-classic Era</b> 1800BCE—250CE	<b>Classic Era</b> 250CE—900CE	<b>Post-classic Era</b> 900CE—1500CE
---	-----------------------------------	---

**Ancient Egypt**  
3100BCE—550BCE

**Roman Empire**  
753BCE—476CE



Primary source	What is it?	What could <u>it</u> mean about the Maya?
