**Year 6 WC 25.01.21**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| EnglishEnsure you have listened to Chapter’s 3 and 4 of Journey to the River Sea.Chapter 3:<https://www.youtube.com/watch?v=AelG6A6RKD0>Chapter 4 and 5 (Pause at the end of chapter 4)<https://www.youtube.com/watch?v=Ox07LwCTEg8>You may also want to note down the names of characters and who they are.Please complete question 8, 9 and 10 from the attached document.You will need a dictionary or the internet to help you find definitions for unfamiliar words or phrases. | EnglishClick on the link below and look at the image displayed <https://www.pobble365.com/taking-shelter>Question time! ( You will have to use your imagination to answer some of them!)What kind of animal can you see in the photograph?How is the animal similar/different to a human?Who are Dylan’s companions, and where have they gone?Why does Dylan like it when it rains?What do you think it’s like to live in the rainforest?How is the weather in a rainforest different to where you live?How old do you think Dylan is?Perfect picture!Can you draw a picture of the worst kind of weather imaginable?Label your picture identifying all of the nouns in the picture.Now using a different coloured pen, add 2 adjectives to describe each of the nouns.E.g. lush, green leaf | EnglishSick sentences!Click on the link to remind yourself of the image we are working from….<https://www.pobble365.com/taking-shelter>These sentences are ‘sick’ and need help to get better. Can you help?Think about what you have learnt about 2A sentences, De:De sentences, relative clauses, similes and metaphors.Can you use the sentences below to up-level this writing and make it far more interesting for the reader?He held the leaf. It was raining. He could hear the storm. He could see lightning. | EnglishStory starter!It was another stiflingly humid day in the rainforest. The rain was a welcome and refreshing break from it. Dylan could hear a rumble of distant thunder: a sure sign that this was just the beginning of the storm. Holding a large leaf over himself, he sat comfortably on the tree stump. Raindrops drummed on the flat surface of the leaf like impatient fingertips, but Dylan didn’t mind.He stared into the forest, wondering when his companions would return…Continue the story using:2A sentencesE.g. He could hear the loud, spine-tingling screeches of the parakeets in the distance and the roar of a hungry tiger about to pounce on it’s innocent, fearful prey.PersonificationThe raindrops danced across the leaves.Relative ClausesThe orang-utans, whose fur were sopping wet, peeled back the skin of a different pieces of fruit. Include any other sentence types you are familiar with.  | EnglishUsing yesterday’s work, take a different coloured pen. Read over your work, correcting any missing pieces of punctuation or capital letters. Review your choice of adjectives. Could you use better ones? Once you have edited and improved your work, re-write in your neatest handwriting. You may want to draw a picture of the storm inside the rainforest to accompany your writing. |
| MathsVolume and Capacity Can you explain:What is volume?What is capacity? <https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-capacity-and-measure/z7gkqp3>Key Vocabulary Volume, capacity, unit of measure, cubed, estimate, measure, formula, scale.Activity: Convert between common metric units of capacityWorksheet will be uploaded onto the school spider. Converting between litres and millilitres.  | Maths Finding the volume of cuboids Watch this video to help you with finding the volume of cuboids.<https://www.youtube.com/watch?v=fw--FxHF6OA>* What is the formula you will need to use?

Activity: A worksheet will be uploaded onto the school spider for you to complete. Challenge: Draw three different cuboids with a volume of 100cm3, writing the dimensions. Your drawings don’t need to be scale  | MathsEstimating Volume Worksheet uploaded onto the school spider Challenge 1: These shapes are made with 1cm3 blocks. Write the volume of each shape underneath.School Spider Challenge 2: One side of each cuboid is shown. Use the picture to Feedback help you fill in the missing measurement.Challenge 3:Mrs Smith says: I need to measure different amounts of liquid at school. I only have 2 cups. One holds 500ml. The other holds 200ml. Could I use these to measure out all of these different amounts? Explain what you would do. | MathsMeasurement Challenge CardsA worksheet will be uploaded onto the school spider you will need work through the capacity questions. Remember * What is capacity? Can you write the definition?
* Volume is measured in cubic units.
* Think about it – how many cubic units measurements do you know?
 | MathsConvert units of time <https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-units-of-time/z6fgkmn>A PowerPoint will be uploaded onto the school spider. You will need to convert between the different units of times e.g. * Minutes to seconds
* Hours to minutes
* Weeks to days
* Years to months

There will also be some reasoning questions don’t forget to explain your answers in detail.  |
| HistoryNote connections, contrasts and trends over time. To look at the Maya number system.***Activity:*** How did the Maya count? How did their number system work? How does it compare to ours?Complete the Maya Number System Worksheet | Geography Climate zones, rivers, mountains, biomes and vegetation belts in South American countries. I can identify and explain the different climate zones, biomes and vegetation belts across SA.Activity: Research biomes in South America. <https://www.youtube.com/watch?v=3vijLre760whttps%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DInT2qpJRpfs&list=PLSNu8WmAZF_VjjqobwVGnEpfTxpEpzhXq&index=3>Remind yourself what a biome is:<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>Choose a South American biome and create a survival guide. Don’t forget to include:* Key facts about the biome
* Packing list (giving careful consideration to the climate and weather)
* Dangerous animals to avoid
* Native plants and fruit that you can forage
* Top tips to staying alive!
 | ScienceCorrect circuits that do not work using the correct symbolsNow that you know how to use symbols in an electrical circuit let’s look at the different components in a circuit again. Watch this video and try the activities. Record your answers on a piece of paper or in a book so that you can share them with your teachers. Don’t forget to try the exit quiz at the end.<https://classroom.thenational.academy/lessons/what-are-the-different-components-in-an-electrical-circuit-cdk34d?step=2&activity=video> The circuits at the end of the video did not work and you helped to identify the problem with each one. Now see if you can correct them by drawing a working circuit using the correct symbols for each one that you learnt about last week.1. A cell, a bub and 2 wires
2. A cell, a bulb, a switch and 3 wires
3. A cell, a bulb, a buzzer and 3 wires
 | ArtDraw the Liverpool skyline in abstract colours using influence from South American artist Domingos Cardosa. Think about what materials you will use: * Paint
* Watercolours
* Coloured Pencils
* Crayons

It may help if possible to find a picture on the internet for you to use as a guide. <https://www.google.com/search?q=liverpool+skyline&safe=strict&rlz=1C1CHBF_enGB839GB840&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiJ0aahnq3uAhWsQkEAHdkqBKcQ_AUoAXoECA8QAw&biw=1006&bih=586> | REUnderstand that Jesus made a New Covenant with us. The Last Supper – New Covenant In the Old testament, when God made a covenant with the Jews (Israelites), they agreed to live the Ten Commandments. At the Last Supper, Jesus made a New Covenant with us. <https://www.youtube.com/watch?v=KywnAfLnOxw>The New Commandment “I give you a New Commandment: love one another; just as I have loved you, you must also love one another” (Jn 13:34).Activity: Imagine you have to explain what happened at the Last Supper to children preparing for their First Holy Communion. Make a presentation or write down what you would say to them. Mention what happened at the Last Supper and why it is important.  |