

**Year 6 Weekly Home work Week 1**

**Rights Respecting Articles: Article 3 - *The best interests of the child must be a top priority in all decisions and actions that affect children***

**Article 38 (war and armed conflicts) - *Governments must do everything they can to protect and care for children affected by war and armed conflicts.***

**Global Goal 4- Quality of Education**

**MATHS**

**Times Tables 1-12**

**DC**

<https://www.timestables.co.uk/6-times-table.html>

**Games**

<https://mrnussbaum.com/speed-math-online-game>

**Maths Daily Lessons (Mon - Fri)**

**Complete lessons 6-10**

<https://classroom.thenational.academy/units/fractions-ed51>

**Amena's set Maths**

**Maths Daily Lessons (Lessons 11-15)**

<https://classroom.thenational.academy/units/multiplication-and-division-70b8>

**Nicky's set Maths**

<https://www.topmarks.co.uk/subtraction/subtraction-to-10>

**Level 1 subtraction**

<https://www.topmarks.co.uk/maths-games/daily10>

**LITERACY**

**Spelling**

referring / referred / referral preferring / preferred transferring / transferred  
reference / referee preference / prefer skilfully powerfully delightfully cheerfully carefully  
boastful colourful beautiful merciful truthful

**Make sure you check the meaning of all new words in a dictionary.**

**Literacy Daily Lessons (Mon-Fri)**

**The Golden Compass (Lessons 11-15)**

<https://classroom.thenational.academy/units/the-golden-compass-mixed-outcomes-8489>

**Amena's Set LITERACY**

**Literacy Daily Lessons**

**The Angler Fish - A non-chronological report (Lessons 11-15)**

<https://classroom.thenational.academy/units/angler-fish-non-chronological-report-217f>

**Nicky's set Literacy**

**Spelling**

**school with when**

**Literacy Daily Lessons**

**Practice mark making. Continue to write your name independently. Practice letters of the alphabet.**

**HFW game <https://www.starfall.com/h/word-machines/>**

**<https://www.youtube.com/watch?v=hCkdSB1TptU>**

**Watch the story and join in.**

**Science**

**What are the key parts of a healthy diet?** In this lesson, we will learn about what is important in a healthy diet. We will discuss the seven nutrients we need to know as well as their role in the body.

<https://classroom.thenational.academy/lessons/what-are-the-key-parts-of-a-healthy-diet-60wkgr>

### PSHE

#### Celebrating differences

##### Open my mind

##### (work with an adult at home)

Complete the sentence in your Jigsaw Journals:

'Being normal is...'

This is their definition of being 'normal'.

Read out the following statements, stand up if you think this is 'normal' and stay sitting if you think it is 'not normal.'

1. To go to work at the age of 10
2. To be frightened of the dark
3. To get at least 50 'likes' for anything posted on the internet
4. To wear glasses
5. To want to have friends
6. Boys being good at drama and dance
7. To walk to school
8. To spend at least 2 hours every day on a mobile phone or social media
9. To eat dinner with your family around a table
10. To have two legs

Receive answers from the children but challenge their perceptions of normal. Conclude with the children that normal is what you are used to/what you expect. For example, some children abroad in the developing world do work at the age of 10, some children spend less than 2 hours a day on social media etc. Ask the children to look back at the definition they wrote. Do they need to change it?

### Geography

To locate the places described in Ed Murrow's Blitz broadcast.

Locate places described in Ed Murrow's Blitz broadcasts using Google Maps 3D and Street view e.g. Trafalgar square, St Martin's Church

<https://www.youtube.com/watch?v=eVXmJC6mPEk>

### History

What is rationing? <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbgb9q>

Use the following web site to research and take notes about rationing.

<https://www.iwm.org.uk/history/what-you-need-to-know-about-rationing-in-the-second-world-war>

<http://www.primaryhomeworkhelp.co.uk/war/rationing2.html>

Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?

Mission statements: **Whose 'mission statements' can you identify with?**

'To infinity, and beyond' (Buzz Lightyear); 'For the colony, and for oppressed ants everywhere' (Flic, from 'A Bug's Life').

Does Our school have a mission statement? How is it put into action?

**What was Jesus' mission?**

Consider this text carefully: Luke 4:18-19. Jesus' 'Mission Statement'

*"The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord's favour."*

Jesus was a 'man with a mission': It had 5 points -to give poor people good news, to free prisoners, to help the blind to see, to give liberty to oppressed people and to tell people God would bless them this year.

All over the world today, Christians try to put Jesus' mission into action.

*'...the Catholic Church [is] responsible for one quarter of all healthcare provision. Globally, it runs 5,246 hospitals, 17,530 dispensaries, 577 leprosy clinics, 15,208 houses for the elderly and chronically ill and people with physical and learning difficulties worldwide...' (Catholic Herald 2010)*

Ten things Jesus said: what did he mean? What was the challenge? What difference would it make?

Write about each thing Jesus said in three ways. First: what does it mean? Second: why is it challenging? Third: what would change if everyone followed this teaching?

"You're happy if you make peace. You will be a child of God."	"You are like light for the whole world. Let your light shine so that people see the good things you do and praise your Father in heaven."
"Love your enemies and pray for those who persecute you!"	"When you give something to a needy person, don't make a big show of it. God your Father, who sees what you do in private, will reward you."
"Store up riches for yourselves in heaven. Your heart will always be where your riches are."	"You cannot serve both God and money."
"Why worry about clothes? Look how the wild flowers grow: they do not work or make clothes for themselves."	"Do not worry about tomorrow; it will have enough worries of its own."
"Do not judge others, and then God will not judge you."	"Do for others what you want them to do for you: this is the meaning of the whole Law."

**Annotate the quotes in three stages.**

**What does it mean? Why is it a challenge? What would change if everyone did this?**

### PE 10 minute shake up

