

Summer Term Tasks

Year 6

English Tasks

<p><u>Choose and read a traditional tale / fairy tale</u></p> <p>After you have read it, analysed it and ensured that you fully understand how the story begins, how it builds up, where the problem comes in, how the problem is resolved and how the story ends then consider changing your main character. Using a boxing up grid with: Beginning, Build-up, Problem, Resolution and Ending as your titles, plan a new tale with your new main character. Remember to highlight your SPaG choices within each section of your planning.</p>	<p><u>Write your new traditional tale.</u></p> <p>Write a character description for your new character.</p> <p>Be adventurous, be exciting. Close your eyes and imagine your character stood in front of you: what do you see?</p> <p>It is your own character; make them how you want them.</p>	<p><u>Write your new traditional tale.</u></p> <p>Using your new character and your boxing up grid, re-write the traditional tale. Ensure the direction of the tale remains the same with the only changes being your new character replacing the original one.</p> <p>Make sure that you have taken elements from your character description to help describe the characteristics and actions of your character within the story. (Note: If your character influences certain aspects of the story, so for example if they have changed from a male to a female, things may change within the story to suit that)</p>	<p><u>Plan a setting description</u></p> <p>Create new setting for your traditional tale. (Draw it if you like)</p> <p>Setting up a planning diagram of your choice using these 5 headings: What I see there, What I smell there, What I touch there, What tastes might I come across, What I can smell create description under each one highlighting these areas.</p> <p>It is your setting so make it exciting!</p>
<p><u>Write a setting description</u></p> <p>Use your planning to write a new setting description for your traditional tale. You are creating your own world!</p>	<p><u>Write your newly developed traditional tale</u></p> <p>With your new character and now your new setting, re-write your traditional tale. Again, the directions of the tale can remain the same but your new character and new setting may have an influence over what and how things happen.</p>	<p><u>Silly Sentences</u></p> <p>With your weekly spellings, choose 5 each week and create 5 silly Sentences. Try to use 5 different sentence types to do this each time. Choose from: Compound, Complex, Multi-clause, Question, Exclamation, Command, Embed a clause and Simple.</p> <p>Use different sentence openers: prepositional, ..ed, ..ing, adverbial, temporal, simile, to improve them.</p>	<p><u>Reading Vipers</u></p> <p>Using a book that you have or a text that you might find online, can you use VIPERS to explore it.</p> <ul style="list-style-type: none"> - Vocabulary - Inference - Predictions - Explanations - Retrieval - Sequencing

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<p style="text-align: center;"><u>Write a Review</u></p> <p>From the previous task (Reading Vipers) Tell me about it. What did you think? What was it about? Did you enjoy reading it? Why? What didn't you enjoy? Who was the book / article / poem's audience? Would you recommend it to others?</p>	<p style="text-align: center;"><u>Read a book of choice</u></p> <p>Choose a book that you want to read and read it from start to finish. E-mail me and tell me about it. I may not have read it so I will need to know detail. Give me a brief overview / a summary of what happened across the whole book. (1 paragraph) Would you recommend it?</p>	<p style="text-align: center;"><u>Write a letter</u></p> <p>Write a letter to a key worker thanking them for helping us all during this difficult time. Tell them why you are thanking them and what you are thanking them for. It doesn't have to be long but make sure that you have told them all that you want to.</p>	<p style="text-align: center;"><u>Write a biography</u></p> <p>Who is your hero? Tell me about them. Who are they? Where are they from? Why do you admire them? What do they do? Imagine I don't know them at all (which is a good chance) so teach me everything I need to know.</p>
<p style="text-align: center;"><u>Sentence with clauses embedded</u></p> <p>Practice this skill. Maybe use your spellings to guide this. This a useful and advantageous way to add extra information to your sentences. Practise it and make it a natural part of your writing process. 10 sentences will help develop your skill.</p>	<p style="text-align: center;"><u>Write Captain Tom a Birthday Card</u></p> <p>Captain Tom Moore has raised millions of pounds for the NHS by walking lengths of his garden. It is his 100th Birthday at the end of this month (it doesn't matter if your card is late) Write him a birthday card, maybe one you have made yourself) wish him many happy returns and thank him for the wonderful thing that he has done.</p> <p style="text-align: center;">His address is: Captain Tom Moore c/o Post Office Limited 67 Bedford Street Marston Moretaine Bedfordshire MK43 0LA</p>	<p style="text-align: center;"><u>Active and Passive Voice</u></p> <p>Write 10 sentences in the active voice. Rewrite them again but this time write them in the passive voice.</p>	<p style="text-align: center;"><u>Noun / Verb Use</u></p> <p>Write 5 sentences with a selected word used as a noun. Then use the same word but this time use it within another sentence as a verb.</p> <p style="text-align: center;">Example: Could you please turn the light on in the kitchen? (light is used as a noun)</p> <p style="text-align: center;">We need to light the fire tonight because it is cold. (light is used as a verb)</p>

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Maths Tasks

<p><u>Fractions</u></p> <p>Pick a range of 2 and 3 digit numbers and find fractions of them. Remember to divide by the denominator and then multiply by the numerator. Use fractions such as; $\frac{4}{5}$, $\frac{3}{8}$, $\frac{5}{7}$ or $\frac{2}{9}$.</p>	<p><u>Fractions</u></p> <p>Select different fractions and add them together. Start with the same denominator (like fractions) then move onto two fractions with different denominators (unlike fractions). Remember, with the unlike fractions you will have to find the common denominator first. Then simplify if needed.</p>	<p><u>Fractions</u></p> <p>Select different fractions and take them away from each other. Start with the same denominator (like fractions) then move onto two fractions with different denominators (unlike fractions). Remember, with the unlike fractions you will have to find the common denominator first. Then simplify if needed.</p>	<p><u>Fractions</u></p> <p>Multiply one fraction by another fraction. Remember to multiply across the numerators and then multiply across the denominators and then simplify.</p>
<p><u>Fractions</u></p> <p>Divide one fraction by another fraction: keep it the same, change, flip it over.</p>	<p><u>Fractions / Mixed Numbers</u></p> <p>Practise adding, multiplying, subtracting and dividing fractions and mixed numbers. Remember, turn your mixed number into an improper fraction first then follow the rules for that operation.</p>	<p><u>Long multiplication</u></p> <p>Multiply 4-digit numbers by 2-digit numbers using long multiplication. Don't forget your 0 as a place holder when multiplying by your tens column.</p>	<p><u>Multiplying by 10s, 100s and 1000s</u></p> <p>Using decimal points, multiply by 10, 100 and 1000. Remember, with multiplication the number will get bigger and with division the number will get smaller. The zeros will tell you the number of places.</p>
<p><u>Column Subtraction</u></p> <p>Practice using column subtraction with exchanging. Use 4 and 5 digit numbers and challenge yourself to subtract from a 6 digit number. For example: $29947 - 3249 =$</p>	<p><u>Column Addition</u></p> <p>Practice using column addition with regrouping. Use 4 and 5 digit numbers. Challenge yourself with a 6-digit. Try different size numbers which have decimal places for example: $32.47 + 112.7 =$</p>	<p><u>Percentages</u></p> <p>Find percentages of a number for example: 21% of 176. Remember for an example like this; divide by 100 and then multiply by 21.</p>	<p><u>Mean Average</u></p> <p>Find the mean average of different numbers and challenge yourself with the number size and numbers that have decimal places. Remember, add all the amounts, and then divide by the number of groups. So for example to find the average age in your home add all the ages up and then divide by the number of people.</p>

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<p><u><i>Times Table Rock Stars</i></u> Use Times Table Rock Stars to practise your times tables.</p> <p>User name: Password:</p>	<p><u><i>Algebra</i></u> Use You Tube to teach yourself algebra for beginners. Then send me your understanding by showing me examples of algebra use that you have done.</p>	<p><u><i>Word Problems</i></u> Use real life situations to create word problems and use your maths skills to solve them. For example: Since the lockdown, my dad has eaten 7 pies a week so far and on 3 of those weeks he sneaked in an extra one from his stash in the garage. If we have been locked down for 31 days, how many pies has he eaten?</p>	<p><u><i>White Rose Activities</i></u> There are a range of daily activities on white rose maths online. They are including daily activities for each year group. You get access to a YouTube input if you're struggling and a worksheet with answers. There is a great range of activities on this website.</p>
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Topic Tasks

<p>What can you find out about stained glass windows? Are they more than just a window in a church? What else do they aim to do? What is your most exciting fact?</p>	<p>Design and create your own stained glass window. Make sure you have used the research that you have done to guide your design. Make sure that it tells a story. This is vital! Use any method you wish to create this window.</p>	<p>Research and write the story of Diwali. Teach me. I know nothing so ensure that the facts are clear and following your teaching that I will fully understand.</p>	<p>Create an article for magazine informing the reader why diva lamps are important in Diwali. Emphasise your readers understanding by presenting clear facts and showing an image.</p>
<p>Could you create a 'diva lamp' of your own? How you do this is up to you.</p>	<p>Who celebrates Diwali? Compare the two religions that do. Half a piece of paper and at the top write <u>Similarities</u> and in the bottom half write <u>Differences</u>. Use these two headings to show how the two religions compare.</p>	<p>Could you find a photo of, or during your daily exercise take a photo of, St. Leonard's Church? When you have, using your skills with the pencil and highlighting with shadings of differing depths, could you create a pencil drawing of the church.</p>	<p>Choose a range of religious symbols. Draw them and tell me about them.</p>
<p>Could you create stained glass window using your traditional tale from English as your inspiration?</p>	<p>Create a 3d piece of artwork inspired by a bible story. Research Pablo Picasso for inspiration and study how he creates sculptures such as this. Create your model any way that you would like.</p>	<p>Who was Pablo Picasso? Choose anyway that you would like to inform the reader of your work</p>	<p>Who were The Mayans? Teach me.</p>
<p>Create a timeline showing me how the Mayan culture progressed. What happened and when?</p>	<p>Create a Mayan quiz to test your class mates.</p>	<p>Draw the human body, with the organs which make it work in the correct place. (Use the internet to guide you here) Using labels, tell me what the purpose and role of each of these organs are.</p>	<p>Create an information leaflet telling the reader why a healthy mind and healthy body is important.</p>

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Spellings

Week 1: compliment, complement, dissent, descent, prophet, profit, stationary, stationery, weather, whether, who, which, where, when, whose, that, perhaps, surely, might, should.

Week 2: contrast, consequence, whereas, either, neither, simultaneously, concurrently, nevertheless, contrary, alternatively, nearby, secondly, thirdly, fourthly, vice, vicious, grace, gracious, space, spacious.

Week 3: thoughtfully, frantically, recklessly, enthusiastically, victoriously, sheepishly, inquisitively, hastily, rudely, obnoxiously, anxious, anxiety, malice, malicious, precious, consciousness, delicious, suspicious, ambition, ambitious.

Week 4: wearily, solemnly, Occasionally, annually, menacingly, ferociously, sorrowfully, exuberantly, worship, flagship, cautious, cautiously, fictitious, infectious, nutrition, nutritious, nutritional, luscious, spacious, atrocious.

Week 5: fellowship, leadership, membership, friendship, ownership, citizenship, scholarship, autograph, autobiography, automatic, antisocial, initial, finance, financial, financially, commerce, commercial, commercially, province, provincial.

Week 6: aquaplane, aqueduct, aquatic, aquarium, transaction, transmit, transfer, biceps, bicycle, bilingual, confidential, essential, essentially, residential, substantial, torrential, giant, infant, infancy, truant.

Week 7: fence residence competence correspondence conscience interference pence dependence negligence occurrence emergence obedience coincidence convenience commence insistence excellence inference prominence patience.

Week 8: document recent payment accident assessment content involvement commitment requirement agent arrangement independent spent improvement appointment settlement experiment incident establishment component.

Week 9: stance ambulance relevance guidance inheritance disturbance ignorance romance nuisance clearance surveillance tolerance resemblance abundance reassurance annoyance avoidance elegance grievance reliance maintenance.

Week 10: participant accountant dominant instant distant elephant pregnant reluctant elegant inhabitant variant irrelevant attendant descendant occupant informant ignorant dependant extravagant triumphant

Week 11: accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community.

User name:

Password:

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