

Dear parents/carers,

Try to keep your child's day as structured as possible whilst they are not at school. Below is a suggested timetable to support you with this structure and also to support you in helping your child with their home learning.

You might print and write on these pages, then send photos or scans of them back to the home learning email address, or you could type directly onto them using text boxes. Do whatever is most convenient and manageable for you.

Year 6

Thursday 16th April 2020:

Activity 1 (9.00am): P.E. – Joe Wicks live on YouTube (The Body Coach TV).

Today's workout or another of your choice.

<https://www.youtube.com/user/thebodycoach1>

or Joe Wicks Workout for Kids

Activity 2: maths – The focus for the first few weeks will be the properties of shape(s).

Properties of Shape Lesson 1: Vertically Opposite Angles

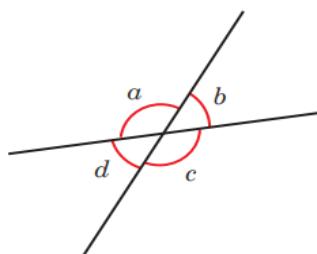
watch the online video <https://whiterosemaths.com/homelearning/year-6/> (Summer Term, Week 1, Lesson 1) and complete the activities below:

N.B. Some of the learning requires a protractor (tool to measure angles). Since you are unlikely to have a protractor handy, you may need to leave out questions that need one. If you have a protractor, then please have a go! Do not worry about it, though, because much of the learning in the unit will show you how to predict the size of angles *without* having to actually measure them.

(see next page)



- 1 The diagram shows four angles formed by two straight lines.



If you do not have a protractor, you will not be able to measure the angles in Question 1. **Can you make a prediction if I tell you that $a = 130$ degrees?**

Remember that a straight line has 180 degrees and a full circle has 360 degrees.

- a) Measure the sizes of the angles.

$$a = \boxed{\quad}$$

$$b = \boxed{\quad}$$

$$c = \boxed{\quad}$$

$$d = \boxed{\quad}$$

- b) What is the total of angles a and b ?

$$\boxed{\quad}$$

Explain why.

Do any other pairs of angles have this same total?

- c) Angles a and c are vertically opposite angles.

What do you notice about the sizes of angles a and c ?

- d) Angles b and d are also vertically opposite angles.

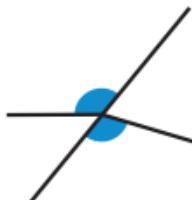
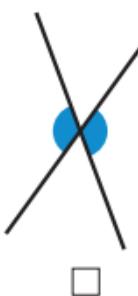
What do you notice about the sizes of angles b and d ?

- e) Complete the sentence.

Vertically opposite angles _____

- 2

Tick the pairs of angles that are vertically opposite.





- 3 Work out the sizes of the unknown angles.

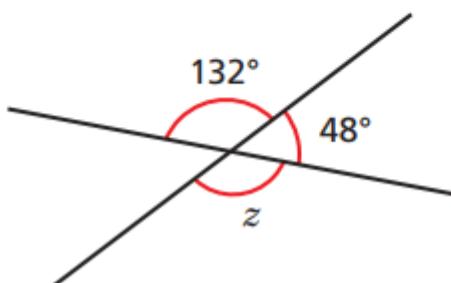
Give reasons for your answers.

a)



$$y = \boxed{} \text{ because } \underline{\hspace{10em}}$$

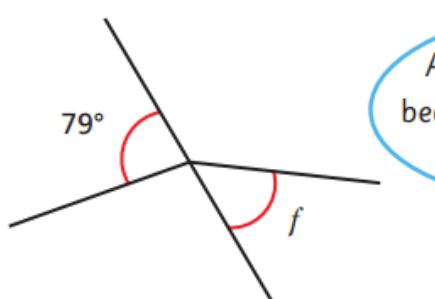
b)



$$z = \boxed{} \text{ because } \underline{\hspace{10em}}$$

Remember that a straight line has 180 degrees and a full circle has 360 degrees.

- 4 Annie is working out the size of angle f .



Angle f is equal to 79° because vertically opposite angles are equal.



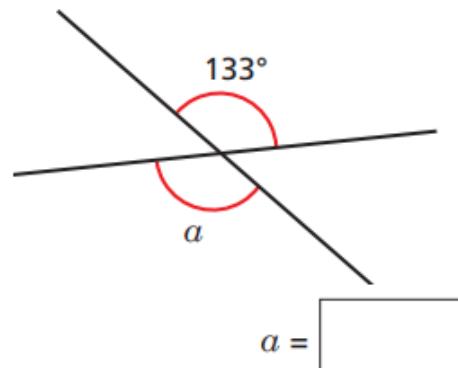
Do you agree with Annie? _____

Explain your answer.

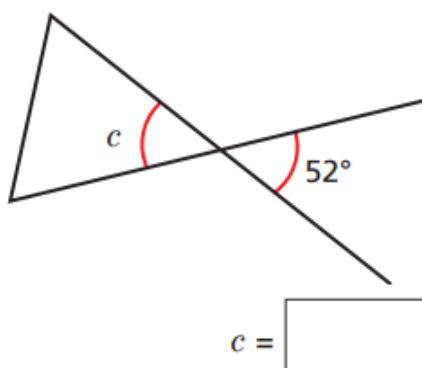
5

Work out the unknown angles.

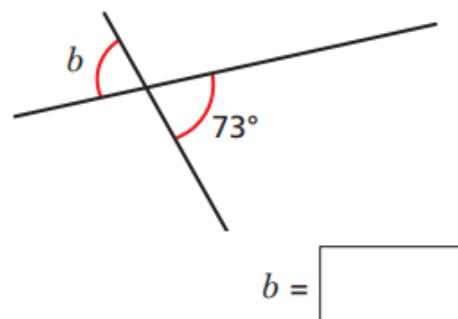
a)



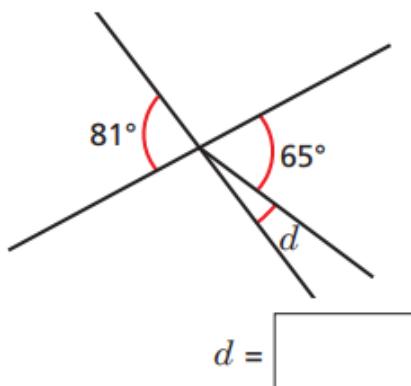
c)



b)

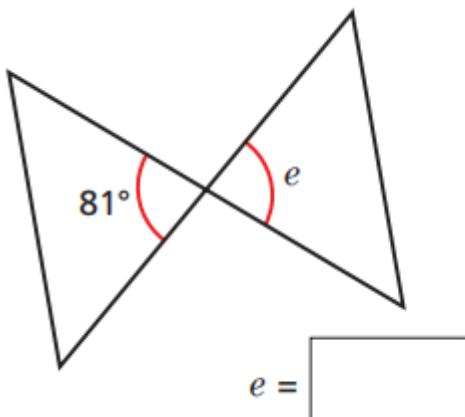


d)

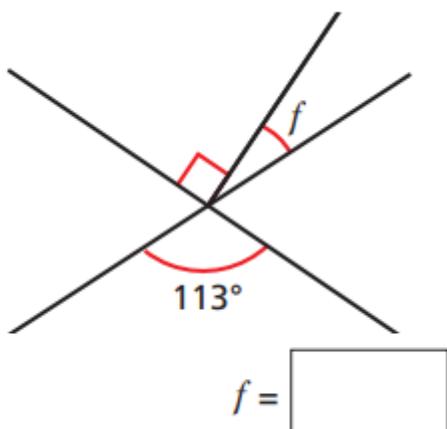




e)

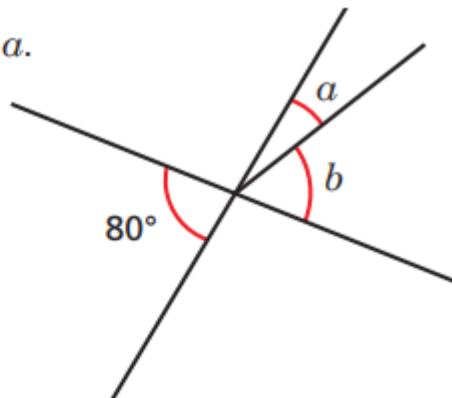


f)



6

Angle b is three times the size of angle a .



Work out the sizes of angles a and b .

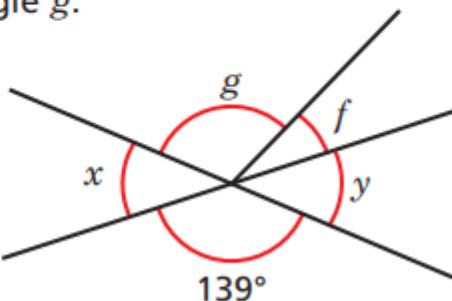
$$a = \boxed{}$$

$$b = \boxed{}$$

7

Angle f is one quarter of the size of angle g .

Angle f is 28° .



Are angles x and y vertically opposite? _____

Explain your answer.



Activity 3: Mental multiplication and division – logon to Times Table Rock Stars and play for around thirty minutes. Try to catch Oz Snoob's (Shakespeare) amazing Studio speed of 0.92 seconds!

Activity 4: Spelling: practice spelling words that have double consonants. As a rule, these double consonants come after a short vowel sound. Without the double consonant, the vowel may be read as a long sound. Example *apple* without a double *p* would have a long *a* sound, like *able*.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Activity 5: Reading

The link, below, is a great place to find suggested reading books for year 6 pupils if you are able to buy new books.

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

Use whatever book you are reading at the moment. Think about the main character. Answer the following questions to tell me something about the protagonist (main character) of your story. Use as much detail as you can and include specific examples from the text to back up what you have written.

1. What kind of person is the character? How can you tell?
2. Would this character make a good friend (for yourself)? Explain why or why not.
3. What opinion does the author want you to have of the character? How did the author try to create this impression?
4. What does this character care about? Does he or she have an obsession, or something about which they are particularly worried?

Year 6

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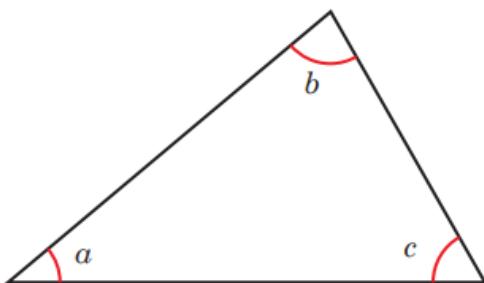
or Joe Wicks Workout for Kids

Activity 2: maths – The focus for the first few weeks will be the properties of shape(s).

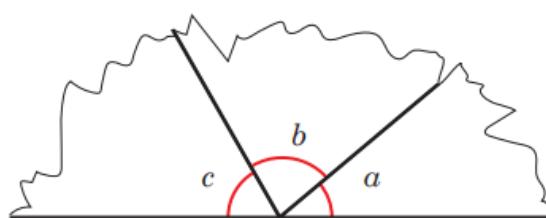
Properties of Shape Lesson 2: Angles in a triangle

watch the online video <https://whiterosemaths.com/homelearning/year-6/> (Summer Term, Week 1, Lesson 2) and complete the activities below:

- 1 Here is a triangle.



- a) The three vertices are torn off the triangle and arranged on a straight line.



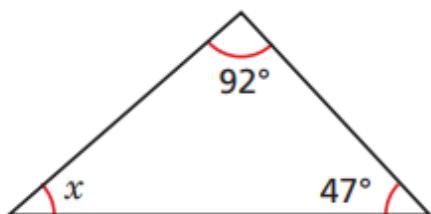
What is the sum of the three angles?

How do you know?

2 Work out the sizes of the unknown angles.

Give reasons for your answers.

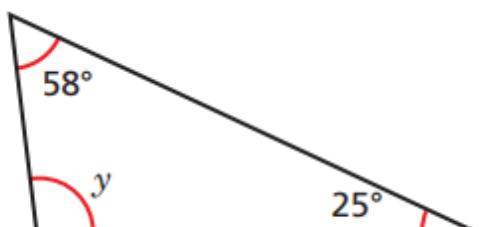
a)



$$x = \boxed{\quad} \text{ because } \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}}$$

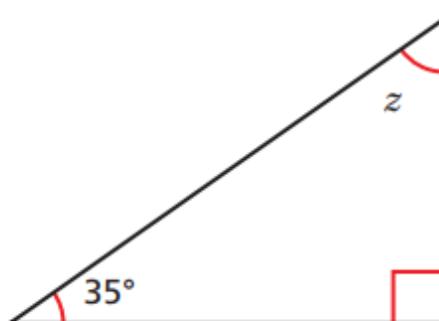
b)



$$y = \boxed{\quad} \text{ because } \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}}$$

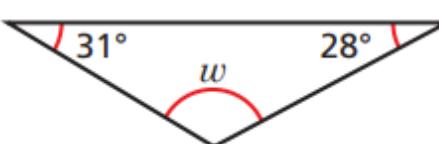
c)



$$z = \boxed{\quad} \text{ because } \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}}$$

d)

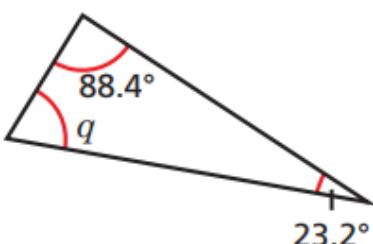
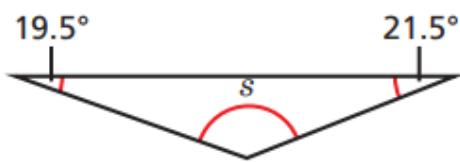


$$w = \boxed{\quad} \text{ because } \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}}$$

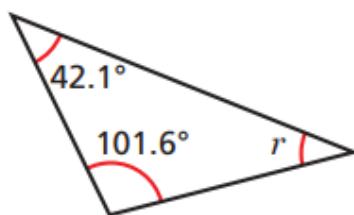
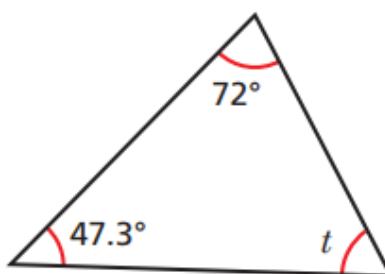
3

Work out the unknown angles.

a)**c)**

$$q = \boxed{}$$

$$s = \boxed{}$$

b)**d)**

$$r = \boxed{}$$

$$t = \boxed{}$$

Discuss your reasons with a partner.

4

a) Two angles in a triangle are 42° and 57° .

What is the size of the third angle?

$$\boxed{}$$

b) Two of the angles in a triangle are 12° .

What is the size of the third angle?

$$\boxed{}$$

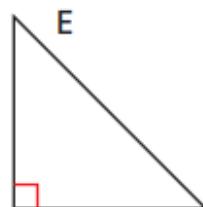
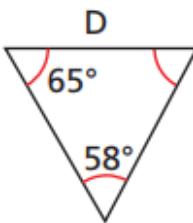
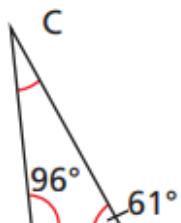
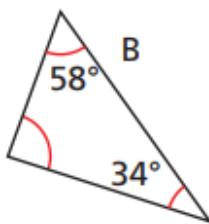
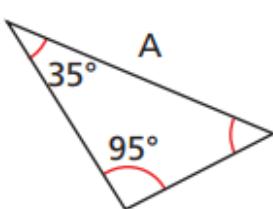
c) One of the angles in a triangle is 38° . Another angle is twice the size of the first angle.

What is the size of the third angle?

$$\boxed{}$$

5

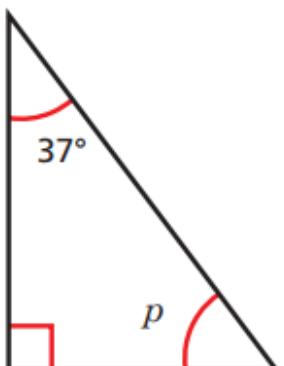
Sort the triangles into the table.



0 acute angles	1 acute angle	2 acute angles	3 acute angles

Are any of the columns empty? Why?

6



$p = 143^\circ$ because angles
in a triangle sum to 180°
and $180 - 37 = 143$



Do you agree with Ron? _____

Explain your answer.

Activity 3: Mental multiplication and division – logon to Times Table Rock Stars and play for around thirty minutes. Try to catch Oz Snoob's (Shakespeare) amazing Studio speed of 0.92 seconds!

Activity 4: Literacy/Writing

Create a plan for a news report on the current Coronavirus outbreak. To prepare for the report, you can use the knowledge that you already have or conduct news research of your own.

STEP 1: Research; find out about what is important and interesting

Please begin your research with CBBC Newsround <https://www.bbc.co.uk/newsround/51896156>

(This link has some good advice to follow if you are worried about the outbreak and also has some guidance about finding trustworthy sources of news.)

Other useful sources might include:

<https://newsforkids.net/>

<https://www.dogonews.com/category/world>

<https://theday.co.uk/>

<https://live.firstnews.co.uk/>

<https://www.insidescience.org/>

STEP 2: Narrow down your topic. You cannot write about the whole outbreak at once! **Focus on a single event or ongoing topic.**

Choose a **purpose** and an **audience**. For the news, the purpose is usually to *inform and entertain* at the same time.

Your audience is whomever might be affected or interested in the story. For example, if you decide to write about the difficulties of the elderly. Your audience will include the elderly, or anyone with grandparents, neighbours or other elderly people they care about. You will need to consider this audience's worries and concerns. What would they want to know?

STEP 3: Plan. Use the planning template to create a **bullet point plan** of what you will include in the report.

Headline

Introduction (what, who, when, where, why/how)

Additional detail

Quotations and witness statement to support your reporting

Link to other events or predictions for the future

INTRODUCTION (Remember the 5 W's)

QUOTES I WILL USE (Remember inverted Commas)

PARAGRAPH 2 (Go into more detail about who and what)

PARAGRAPH 3 (Go into more detail about where and when)

Sentence Openers and Connectives that I will use
are:

CONCLUSION (You might need to change tense – what is happening now and in the future)