



## Year 6 Initial Learning at Home

### Reading

Your child should read for a sustained period of time (at least 20minutes) each day. Please remember, they are not too old to read aloud to an adult or sibling too. It is a great way to develop fluency and to practise using the punctuation and language to aid expression. Please ensure that this book is fiction.

After reading, each day, ask your child to:

- (Wednesday) Write five questions that they think another Year 6 could answer
- (Thursday) Write a character description, thinking about their appearance and behaviours in the story
- (Friday) Write a 5 bullet point summary of what you have read so far, picking out the key points

Ask them some questions about their reading, as this would help them improve their comprehension skills.

### Writing

Last term, we focused on descriptive writing. Most specifically, we re-capped how to write effective expanded noun phrases to add extra detail to our sentences.

### Wednesday's Task

Visit the following webpage to recap what an expanded noun phrase is:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

### **Grammar warm-up:**

So that you can see how expanded noun phrases are used in our writing, look at the two texts below. One uses them and the other doesn't. Which is better and gives you a more vivid image in your mind? Try to underline the expanded noun phrases to help you identify where they have been used.

#### ***Text 1***

The dragon flew from the cave and flapped its wings in the air. It let out a roar and then flew into the valley below. It burnt the crops of the village people and picked up a cow in its talons before flying back into the cave.

#### ***Text 2***

The snarling dragon shot from the huge cave and flapped its mighty wings in the cold, morning air. It roared fearsomely and then speared downwards into the luscious valley below that was full of swaying corn. The hungry dragon burnt the precious crops of the poor village people, wilting the green stalks with a fierce inferno that began in its cavernous jaws. The beast clasped a cow in one of its sharp talons before flying lazily back into the cave.

### Thursday's Task

Pick someone in the picture below and say: "Can you find the man? Oh I'm sorry I'm not being specific enough, can you find the smiling, strong man? Still too hard? Okay, can you find the tall, strong, smiling man with a blue hat and an axe? Oh wonderful, you can!"

Play this game with an adult, friend or family member. Take turns to describe someone in as much detail as possible in order for your opponent to find them. If they find them, you win a point. First to ten wins!



### **Friday's Task**

Use the story opener 'Slowly, a foot moved, then the trunk, then a loud growl shook the cavern... ', to write a descriptive opening to a story. Write it from the point of view of the person in the picture. Remember, use expanded noun phrases.



## Spelling

Encourage your child to practise their spellings at home. The OxfordOwl website (<https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-6-age-10-11/>) offers some good starting points to what would normally be taught in school within the classroom. On the OxfordOwl webpage, there are links to games and spelling wordlists aimed at Year 6 children.

## Mathematics

It is an expectation **by the end of Year 4** that your child knows their times tables and division facts up to  $12 \times 12$  within five seconds of being asked. Make sure that your child practises daily.

They should also practise rounding six digit numbers to the nearest 10, 100 or 1000. The BBC Bitesize guidance will help you to recap this skill <https://www.bbc.co.uk/bitesize/topics/zh8dmp3/articles/zpx2qtv>

To support their mental maths knowledge:

- Daily 10 – an interactive website to support children’s fluency in the four operations.

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

- Hit the button – an interactive website to support children’s multiplication and division facts.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

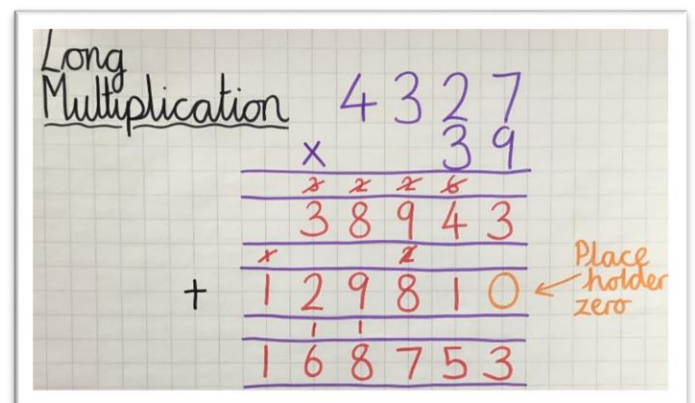
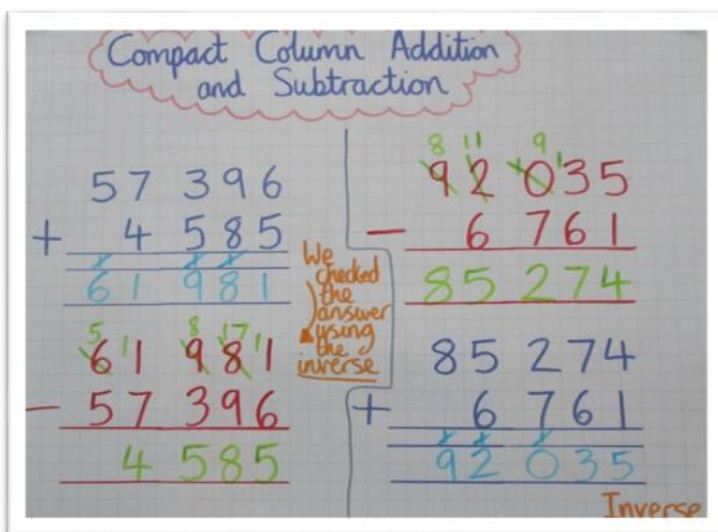
To support their calculation practice:

They should practise:

- addition and subtraction (up to 5 digits in each number) (Wednesday)
- short multiplication (up to 10Th Th H T O x O e.g.  $56,729 \times 7$ ), long multiplication (up to Th H T O x T O e.g.  $6,832 \times 47$ ) (Thursday)
- short division (up to 10Th Th H T O  $\div$  O e.g.  $56,725 \div 5$ ) and long division (up to Th H T O  $\div$  T O e.g.  $2,442 \div 12$ ) by generating two numbers and then calculating the answer, and showing the method they have chosen to use (Friday)

Please check the answers and ask your child to try again if any answers are incorrect. Can they work out why or where they went wrong if they were incorrect? Year 6 children should be able to use the inverse to check their own answers (i.e. use  $+/-$  to check each other and  $\times/\div$  to check each other).

You might also want to practise calculating with fractions using the BBC Bitesize website (<https://www.bbc.co.uk/bitesize/topics/zhdwxnb>).



## **Theme project for the week (Geography)**

### **Be a Travel Agent – Promote your Local Area**

This activity involves considering the attributes of the local area and how these can be advertised to encourage people to go there. It involves children considering what makes the area they live in attractive for different kinds of people. They will need to use geographical vocabulary to describe some of the features of where they live.

Children can use different ways to advertise the area. They could:

- Design and create a poster that involves persuading the reader
- Create a PowerPoint presentation
- Write and illustrate a booklet
- Draw and write an advertisement of the local area

### **Completing the activity:**

- Research facts about the area and write down some ideas of why it is a good place to live. Does it have good transport links, interesting shops and restaurants and attractive outside spaces? Make sure that clear information can be given to the reader.
- Choose the format of the advert that will be created (see above).
- Create an eye -catching layout for the advert. The advert will have more impact if descriptive vocabulary and bright colours are used that stand out and engage the reader.
- Use a short, snappy slogan to advertise the area and make it sound interesting.
- Use positive, persuasive words and phrases such as: incredible, exciting, amazing.
- Write facts about the area so that people know more about it and are more encouraged to visit.
- Draw or cut out colourful pictures that show all the positive parts of the area.
- Write some quotes from people who already live in the area.

### **Key Questions:**

- Are the attributes of the area to do with physical geography (the natural environment) or human geography (created by humans)?
- What is the best format to use to 'sell' the area and why has this been chosen?
- What are the best features of the area and why?
- What types of people would the area appeal to and why?

### **Some useful websites:**

[www.geography.org.uk](http://www.geography.org.uk)

<https://www.natgeokids.com/uk/>

