



Fairfields
PRIMARY SCHOOL

Year 6

Spring Term 1

Home learning

01.02.21

Dear Parent / Carers

Mr Thomas has put together a weekly 'pack' of learning activities that coincides with the learning that the children will be doing in school. Below are some ideas and links to follow at home. Our theme for the next few weeks will to be 'World War 1'.

Please email the school at enquiries@fairfieldsprimary.co.uk should you have any questions.

To ensure that the children are motivated to complete as many of these suggested activities as possible whilst at home - we would encourage them to email us, or drop off into school (following social distancing guidelines) any work they would like to share with us at the end of each week.

Thank You

Mr Thomas

Suggested Timetable

Day	English - Zoom	Maths - Zoom	Additional Learning	Home Learning
Monday	0940 - 1020	1045 - 1125	Spelling 1315 - 1345	Science
Tuesday	0940 - 1020	1045 - 1125	X	PE
Wednesday	0940 - 1020	1045 - 1125	SPaG 1315 - 1345	ILP - WWI
Thursday	0940 - 1020	1045 - 1125	X	PSHE/Art
Friday	0940 - 1020	1045 - 1125	Assembly 1315-1345	Reading

Please feel free to deviate from this suggested timetable due to family or work commitments.

It only acts as a guide to when we will be conducting certain learning activities in school.

English - Writing

A diary of Sir Ernest Shackleton

This week in English, we will be continuing our shared writing about the Antarctic expeditions of Sir Ernest Shackleton, gathering information about his equipment, food, vehicles, team and the conditions he found himself battling. We will collate these facts and sentence stack our own diary entry.



Maths

This week in Maths, we will start the week by finishing our arithmetic practice. We will then move on to our new topic of angles. We will start by recapping the different types of angles - acute, obtuse, reflex, straights and full turns. We will then move on to finding unknown angles on a straight line, in a triangle, and around a point.

Lesson 1

19	$25\% \text{ of } 4200 =$	<input type="text"/>	1 mark
20	$8400 \div 12 =$	<input type="text"/>	1 mark
21	$15 - 8.1 =$	<input type="text"/>	1 mark
35	$\frac{5}{8} \div 4 =$	<input type="text"/>	1 mark
36	$2\frac{1}{2} - \frac{3}{5} =$	<input type="text"/>	1 mark

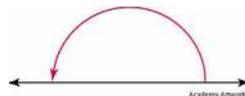
Lesson 2

Acute Angle: less than 90°



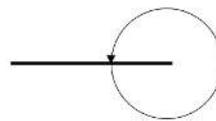
90° (Right Angle)

Obtuse Angle: more than 90° but less than 180°



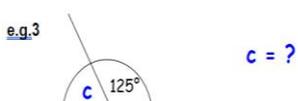
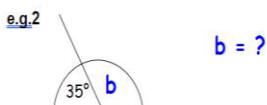
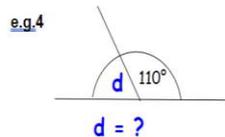
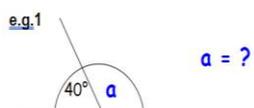
180° (Half turn)

Reflex Angle: more than 180° but less than 360°



360° (Full turn)

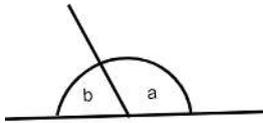
Lesson 3



True or false?

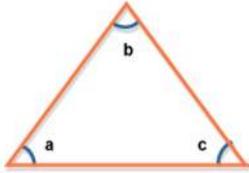
35° and 65° and 70°
is equal to a straight line?

Lesson 4



The angles on a straight line add up to 180° .

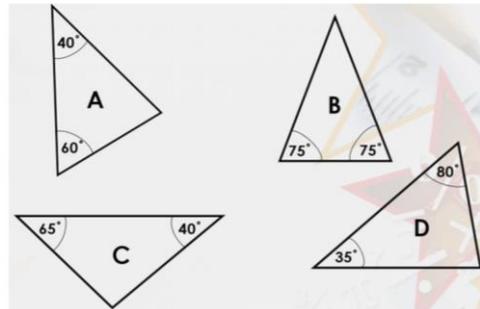
$$a + b = 180^\circ$$



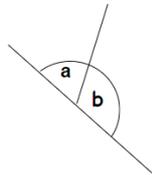
The angles on a straight line add up to 180° .

$$a + b + c = 180^\circ$$

What are the missing angles in these triangles?

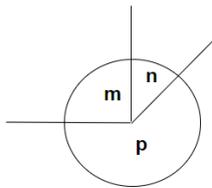


Lesson 5



The angles on a straight line add up to 180° .

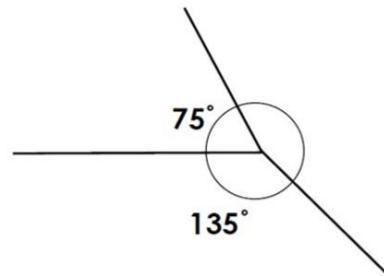
$$a + b = 180^\circ$$



The angles at a point add up to 360° .

$$m + n + p = 360^\circ$$

What is the missing angle?



The Chilli Challenges for this week can be found at the end of this document.

You will need nothing more than some paper and your writing materials to complete these lessons. All questions will be shared on the screen during the Zoom lesson.

Question Generators

A number of parents and children have asked for additional 'questions' to be provided during Zoom lessons to allow children who are finished something else to calculate.

If you would like further questions to challenge yourselves - please visit

<https://mathsbot.com/generatorMenu> and have a look at the thousands of randomly generated calculations spread across hundreds of different areas of Maths.

English - Reading

This week we will be starting a new reading skill: summarising. In order to summarise, you need to pick out the key points from a text, including characters, beginning/middle/end and key events. You will also learn how to order the points of a text and decide which would be the most appropriate title for a text.

Which of these summaries is the best for Little Red Riding Hood:

1. There was a family, and one of them went through the forest and spoke to an animal. The animal ate two of them and then was killed.
2. A young girl called Little Red Riding Hood takes some food to her grandmother. On the way she meets a wolf who wants to eat her. She tells the wolf where so is going and the wolf runs ahead of her and eats her grandmother before wearing her clothes and waiting for Little Red Riding Hood. The young girl arrives at her grandmother's house and is eaten by the wolf before being saved by a huntsman.

Can you summarise one of these well known films in 5 sentences? (If you have not seen them, then pick any film you have seen recently!)



Y5-6 SPaG

This week we will be looking at the difference between 'passive' and 'active' verbs.

Active verbs

Verbs can have an **active** or **passive** voice. When a verb is **active**, the **subject** of the sentence is doing the action. For example:

The cat sat on the mat.

Here, cat is the **subject**, sat is the **active** verb, and the mat is the object.

Passive verbs

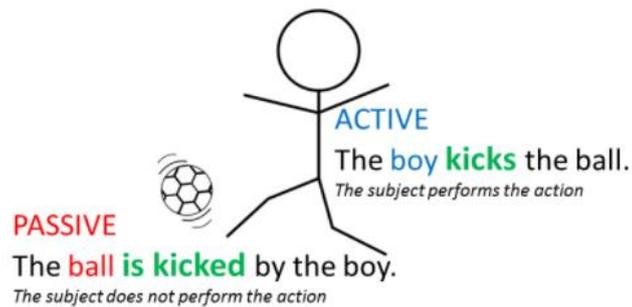
Contrast this with the **passive** voice of the verb:

The mat was sat on by the cat.

Here, the mat is the **subject** and is suffering the action of being sat on by the cat.

Complete the following table, inserting a check mark showing whether the verb is **active** or **passive**.

Active vs Passive Voice



SPAG ACTIVITIES

Verb	Active	Passive
The school arranged a visit.		
A visit was arranged by the school.		
The dog buried the bone.		
The bone was buried by the dog.		
The man painted the wall.		
The wall was painted by the man.		
The ball was thrown at the window by the naughty girl.		
The naughty girl threw the ball at the window.		
You must not run across the road.		
You could get run over!		

Now change the following active sentences to passive.

1. Simon Cowell glared at the quivering X Factor contestant.

2. The year 6 children run a tuck shop on Wednesday mornings.

3. Your cat took the last biscuit off the plate.

4. Mrs Tellman organised a theatre trip to watch Macbeth.

5. The handsome tiger gnawed aggressively at the bone.

6. John gave his old toys to the charity shop.

Y6 - Spelling

This week we are looking at the "i before e" rule, and some of the common exception words.

✚

	Draw a picture and hide your words in it.
piece	
perceive	
relief	
deceive	
achieve	
ceiling	
<u>believe</u>	
receive	
niece	
mischief	

root word	suffix	root word + suffix
		shrieking
achieve	-ment	
niece	-s	
		perceived

root word	suffix	root word + suffix
receive	-ing	
mischief		mischievous
piece	-s	

pieced piece pieces relief relieved

achievement achieve achieved

1 The missing jigsaw were under the sofa.

2 That clever detective together the clues and discovered who had stolen the jewels.

3 I was when the thunder and lightning stopped and the storm passed away.

4 We all breathed a sigh of when the pilot landed the plane.

5 My teacher said I could the necessary results if I worked hard.

6 Running the marathon was an excellent .

deceived deceive

7 The thief us all and took the opportunity to steal the jewels.

8 I will never my best friend.

Maths Fluency

Please continue to practice your times tables fluency using the following links -

- <https://trockstars.com/> All children within Fairfield's Primary School have a log-in and are able to access all resources on either a laptop, or tablet device.
- Take a look at the following link - <https://corbettmathsprimary.com/5-a-day/>. Each day there are four different levels of maths questions you can choose to do to challenge yourself with.



PSHE

Our PSHE topic this term is healthy eating and exercise. Please follow the link below, watch the videos and complete the activities

- <https://classroom.thenational.academy/units/eat-well-live-well-7109>

PE

Below are links to give you a variety of different ways to get active and exercise!

<https://www.youtube.com/watch?v=Rz0go1pTda8>

<https://family.gonoodle.com/>

In addition to these links - you could also check out -

Super Movers

Description: videos which help children move while they learn. They support curriculum subjects, including maths and English.

<https://www.bbc.co.uk/teach/supermovers>

#ThisIsPE

Description: videos delivered by teachers focussing on the PE curriculum which are accessible on YouTube. These have been commissioned by the Association for Physical Education

<https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>

Active at Home

Description: The ACTIVE AT HOME programme allows children, parents, friends and family to look at some of our fun games that are used in school. You will have access to our lesson plans, videos and diagrams to help you keep active when your children are not at school.

<https://online.succeedin.co.uk/public/index/638>

Sportshall athletics at home

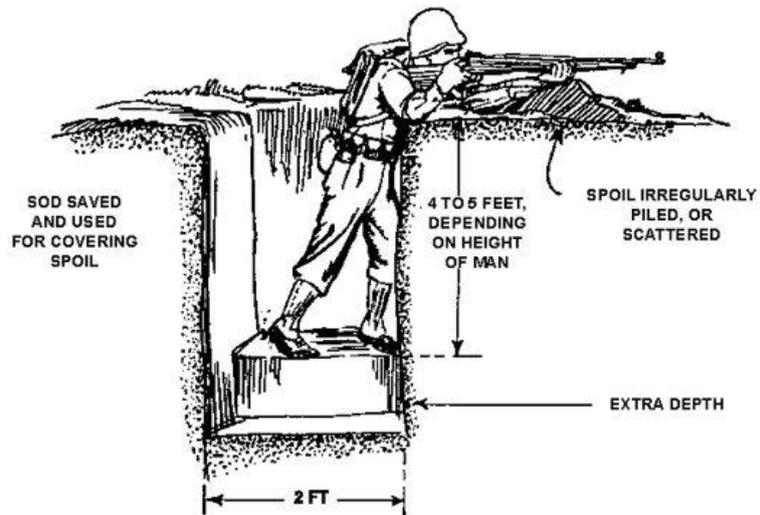
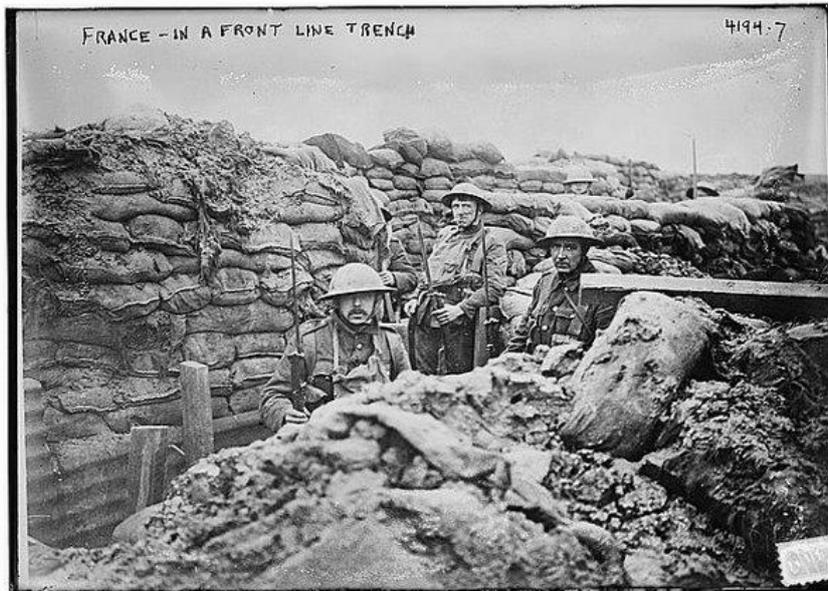
Description: The Home Pentathlon is a fun way for families to take part in adapted Sportshall Athletics events within their home environment.

<http://www.sportshall.org/homepentathlon>

Year 5 and 6 - Topic

This week will be continuing our joint Year 5 and Year 6 'World War I' topic. We will be learning about life in the trenches! We will look at letters from soldiers back to their loved ones and analyse pictures and diagrams of the trenches to make a judgement about how the men who were stuck in them felt.

Can you create a presentation about the trenches or write your own letter home from the trenches?



Below is an actual letter from Gunner Roger Dalley

Gnr R Dalley (OFC) 1838809
E Troop
320/98 HAA Regt. R.A.
B.L.A

Dear Mum, Dad and Bubs,

I sincerely hope that you are all safe and well. Thank you ever so much for the newspapers mum, they are more than worth their weight in gold here. Our mail has been in a chaotic state, letters posted over a fortnight ago just reaching us. The next morning looked like the aftermath of a party, with paper littered all over the place.

Soon after I arrived in France I became well acquainted with the River Orne and Caen itself. You remember saying to me Dad, " I wonder what a 1000 bomber raid must be like?" I've seen the gruesome evidence of such bombing. The town was big: was prosperous: was peaceful; now, it is a mere skeleton. Around those parts I prayed for rain to lay the intense dust and dirt that arose from the rubble, but none came.

We suffered from a plague of mosquitoes which bit us night and day alike. It grew to such an intensity one night that I arose, lit a cigarette and blew the smoke between my blankets in an effort to relieve the irritation.

The food situation is very bad as you can imagine. One woman I was talking to had evacuated from Paris and said they were on the verge of starvation. (I told her you had evacuated from London Bubs.) I really thought I should see Paris, but no!

When I arrived at the front the trenches were in a terrible state and the men there were ragged beyond words. It is awful here. You can never get a moment's peace and the smell is horrendous.

I hope you are keeping well

Love
Roger Dalley

Year 5 and 6 - Science

The next part of our science unit is going to explore how materials can be mixed together or separated. We are going to explore the different processes that we can use to do this over the next few science lessons.

Before we begin, let's do a quick recap on the three different states of matter and the processes that we use to change solids, liquids and gases into different states. In your own words, write a definition for solid, liquid, gas, freezing, condensation, melting and evaporating. How do these key terms link to each other? Use the videos and websites below to help you!

[What are the states of matter? - BBC Bitesize](#)

[What are freezing and melting? - BBC Bitesize](#)

[What is evaporation and condensation? - BBC Bitesize](#)

It is possible to combine some solids and a liquids together. Today we are going to explore how some solids will dissolve in liquids to form a **solution**. Have a think about what will happen to sugar if we put it into a cup of tea. If we can't see the sugar anymore, does that mean it has disappeared?

When we dissolve a solid in a liquid, it does not disappear. For example, although we cannot see the sugar in our tea as it has been broken up into smaller parts that we cannot see, we know that it is still there because we can taste it! Dissolving a solid in a liquid forms a **solution** and even though we cannot see the solid, we know that it is still there. Explore the videos and websites below on dissolving to see what happens in this process .

[What is dissolving? - BBC Bitesize](#)

[Chemistry for Kids: Solutions and Dissolving \(ducksters.com\)](#)

[Dissolving more, dissolving faster | Chemistry for kids | 5th Grade Science \(k8schoollessons.com\)](#)

We are going to investigate which solids dissolve in water. For this experiment you will need a range of different solids that you can test. We recommend flour, sugar, oil, baking soda, salt and pepper but you can use whatever you have at home! Create your prediction and include which material you think will dissolve to create a solution.

Begin the experiment by filling each glass with the same amount of water to make sure your test is fair. Add 1 tablespoon of each solid material that you have into the separate glasses and stir the mixture to see if they dissolve into a solution. Record how long it takes for each solid to dissolve, if they do dissolve, and record whether a solution has formed.

You can use this video to help you set up your experiment: [Dissolving Experiment for Kids | Simple Science Experiments - YouTube](#)

Material	Does it dissolve? Did it form a solution?	If it formed a solution, how long did it take to dissolve?

Write a conclusion for your experiment!

What materials dissolved into a solution and which ones remained separate?

Enrichment Activities

In an attempt to keep the learning you are doing at home 'different', this week we thought we would provide you with a variety of links to activities and online learning opportunities from some of the worlds top museums, zoo, art galleries and famous tourist attractions.

We might not be able to go to any of these places in reality at the moment - but that certainly does not stop us learning about what they have on offer - take a look and see what you think!

The British Museum, London, UK-

The British
Museum

An online, interactive collection of the artefacts found within the British Museum, London.

Zoological Society London (Whipsnade and London Zoo) -

<https://www.zsl.org/learning-resources#ks2>

ZSL
LET'S WORK
FOR WILDLIFE

A collection of activities for KS2 Children based around the animals, habitats and conservation of the animals at both Whipsnade and London Zoos.

Glasgow Science Centre, Glasgow, Scotland -

<https://www.glasgowsciencecentre.org/learn/gsc-home>

GLASGOW
**SCIENCE
CENTRE**

A collection of activities to keep everyone inspired in these challenging times with exciting demonstrations and things you can try at home with the family. Get creative and have fun sharing science together!

International Space Station Tour | NASA -

https://www.nasa.gov/mission_pages/station/main/suni_iss_tour.html



A virtual tour of the ISS - become an astronaut and take off with these informative and interesting activities and videos.

Zoo Map - Chester Zoo, Chester

<https://www.chesterzoo.org/schools/resources/interactive-zoo-map>

View some of the unique animal habitats with exclusive 360 views. Delve deeper to experience the keepers talking about our animals and find some linked online resources to support KS2 learning.



The Tower of London, London, UK

<https://www.youvisit.com/tour/meadk>

Visit the most notorious castle in the UK with this virtual tour of the Tower of London. Witness the spot Anne Boleyn was beheaded by her husband Henry VIII, watch the Ravens or tour the Crown jewels.



Buckingham Palace, London, UK

<https://www.royal.uk/virtual-tours-buckingham-palace>

Take a tour of the home of Queen Elizabeth II and the Royal Family.



BUCKINGHAM PALACE

Houses of Parliament, London, UK

<https://www.parliament.uk/visiting/virtualtour/>

Visit the home of democracy in the United Kingdom.



10 Downing Street, London, UK

<https://www.eyerevolution.co.uk/tours/10DowningStreet/>

Take a tour of the home of the Prime Minister of the United Kingdom, Boris Johnson.

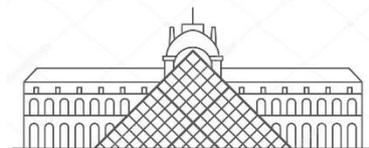


10 DOWNING STREET
LONDON SW1A 2AA

Louvre Museum, Paris, France

<https://www.louvre.fr/en/visites-en-ligne>

Visit the museum rooms and galleries, admire the palace architecture and enjoy the views! Join us on a virtual tour.



LOUVRE



Vatican Museum, The Vatican - Home of the Pope

<http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/tour-virtuali-elenco.html>

A virtual tour of the Vatican City Museum, including the Sistine Chapel - painted by Michelangelo and famous for its famous for its renaissance 'frescoes'.

Natural History Museum, London, UK

<https://www.nhm.ac.uk/visit/virtual-museum.html>

Delve into the Museum from home with a virtual self-guided tour of the galleries, an interactive experience about Hope the blue whale and audio guides narrated by Sir David Attenborough.



Dynamic Earth Online

<https://www.dynamicearthonline.co.uk/>

Discover fun, fascinating activities created by the Dynamic Earth Learning Service, ranging from experiments and crafts, climate change science and stories, short videos, and thought-provoking reading and more! Be sure to check back in regularly for new content every week.



Smithsonian Natural History Museum, Washington, USA

<https://naturalhistory2.si.edu/vt3/NMNH/>

The Smithsonian National Museum of Natural History virtual tours allow visitors to take self-guided, room-by-room tours of select exhibits and areas within the museum from their desktop or mobile device.



Eden Project, Cornwall, UK

<https://www.edenproject.com/visit/whats-here/virtual-tour-of-the-rainforest-biome>

You can see what the Tropical Biome looked like during lockdown by taking a virtual tour of 360° images and videos.



Stonehenge, Wiltshire, UK

<https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge360/>



Take an interactive tour of Stonehenge with our 360 degree view from inside the monument. Select the hotspots to find out more. Or switch to Skyscape and relax and enjoy a live view from within the stone circle.

Machu Picchu, Peru

<https://www.youvisit.com/tour/machupicchu>

Stand atop the world-famous city of Machu Picchu, Peru and retrace the footsteps of the ancient Inca civilisation.



The Pyramids of Giza, Egypt

<https://www.google.co.uk/maps/about/behind-the-scenes/streetview/treks/pyramids-of-giza/>

Take a virtual tour of the famous Pyramids in Egypt.



Eiffel Tower, Paris, France

<https://www.google.co.uk/maps/about/behind-the-scenes/streetview/treks/eiffel-tower/>



With stunning views across the French Capital City, get ready to climb the 674 steps to the very top of the Eiffel Tower.

Chilli Challenges

Lesson 3



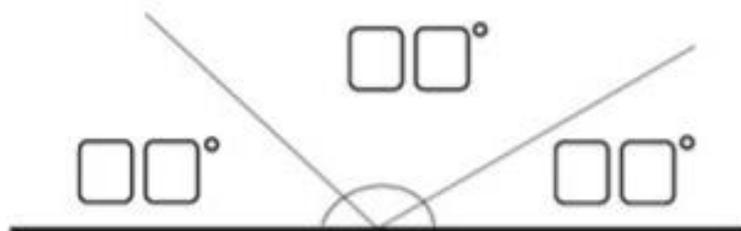
Three angles make up a straight line.

Angle A is half of angle B.
Angle C is five more than 130° .
All the angles are multiples of 5.

What are the 3 angles?



71. Use the digit cards to fill in the missing angles.



Four angles add up to 180° on a straight line. One angle is 81° . The other three angles are equal.

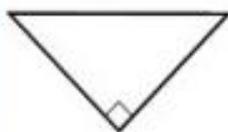
What size are the other three angles?
Draw a diagram to prove your answer.

Lesson 4

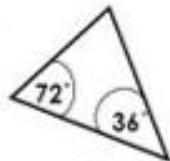
1. This triangle's missing angle is twice as big as its smallest marked angle. 

2. This triangle has one angle that is neither acute nor obtuse.

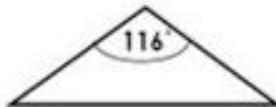
3. This triangle is missing two equal acute angles.



A



B



C

A scalene triangle has been drawn.

Angle A is the biggest angle 

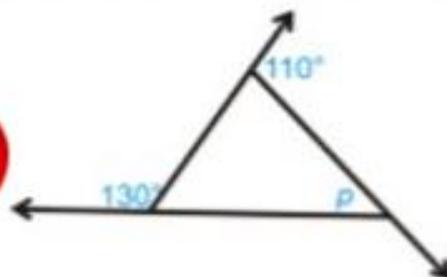
Angle B is 20° larger than angle C

Angle C is the smallest angle and it is 70° smaller than angle A

Use a bar model to help you calculate the size of each angle and then accurately draw the triangle.

True or false? Prove it.

It is impossible to calculate the size of angle p



Lesson 5



Five equal angles all meet around a point.

What is the size of each angle?
Explain how you know.



8a. Use the hints to work out the angles.

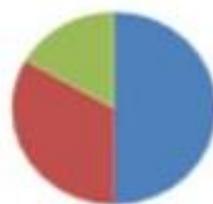
Five angles make up a full turn.



Angle A is a right angle.
Angle B is half of angle C and together they equal 165° .
Angle D is a multiple of 10.
Angle E is 1-digit.
What are the 5 angles?



Here is a pie chart showing the colour of cars sold by a car dealer.



■ Blue
■ Red
■ Green



The number of red cars is twice the number of green cars.

The number of blue cars is three times the number of green cars.

Work out the inside of angle of each section of the pie chart.