



**Fairfields**  
PRIMARY SCHOOL

Year 6

Spring Term 1

Home learning

25/01/2021

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](mailto: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

This week in English, we will be starting a new creative writing project. We are going to explore 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 are going to finish our work on ratio by applying what we have learned so far to complex problems. We will then spend one lesson working on our problem solving skills in the context of code breaking and then finally finish off the week looking at inverse operations and missing number problems. This will help us with our work next week!

### Lesson 1

19 25% of 4200 =

1 mark

35  $\frac{5}{8} \div 4 =$

1 mark

20  $8400 \div 12 =$

1 mark

36  $2\frac{1}{2} - \frac{3}{5} =$

1 mark

21  $15 - 8.1 =$

1 mark

### Lesson 2



Sapna makes a fruit salad using bananas, oranges and apples.

For every one banana, she uses 2 oranges and 3 apples.

Sapna uses 24 fruits.

How many **oranges** does she use?

Mari is the presenter of a weekly radio show.



She always plays **five** new songs for every **two** old songs.

Last week she played 15 **new** songs.

How many songs did she play **altogether**?

### Lesson 3

<p>raspberry ice cream for 8 people</p> <p><math>\frac{1}{2}</math> litre of cream</p> <p>1kg raspberries</p> <p>250g sugar</p>
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This recipe is for 8 people. Josie makes enough raspberry ice cream for 16 people. How much cream does she use?

Fred makes raspberry ice cream in the same way. He uses  $2\frac{1}{2}$  kg of raspberries. How much sugar does he use?

### Lesson 4

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

      ?

### Lesson 5

Write in the missing number.

$\div 5 = 22$

Jemma thinks of a number.

She says,

*'Add 3 to my number and then multiply the result by 5 The answer is 35'*

What is Jemma's number?

### Weekend Challenge:

Can you create your own coded alphabet?

## English - Reading

In class we will be continuing to focus on the reading skill of prediction. In order to predict, you need to look for all the clues in the text or picture, then link it to your current knowledge of the world and make a sensible guess about what will happen. We have predicted from pictures and sentences, and longer pieces of text, we are now going to predict from full, unfamiliar texts.

### Oakstone Road opens this week

The mayor will officially open the newly completed Oakstone Road on Friday. The new route circles around the town, meaning fewer cars driving through the centre.

Brian Hutchins, who has been campaigning for a new road for the past ten years, gave us his reaction: "Server traffic jams have been a regular problem for us in the past," he said. "Fewer cars on Oakstone means less pollution and less noise. I'm glad all the time and effort I've put in has been worth it. I'm not sure what to do with myself now though! My friends say I should have a rest, but I like to keep busy. And there are plenty of other good causes, aren't there?"

Not all residents are pleased with the construction of the road. Local business owners have complained that it will cause them to lose customers.

1. What do you think Brian Hutchins will do next? Use information from the text to support your answer. (2 marks)

2. Based on the text, do you think the road will make things better or worse? Tick on box.

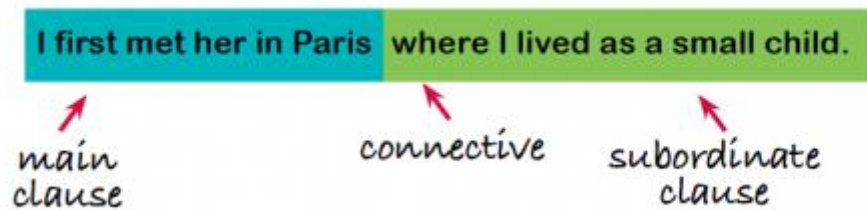
Yes

No

Give reasons from the text to support your answer. (2 marks)

## SPaG - Subordinate Clauses

A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own. For example -



### Creating Sentences Using Subordinate Clauses

How many correct sentences can you make by joining the main and subordinate clauses?  
You can use each clause more than once.

Main Clause	Subordinate Clause
We will go to the fair	provided that there is enough.
Put on your coat	before it's too late.
I'd love a slice of cake	because I'm bored.
I'm going into town	unless I say otherwise.
You should sit down	if it gets cold.
Put a tick next to it	until we get tired.
It should be fine	whenever you feel like it.

Main Clause	Subordinate Clause
We will go to the fair	
Put on your coat	
I'd love a slice of cake	
I'm going into town	
You should sit down	
Put a tick next to it	
It should be fine	

1. Finish off the sentences by adding more detail to these subordinate clauses.



- a) While the rain poured down, \_\_\_\_\_
- b) Before the party had started, \_\_\_\_\_
- c) \_\_\_\_\_ before it's too late.
- d) \_\_\_\_\_ because I don't know the answer.

2. Now try adding an embedded clause into this sentence.

- a) Alan the footballer, \_\_\_\_\_, scored the first goal.

3. These sentences begin with a main clause. Add a subordinate clause to each one to finish the sentences. Remember that the subordinate clause **should not make sense on its own**.

- a) Jack plays rugby \_\_\_\_\_
- b) Tim likes to draw \_\_\_\_\_
- c) Flying a kite is fun \_\_\_\_\_
- d) I love sunny mornings \_\_\_\_\_
- e) Bathtime is fun in our house \_\_\_\_\_



## Y6 - Spelling

This week's spelling rule is words that use a hyphen to add a prefix.

	Write your words in red bubble writing.	Write your words in blue bubble writing.	Write your words in multi-coloured bubble writing.
co-operate			
re-enter			
re-open			
co-ordinate			
co-own			
re-energise			
re-explain			
<u>re-press</u>			

A hyphen can also help avoid ambiguity (more than one meaning).

*A tiger eating fish*  
(this could be a tiger eating some fish).



*A tiger-eating fish* (the hyphen shows it is a fish that eats tigers).



Can you write a short story (no more than 2 pages) using as many of the spellings from above as possible?

## **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=RzOgo1pTda8>

<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 the different biomes that the war took place in. Biomes are environments with a certain set of characteristics. For example, the desert biome is hot, dry, has few plants, has certain animals that are adapted to it in specific ways like camels and scorpions.

The two biomes you will be comparing will be the Tundra and Temperate Forest!



Please use these links to help you in your research!

<http://kids.nceas.ucsb.edu/biomes/tundra.html>

<https://www.dkfindout.com/uk/animals-and-nature/habitats-and-ecosystems/tundra/>

<http://kids.nceas.ucsb.edu/biomes/temperateforest.html>

<https://kids.nationalgeographic.com/explore/nature/habitats/temperate-forest/>

You can present your findings in any way you like, the more creative the better!



Opaque	A material that is hard but will break rather than bend when it is put under impact
Translucent	A material that is able to soak up and hold liquid easily
Flexible	A material with a smooth, glossy surface that reflects light
Brittle	A material that has a flat, even surface with not lumps or dents
Hard	A material that does not allow liquids or gases to pass through it
Soft	A translucent object allows some light to pass through it but you will not be able to see detailed shapes.
Smooth	A material that does not allow water to go through it
Rough	Gases are often invisible and do not have a fixed shape. Their shape will change depending on the container they are in.
Transparent	A material that is attracted by a magnet
Strong	A material that will not change, bend or break under force
Waterproof	A material that is not attracted by a magnet
Absorbent	An <b>opaque</b> object does not allow any light to pass through it.
Permeable	A substance that is firm and stable in shape
Impermeable	A material that is easy to mould, cut or change when pressed
Magnetic	A material that allows liquids or gases to pass through it
Rigid	A substance that flows freely and can be easily poured. Their shape will change depending on the container they are in.
Solid	A material that is able to bend or be bent repeatedly without damage or injury
Liquid	A material that has an uneven and bumpy surface
Gas	A material that allows light to pass through it

Shiny

Solid, firm and rigid. The material cannot be easily broken, bent or pieced

Non-magnetic

A material that is fixed and is not able to bend or be forced out of shape.

## Spanish



If you have not done so - please write a paragraph to include the following details. This can be made up: - Name - How you are feeling - The town you live in - Your age - Your birthday - Family (As you might not feel comfortable talking about your own family, you can make this up) - What pets you have/had or would like to have.

To help you do this, please use the examples and vocabulary below.

### Example

*Me llamo Isabella. ¿Qué tal? Estoy fenomenal. Vivo en Fairfields. Tengo ocho años. Mi cumpleaños es el treinta de julio. En mi familia tengo mi madre, mi padrastro y mi hermano. No tengo mascotas pero me gustaría tener una serpiente roja.*

### Spanish Challenge

Try to also spend some time each day learning a section of vocabulary (around 5-10 words). This is one of the best things you can do when learning a language. Tip: - Read the Spanish word several times - Cover it up and try to say it from memory - Then try to write it from memory - You could ask someone you live with to test you. They can read the English, you need to say the Spanish word back to them.

## Basic Spanish Vocabulary

### Saludos (Greetings)

Español	Inglés
¡Hola!	<i>Hello!</i>
¡Buenos días!	<i>Good morning/day!</i>
¡Buenas tardes!	<i>Good afternoon!</i>
¡Buenas noches!	<i>Good evening!</i>
¡Adiós!	<i>Goodbye!</i>
¡Hasta luego!	<i>See you later!</i>

### Tú y yo (You and Me)

Español	Inglés
¿Cómo te llamas?	<i>What are you called?</i>
Me llamo Juan	<i>I'm called Juan</i>
¿Dónde vives?	<i>Where do you live?</i>
Vivo en Madrid	<i>I live in Madrid</i>
¿Qué tal?/ ¿Cómo estás?	<i>How are you?</i>
Bien, gracias	
Fenomenal	<i>Well, thank you</i>
Regular	<i>Great</i>
Fatal	<i>Not bad</i>
¿Y tú?	<i>Awful</i>
¿Cuántos años tienes?	<i>And you?</i>
Tengo diez años	<i>How old are you?</i>
¿Cuándo es tu cumpleaños?	<i>I am ten years old ('I have ten years')</i>
Mi cumpleaños es el uno de enero	<i>When is your birthday?</i>
¡Feliz cumpleaños!	<i>My birthdays is 1<sup>st</sup> January</i>
	<i>Happy Birthday</i>

### Los Días (Days)

Español	Inglés
Lunes	<i>Monday</i>
Martes	<i>Tuesday</i>
Miércoles	<i>Wednesday</i>
Jueves	<i>Thursday</i>
Viernes	<i>Friday</i>

Sábado	<i>Saturday</i>
Domingo	<i>Sunday</i>

### Los Meses (Months)

Español	Inglés
Enero	<i>January</i>
Febrero	<i>February</i>
Marzo	<i>March</i>
Abril	<i>April</i>
Mayo	<i>May</i>
Junio	<i>June</i>
Julio	<i>July</i>
Agosto	<i>August</i>
Septiembre	<i>September</i>
Octubre	<i>October</i>
Noviembre	<i>November</i>
Diciembre	<i>December</i>

### Opiniones (Opinions)

Español	Inglés
(No) me gusta(n)	<i>I (don't) like</i>
Me gusta bastante/mucho	<i>I quite/really like</i>
Me encanta(n)	<i>like</i>
Odio/Detesto	<i>I love</i>
Lo que más/menos me gusta es	<i>I hate</i>
Porque/ya que/dado que/puesto que	<i>The thing I like most/least is</i>
Creo que/Diría que	<i>Because</i>
Es	<i>I think that</i>
	<i>It is</i>

### Palabras muy útiles (Very useful words)

Español	Inglés
Sí	<i>Yes</i>

No	No
Y	And
O	Or
Pero	But
También	Also
(No )Tengo	I (don't) have

(No) Soy	I am (not)
(No) Hago	I do(not)/(don't) make
(No) Necesito	I (don't) need
(No) Hay	There is/are (not)

### Number Vocabulary

#### 1-19

Español	Inglés
Uno	1
Dos	2
Tres	3
Cuatro	4
Cinco	5
Seis	6
Siete	7
Ocho	8
Nueve	9
Diez	10
Once	11
Doce	12
Trece	13
Catorce	14
Quince	15
Dieciséis	16
Diecisiete	17
Dieciocho	18
Diecinueve	19

Ochenta	80
Ochenta y ocho	88
Noventa	90
Noventa y nueve	99

#### 100-900

Español	Inglés
Cien	100
Ciento uno	101
Doscientos	200
Trescientos	300
Cuatrocientos	400
Quinientos	500
Seiscientos	600
Setecientos	700
Ochocientos	800
Novcientos	900

#### Other useful numbers

Español	Inglés
Mil	1000
Dos mil	2000
Un millón	A million
Dos millones	2 million
Un billón	A billion
Dos billones	2 billion
Un trillón	A trillion
Dos trillones	2 trillion

#### 20-99

Español	Inglés
Veinte	20
Veintidos	22
Treinta	30
Treinta y tres	33
Cuarenta	40
Cuarenta y cuatro	44
Cincuenta	50
Cincuenta y cinco	55
Sesenta	60
Sesenta y seis	66
Setenta	70
Setenta y siete	77



## Family Members

**¿Tienes hermanos?**

Tengo...

una hermana

un hermano

una hermanastra

un hermanastro

No tengo hermanos.

Soy hijo único./Soy hija única.

**Do you have any brothers or sisters?**

**I have...**

**a sister**

**a brother**

**a half-sister/stepsister**

**a half-brother/stepbrother**

**I don't have any brothers or sisters.**

**I am an only child. (male/female)**

**¿Cuántas personas hay  
en tu familia?**

En mi familia hay...

personas.

mis padres

mi madre

mi padre

mi abuelo

mi abuela

mi bisabuela

mi tío

mi tía

mis primos

¿Cómo se llama tu madre?

Mi madre se llama...

¿Cómo se llaman tus primos?

Mis primos se llaman... y...

su hermano

sus hermanos

**How many people are there in your  
family?**

**In my family, there are...**

**people.**

**my parents**

**my mother**

**my father**

**my grandfather**

**my grandmother**

**my great-grandmother**

**my uncle**

**my aunt**

**my cousins**

**What is your mother called?**

**My mother is called...**

**What are your cousins called?**

**My cousins are called... and...**

**his/her brother**

**his/her brothers and sisters**

## Pets and Colours

**¿Tienes mascotas?**

Tengo/Tenía/Me gustaría tener

**have**

un caballo

una cobaya

un conejo

un gato

**Do you have pets?**

**I have/I used to have/I would like to**

**a horse**

**a guinea pig**

**a rabbit**

**a cat**

un perro  
un pez  
un ratón  
una serpiente  
No tengo mascotas.  
¿Cómo es?  
¿Cómo son?

### **Los colores**

blanco/a  
amarillo/a  
negro/a  
rojo/a  
verde  
gris  
marrón  
azul  
rosa  
naranja

*a dog  
a fish  
a mouse  
a snake  
I don't have any pets.  
What is it like?  
What are they like?*

### *Colours*

*white  
yellow  
black  
red  
green  
grey  
brown  
blue  
pink  
orange*