

## Remote learning



Gig Mill Primary School

Together we care, together we succeed

Year Group: 6

WEEK BEGINNING: 18/1/21

This is an overview of the main areas of learning in Year 6 for this week which will link to the learning going on in school. Please use these as the main activities for remote learning if your child is unable to attend school during this week.

**Maths:** First, watch the video [here](#) on **Understanding Percentages** and then complete the worksheet set as a **2do** on Purple Mash. *The answer sheet is also there to use after.*

### Oak Academy:

**Mental fluency:** [TTRockstars](#)



- Understand what a percentage is and its connections to fractions ([Click here](#))
- Recall and use equivalences between fractions, decimals and percentages ([Click here](#))
- Solving problems involving the calculation of percentages of amounts ([Click here](#))
- Solve problems involving the use of percentages for comparison ([Click here](#))

### \*Additional Maths: **Would you rather?**

'Would you rather be bitten by 15% of 120 mosquitos or 8% of 250 mosquitos?'  
Use a % fact box to help you. ([Click here](#)). Make up some of your own questions.

- Complete the Maths 2dos on Purple Mash that will appear during the week – *after the learning on Oak Academy.*

$$\frac{1}{2} = 50\% = 0.5$$

## Irresistible Learning Topic: Ice Worlds

**Bridge building task – DT:** As part of our fabulous finish for this topic, we would like you to spend time throughout the week using the 'Y6 Bridge Building Tasks 1/2' and 'Y6 Bridge template' saved as **2dos** on Purple Mash. These sessions can be revisited during the week and you could create a design project at home which you could then email to us on 2email by the end of the week. Good luck with your designs!



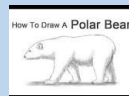
### Pupil Voice:

You have the opportunity this week to complete a survey to share your voice on issues that affect the country. The results of this survey will directly feed into discussions held in Parliament. The password will be sent to your parents by text.

Please click on this link: <https://www.surveymonkey.co.uk/r/8XLNGT7>

### Art:

Click on one of the images to sketch an Arctic animal.



**English - Oak Academy:** [The Windrush - Diary writing](#) (complete lessons 11 -15 of this unit which includes reading, writing and SpAG elements)

**\*Additional Writing:** This week, we are building on our persuasive writing techniques to write a letter to an MP.

**Tasks:** **1.** Make notes about climate change and how the situation could be improved, using the information and clips [here](#), [here](#) and [here](#) (listen to the radio broadcast and download the 'Warning Signs' document to make notes from too.)  
**2.** Using these notes, write a letter to your local MP to convince them that more action needs to be taken to prevent a climate change. Send us your letters **via 2email**. *Make sure you work on this letter throughout the week, writing a full paragraph each day which includes formal tone, a variety of openers, exciting punctuation and a range of sentence types e.g. relative clauses, conjunctions.*



**SPaG:** 1. Complete the spelling **2do quiz and practice sheet** on Purple Mash.

2. Use the information [here](#) to explore the use of a semi-colon. Try and include some correct examples in your letter to the MP to join two related clauses.

**Reading:** [The Giant's Necklace by Michael Morpurgo - Oak Academy](#) – complete lesson 2.

- Complete the reading **2do (Purple Mash)** called 'Y6 Reading - Diary from the Beagle' based on a diary from Charles Darwin. Send your answers back via 2email. As a follow up, you may want to research more about Charles Darwin and find out how he links to our science topic.

**Wellbeing** – Asking both sides of the brain to work together can help you to feel calm. Use these exercises when you need a brain break.



- Pass a beanbag/bottle from your left hand to right hand, keep the receiving hand fixed in place so the giving hand has to pass the midline.
- Use your right hand to draw a lazy 8 (an 8 on it's side) in the air in front of you so that your hand crosses the midline. Repeat with your left hand.
- Place your right hand on your left foot and then repeat left hand to right foot.