

# Remote learning



Year Group: 6	WEEK BEGINNING: 26/4/21
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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: Oak Academy Division:**  
 L1- Practise x and ÷ skills ([Click here](#))  
 L2 – Mental strategies for ÷ ([Click here](#))  
 L3 – Formal written methods for ÷ ([Click here](#))  
 L4 – Division with remainders – Part 1 ([Click here](#))  
 L5 – Division with remainders – Part 2 ([Click here](#))

**Additional challenges:**

- Complete the Maths 2dos on Purple Mash.
- Select the division option on [this 'Birds vs Robots' game](#).
- Practise your times tables with [this 'Multiplication miner' game](#).
- Using the maze above – start with any 3 digit number and complete several routes through the maze. What is the smallest / largest total you can make by the finish?

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

Start	↔	×10	↔	+10	↔	×1000
↑↓		↑↓		↑↓		↑↓
×100	↔	+100	↔	+10	↔	+1000
↑↓		↑↓		↑↓		↑↓
+10	↔	×100	↔	×1000	↔	×10
↑↓		↑↓		↑↓		↑↓
+1000	↔	×100	↔	+100	↔	Finish

**Irresistible Learning Topic Made in the Midlands**

**History** - Conduct some research to find out: **why were canals necessary?** Think about the sources you can use at home.

**Year 6 History Detectives:** Look at these photographs above, examine each one carefully. How do you think each contributed to the need for a canal system? Research more about why canals were needed to be developed to replace bumpy and expensive roads.

**Science – Evolution and Inheritance**

When living things reproduce, they pass on characteristics. This is called **inheritance**. Look at the information [here](#) to explain this further. Look at the picture of the Mr Men and Little Miss characters. Who do you think are the parents of the offspring at the top?

What physical characteristics have been inherited? What characteristics do we not inherit from our parents e.g. scars. Choose two characters of your own and create your own character offspring. Upload a photo of your offspring to the **Y6 Science display board** on purple mash.

**English: Oak Academy [Rabbit Proof Fence - Narrative writing](#) [Click here](#)** (complete the lessons 6-10 of this unit which include reading, writing and SPaG elements) **\*\***

**\*\*PARENTS – please note the language used in this unit links to the specific historical context and as such should be approached with supervision and sensitivity.\*\***

**\*\*\*Additional Writing Challenge:** Continue to read Street Child, Chapter 2, using the online text [here](#). **Tasks:** 1. Make a list of adjectives to describe the character Mr Spink. 2. Decide if you agree with Mr Spinks' treatment of Jim and his family – write a paragraph of the story from Mr Spinks' point of view.

**SPaG:**

1. Complete the spelling **2do quiz on Purple Mash**.
2. Include these key spellings in your narrative writing task above – **conscience, appreciate**
3. Click [here](#) to practise some key Year 5/6 spellings.

**Reading**

- Complete **lesson 2** based on Goodnight Mr Tom ([Click here](#))
- **Reading for pleasure** – read the latest edition of the First News newspaper [here](#) - you will find lots of interesting articles and reports on a range of interesting topics. *Your parents will need to sign up to the free subscription first.*
- Don't forget there are books for you on [Bug Club](#).

**Wellbeing – Rights and respect**

Watch the video [here](#) – after watching, think about 'How we can show others respect?' You don't always have to agree with someone to respect their point of view. Think about **2 more** ways you can be respectful to the people at home this week. Closely linked to our school value of respect is the word 'rights.' How many different children's rights can you remember? Listen to the song [here](#) to remind you. Write a song/poem about respects and rights using these words as the chorus **'I respect you and you respect me / Being respectful is the right way to be.'**