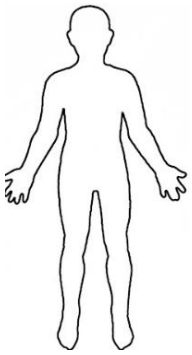
Year 6/ Sycamore Home Learning Week 1: Survival of the Fittest

	Day 1	Day 2	Day 3	Day 4	Day 5
English	Watch https://www.literacyshed.com/23-degrees-5-minutes.html Stop at 35 seconds- who is the man? Stop at 50 seconds- what is he doing? Where is he? Watch the rest. Who will the explorer meet? Will he ever find the professor ever again?	Re watch the beginning of the video. Use expanded noun phrases to describe the setting and the character. Can you find synonyms online for any of the adjectives you came up with?	Similes are comparisons usually using 'like' or 'as'. Come up with some similes to add to your setting. You could also try to add metaphors or personification	Use show not tell to describe features and feelings in the Arctic. This will include expanded noun phrases and relative clauses. You can imagine that it is you in the Arctic. How would you feel? What would you see? What would you hear?	Think about your different sentence structures- simple, compound, complex. Rewrite the ending, maybe the explorer goes with the 'professor' and he shows him his workshop. Try to vary the sentences using the different structures
Reading / Phonics	Read chapter 1 of Holes. What ideas do we get about the setting? Look up any words that you don't not know wasteland, shrivelled, hovers, hammock, Warden Try and draw the setting of Camp Green Lake	Re-read chapter 1 of Holes What are the key events/points/ideas? How does the narrator react to Camp Green and why? Look at the lines- 'but you don't want to be bitten by a yellow- spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death.' What might that mean?	Look at chapter 2. In what ways has the author tried to hook you in to the story? Lots of unanswered questions. What questions are we already asking? Think about the choice Stanley is given at the end of chapter 2 – why has this been done? What do you think he will decide? What is unusual about Stanley's name? Is Stanley a hero or villain? What evidence is your opinion based on?	Read chapter 3 independently or ask someone to read it for you.	Create a blurb for the book. The blurb is the bit that is written on the back of the book to draw you in. Try not to give too much away
Handwriting	**improving handwriting**-the importance of spacing Find a bit of text to copy and practise your writing, making sure that words are clearly spaced	consistent sizing of parallel ascenders and descenders d,l,h – make sure that you letters are nice and straight g,j,y make sure the descending part of the letter is nice and straight	consistent sizing of parallel ascenders and descenders d,l,h – make sure that you letters are nice and straight g,j,y make sure the ascending part of the letter is nice and straight	The importance of consistent sizing practise the size of your letters. Your small letters should come halfway up the line. Your tall letters should touch the top.	The importance of proportion practise the size of your letters. Your letters should all look in proportion: not too small, not too large.
Spelling	Learn spellings Endings that sound like /ʃəs/ spelt '-cious' or '-tious' fictitious vicious cautious Use your pyramid writing	Learn spellings Endings that sound like /ʃəs/ spelt '-cious' or '-tious' Malicious Gracious Suspicious Use bubble writing	Learn spellings Endings that sound like /ʃəs/ spelt '-cious' or '-tious' Ambitious Infectious Precious Use your pyramid writing	Learn spellings Endings that sound like /ʃəs/ spelt '-cious' or '-tious' Nutritious Conscious fictitious Use bubble writing	Learn spellings Endings that sound like /ʃəs/ spelt '-cious' or '-tious' Choose any words that you have found tricky. Play hangman if you can
Maths	Maths- multiplication and division Look at the powerpoint and complete the worksheet	Maths- multiplication and division Look at the powerpoint and complete the worksheet	Maths- multiplication and division Look at the powerpoint and complete the worksheet	Maths- multiplication and division Look at the powerpoint and complete the worksheet	Maths- multiplication and division Look at the powerpoint and complete the worksheet

				https://teachers.thenational.academy/lessons/representing-2-step-word-problems-6nhkgt	https://teachers.thenational.academy/lessons/deriving-multiplication-facts-c9k32r
Topic	Survival Science: Respiration Have a go at trying to draw the outline of a body. Inside, add the heart, lungs and brain. Then draw in how you think blood is pumped around the body  PE: can you come up with different exercises- some that exert you and some that don't. Which ones make you out of breath? Which ones do you recover from more quickly Art: Have you ever seen what a snowflake looks like? Use google images to look closely- they are all different https://www.nationaltrust.org.uk/allan-bank-and-grasmere/features/how-to-make-paper-snowflakes- All you need is some paper! Have a go at making your own snowflakes out of paper.	Survival Science: Respiration Try to find your pulse, either on your wrist or the side of your neck. Have a go at counting how many beats you feel in a minute. The average heartbeat for a child of your age is 70-110 beats per minute. Now do some exercise- what is the heart rate now? Geography: Does the UK have mountains? https://www.3dgeography.co.uk/mountain-ranges-uk/Brecon-Beacons Where are the most mountains? What does this tell us about the geography of the Earth? What is the difference between mountains and hills? Use atlases and google Earth to investigate. Look at Europe, North America, Asia and South America.	Survival Science: Respiration Research the heart rates of different animals- Are they all the same? Why do you think this is? PE: Have a go at creating a football game for people who have illnesses that impact on their breathing. How will you slow the game down? How will they control the ball without having to run? Will they use a ball or will they use something else?	Survival Science: Respiration Here is a quick investigation to see how oxygen is absorbed into the lungs- you could either put a small candle under a jar (make sure no air can get in) and see what happens, or if you have a balloon, straw plastic bottle and some plasticine or cellotape, you could make a model of lungs. http://www.science-sparks.com/2012/04/13/breathing-making-a-fake-lung/ watch the video of the water cycle https://www.youtube.com/watch?v=s0bS-SBAgJI Have a go at one of the sheets- draw your own diagram and label the parts of the cycle.	Survival Science: Respiration Have a go at a case study on lung disease caused by city smog, smoking and coal dust. This could be done as a power point presentation, or a written report into the problem. http://www.clean-air-kids.org.uk/airquality.html http://www.theguardian.com/world/2015/aug/14/air-pollution-in-china-is-killing-4000-people-every-day-a-new-study-finds http://www.bbc.co.uk/education/clips/zrgvr82 DT: Can you be a survivor? If you were stranded on an island, how would you make a den? Think about materials. What are good materials and what wouldn't last so well. If you have some materials at home, you can even try to make a den.