

# Beecroft Primary School Year 6: Home-School Learning Menu for the Week Beginning Monday 5<sup>th</sup> July

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Unfortunately, our bubble has burst so we must learn from home this week. Below is a plan for the week. Some of the tasks are completing work started in school and other tasks are new ideas and activities that can be completed easily at home. Please read the instructions carefully.

## Weekly Maths Tasks

<b>Maths General</b>	In the maths folder that you collected from school you will find a Y6 CGP book and squared paper for you to write on. Work just as carefully as you do in your maths books; remember pencil margins, one digit per square and clear neat answers with units of measurement. We will mark your work when you return to school.
<b>Monday</b>	Page 102 Time - Set A, B and C
<b>Tuesday</b>	Page 72 Scaling – the whole page
<b>Wednesday</b>	Page 120 – 121 Revising angles in shapes
<b>Thursday</b>	Page 143 – 144 Co-ordinates
<b>Friday</b>	Page 164 The Mean – the whole page

## Weekly English Tasks

<b>Spellings / Grammar – Monday</b>	<ol style="list-style-type: none"><li>1. Practise last week's spellings – suffixes.</li><li>2. Choose 2 grammar games from Education City to play.</li></ol>
<b>Spellings / Grammar –</b>	<ol style="list-style-type: none"><li>1. Ask your parent to give you a spelling test on last week's spellings from Miss Brown – suffixes.</li></ol>

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<b>Tuesday</b>	<p>2. This week's new spellings are:</p> <p><u>Suffixes – able and ible</u></p> <p>available</p> <p>notable</p> <p>memorable</p> <p>remarkable</p> <p>fashionable</p> <p>perishable</p> <p>responsible</p> <p>adaptable</p> <p>profitable</p> <p>audible</p> <p>charitable</p> <p>miserable</p> <p>disposable</p> <p>forcible</p> <p>admissible</p> <p>plausible</p> <p>applicable</p> <p>convertible</p>
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	<p>commendable</p> <p>understandable</p> <p>3. Look up the meanings of any words that you do not know the meaning of.</p>
<p>Spellings / Grammar – Wednesday</p>	<p>1. Practise your spellings.</p> <p><u>Word clues. Which spelling word means?</u></p> <p>able to adjust to changing conditions.</p> <p>able to be heard.</p> <p>a car with a roof that can fold down.</p> <p>current, popular style</p> <p>likely to rot in a short time.</p> <p>generous in actions or donations</p> <p>to be very unhappy</p>
<p>Spellings / Grammar – Thursday</p>	<p>1. Education City grammar – play ‘Clue’s in the Clause - Position of clauses’.</p> <p>2. Education City grammar – play ‘Clue’s in the Clause - Main or subordinate?’</p>
<p>Spellings / Grammar – Friday</p>	<p>3. Look through your yellow spelling book. Find the work that we completed about prefixes. Revise what these prefixes mean:</p> <p>un      negative meanings</p> <p>dis      negative meanings</p>

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	<p><b>mis</b> negative meanings</p> <p><b>in</b> The prefix in- can mean both 'not' and 'in'/'into'. Negative meanings</p> <p><b>il</b> Before a root word starting with l, in- becomes il. Negative meanings</p> <p><b>im</b> Before a root word starting with m or p, in- becomes im-. Negative meanings</p> <p><b>ir</b> Before a root word starting with r, in- becomes ir-. Negative meanings</p> <p><b>re</b> means again or back</p> <p><b>sub</b> means under</p> <p><b>inter</b> means between or among</p> <p><b>super</b> means above</p> <p><b>anti</b> means against</p> <p><b>auto</b> means self or own</p> <p><b>bi</b> means two</p> <p><b>aqua</b> means water</p> <p><b>trans</b> means across</p> <p><b>tele</b> means far off</p> <p>4. Education City spellings – play 'Bad Hair Day – Homophones'.</p>
<b>Reading General</b>	<ol style="list-style-type: none"><li>1. Finish reading your library book.</li><li>2. Visit Audible <a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a> All children's audiobooks are available for free while schools are closed. Registration is not required.</li><li>3. Visit the Newsround website. Read at least 3 articles to find out what has been happening in the news this week.</li></ol>

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English / History practical activity	<p>A rare book the size of a matchbox written by the teenage Charlotte Brontë went on public display for the first time November 2019 after a campaign to bring it back to Britain. It was penned by the oldest of the Brontë sisters at the family's home in Haworth, West Yorkshire, 200 years ago. It is one of six surviving "little books" penned by the author of Jane Eyre and had been in a private collection since her death in 1855. Can you find out how much Brontë House Museum paid for the book?</p> <p>Make a mini book like Charlotte Bronte <a href="https://www.bl.uk/childrens-books/activities/make-a-miniature-book">https://www.bl.uk/childrens-books/activities/make-a-miniature-book</a></p>
Writing – all week	<p>Mr Campbell has marked your argument in your drafting book: <i>Is Social Media A Silent Killer Of Young People's Mental Health?</i> They now need completing.</p> <p>He was impressed with the quality of the work and really wants you to finish them so he can display them and show them to next year's Year 6 so they can see how mature you all are.</p> <p>Please remember the argument should be:</p> <ul style="list-style-type: none"><li>p1 - intro</li><li>p2- positive impacts</li><li>p3- negative impacts</li><li>p4 - conclusion - Is social media good or bad for mental health? -- what needs to be done in the future to help?</li></ul> <p>I have sent in your folder/pack his slides for teaching and your draft book. Please complete the argument in draft and type it up on Word. You can include some pictures about social media too. Then email it to school at <a href="mailto:Year6nb@beecroft.leeds.sch.uk">Year6nb@beecroft.leeds.sch.uk</a></p> <p>Don't forget to include the language of debate (from the slides) and conjunctions for cohesion.</p>
Other Subjects	
Science – Monday afternoon	<p><u>Materials</u></p> <p><i>Dear Year 6</i></p> <p><i>We have been running a successful fundraising campaign this term, selling snacks at break times and after school. However, we need to source some bags for our customers to take their food away in.</i></p> <p><i>We are hoping that you can make some recommendations on possible materials that we can use so that we can continue to fundraise so successfully.</i></p> <p><i>Thank you! From Class 2</i></p>

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## Y6 paper investigation

Which properties do you think would make a good paper bag for transporting food? Make a list – this will be your success criteria.

Before you start, consider the following:

- How can you tell if paper is strong or not – what happens to it if it is weak?
- How could you use the equipment and materials provided to test and measure the various papers for strength?
- Which variables will be kept the same? How will your test be fair?
- How will you record the results?

## Equipment

- Marbles (or equivalent)
- Yogurt pots
- Paper clips
- String
- Paper types (cut into strips)
- Digital scales
- Vegetable oil
- A range of sample take-out packaging

Now plan your investigation, and then check it against the guidance below, adapting your plans where you feel it is necessary.

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	<p><u>Investigation guidance</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all paper to be tested is the same size and shape (strips is probably the best e.g., 25 x 10 cm)</li> <li><input type="checkbox"/> Make a hole at either end of the strip (with a hole punch) – make sure they are in the same places on each strip.</li> <li><input type="checkbox"/> Using a hook (use unwound paper clips) and a yogurt pot with holes and string to form a handle, make a hanging ‘bucket’.</li> <li><input type="checkbox"/> Add marbles into the pot, one by one, until the paper rips. Count how many marbles the paper could ‘hold’ and record. (N.B. place the marbles in gently to prevent the paper ripping out of ‘drop shock’)</li> <li><input type="checkbox"/> Weigh the marbles for each test and record.</li> <li><input type="checkbox"/> By repeating the experiment with the other end of the strip you will get a more accurate ‘overall’ result – you can re-test with another strip if their results are very different.</li> <li><input type="checkbox"/> Repeat for all other paper types.</li> </ul> <p><u>Further investigations</u></p> <p>Can you think of any other features of a paper bag that might improve its longevity and fitness for purpose when it comes to transporting greasy food like a samosa?</p> <p>What do you think will happen to the specific paper types if they come into contact with grease? How could you complete further investigations into this? See if you can carry out further tests using vegetable oil.</p>
<p>Music – Tuesday afternoon</p>	<ol style="list-style-type: none"> <li>1. Practise your instrument.</li> <li>2. Visit Get Creative with Classical Music at Home <a href="https://www.bbc.co.uk/teach/ten-pieces/get-creative-with-classical-music-at-home/z6tqgp3">https://www.bbc.co.uk/teach/ten-pieces/get-creative-with-classical-music-at-home/z6tqgp3</a></li> </ol>
<p>Design Technology – baking</p> <p><b><u>ADULT HELP NEEDED PLEASE</u></b></p> <p>Wednesday afternoon</p>	<p><u>Make flapjack</u></p> <p><u>Ingredients</u></p> <p>100g margarine</p> <p>1tbsp syrup</p> <p>125g oats</p>

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	<p>100g sugar- white, brown or demerara</p> <p>50g SR flour</p> <p><u>Optional</u></p> <p>Apple grated</p> <p>Dried fruit</p> <p><u>Method</u></p> <ul style="list-style-type: none"><li>• Lightly grease tin.</li><li>• Melt syrup and margarine in saucepan.</li><li>• Place all other dry ingredients into saucepan.</li><li>• Mix thoroughly.</li><li>• Tip mixture into tray and spread evenly. Should fill half of a flapjack tin</li><li>• Bake Gas 4/180°C for 15 - 20mins.</li><li>• Leave in tin, slice carefully whilst warm.</li><li>• Remove from tin when cold.</li></ul>
Geography – Tuesday or Wednesday afternoon	<p>Read about Madison Edwards, a 12-year-old environmental activist. Can you keep a 'plastic diary' recording how much single-use plastic your family uses? Write down one thing that the family will do to use less plastic.</p> <p><a href="https://www.tes.com/news/how-one-schoolgirl-encouraging-others-save-our-oceans-sponsored">https://www.tes.com/news/how-one-schoolgirl-encouraging-others-save-our-oceans-sponsored</a></p>
P.E. – At least twice a week... but stay in your house or garden. You are isolating!	<p>Joe Wicks PE daily workout. <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p>
Computing – Thursday	<p>I think that it's time to have another practise of your touch typing. It will help you a great deal when you transfer to high</p>

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afternoon	<p>school.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr">https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</a></p> <p>Visit Artist <a href="https://studio.code.org/s/artist/stage/1/puzzle/1">https://studio.code.org/s/artist/stage/1/puzzle/1</a></p> <p>Use your skills to build geometric shapes – the higher levels are quite challenging allowing you to build more complex polygons and geometric patterns.</p>
Art – Thursday and Friday afternoons	<p>When you return to school, we will be completing your mask painting. This work will help you to develop your ideas.</p> <p>Research masks from around the world and make studies of your favourite three using your choice of materials. You could draw with pen, felt tip or pencil. If you cannot find any pictures of masks design your own!</p> <p>Make a collage or painting of a mask. Combine your ideas and use your imagination.</p> <p>Bring your ideas with you when you return to school.</p>
PHSE	<p>Favourite thing about secondary school - There are so many new and exciting opportunities to look forward to when you start secondary school. Here students from CBBC's Our School share a few of their favourite things from increased independence and lockers, to clubs and after school activities, where you can try something you've never done before.</p> <p>Watch <a href="https://www.bbc.co.uk/bitesize/articles/z7b9scw">https://www.bbc.co.uk/bitesize/articles/z7b9scw</a></p> <p>Coping with classwork - When you start secondary school everything will be new - new subjects, new teachers (lots of them) and new classmates. Students from CBBC's Our School talk about the exciting new lessons they experienced in their first year and offer advice on how to avoid detention!</p> <p>Watch <a href="https://www.bbc.co.uk/bitesize/articles/zbd2cqt">https://www.bbc.co.uk/bitesize/articles/zbd2cqt</a></p>

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