

English

Home Learning 1

This half term we will be making lots of links with PSHE in English, looking at our responsibility in the world. To begin our next unit, we will be focusing on the book Malala's Magic Pencil but before we read the book together, it is important in this case that we get to know the author as this is a real story and the author is the main character.

So who is Malala Yousafzai?

Task 1:

Look at the image from *Malala's Magic Pencil*. In pairs, you need to behave like detectives and find as many clues as possible about Malala. Remember to use words or phrases from the book to back up your ideas. Here are some questions to help you:

1. Where is Malala from?
2. What is Malala's religion?
3. What do people think of Malala?
4. What are Malala's passions and interests?

Task 2: Find work in the extra resource page below

Task 3: Before you read the book, have a go at the reading comprehension. You could also get to know Malala more by taking a look at the Malala Powerpoint in the extra information section.

SPaG

Let's start to have a look at tense and how we can vary our sentence structures within a tense.

Introduction to tenses: https://www.youtube.com/watch?time_continue=116&v=sKJTw4t2dVM&feature=emb_logo

The Past Tense:

Verbs are a key part to identifying a tense and writing in a tense because they are often the word that changes. When this happens we take something called the infinitive form of the verb and adapt it. The infinitive form of a verb is when the verb is at its basics, a little like root words before we add suffixes or prefixes! Can you complete the table below?

Past simple	I walked
Past continuous	I was walking
Past perfect	I had walked
Past continuous perfect	I had been walking

Did you know there are 4 different types of the past tense? Chances are you use them everyday in your writing and when speaking but just without knowing it! The four different past tenses consist of:

Task: Create your own poster on the past tense. Make sure you include some examples!



Maths – Long multiplication

If you have been following all of the home learning, we have now covered all of the Year 6 objectives! This is great and it means that this half term we have the opportunity to recap the key skills that will be useful for secondary school and beyond!

Long multiplication

Check the poster in the resources below for a recap on how to solve long multiplication if you need a reminder. Then solve the following questions:

1.	2.	3.	4.
$\begin{array}{r} \\ \\ \\ \\ \end{array}$	$\begin{array}{r} \\ \\ \\ \\ \end{array}$	$\begin{array}{r} \\ \\ \\ \\ \end{array}$	$\begin{array}{r} \\ \\ \\ \\ \end{array}$
5.	6.	7.	8.
$\begin{array}{r} \\ \\ \\ \\ \end{array}$	$\begin{array}{r} \\ \\ \\ \\ \end{array}$	$\begin{array}{r} \\ \\ \\ \\ \end{array}$	$\begin{array}{r} \\ \\ \\ \\ \end{array}$

Spot the Mistakes

Here is a formal multiplication calculation. Are the answers and method correct? Explain any errors.

$$\begin{array}{r} 431 \\ 431 \\ \times 57 \\ \hline 33964 \\ 203000 \\ \hline 236964 \end{array}$$

4b. Use all of the digit cards in the calculation below to make the closest possible number to 28,000.

Digit cards: 2, 1, 7, 2, 3, 1

$$\begin{array}{r} 2 \\ \times \\ \hline \\ \\ \end{array}$$

5b. Julie has worked out the answer to 3,618 x 13 below.

$$\begin{array}{r} \\ \\ \\ \\ \end{array}$$

Is Julie correct? Explain your answer.

6a. Nina says,

I am thinking of a 4-digit number less than 2,000. Only two of the digits in my number are greater than 3. If I multiply my number by 13, I get an answer between 20,000 and 25,000.

What could Nina's number be? Find two possible numbers.

Can you come up with your step-by-

step guide to teach someone how to use long multiplication? Can you create some questions for your family to solve? Can you answer a question wrong using a common misconception and explain why the mistake has been made and what people need to watch out for next time?

Theme –

Science Work: Our new science unit this term is 'Healthy Bodies and as part of it, we will be learning lots about the human body and how the body and mind works!

Setting SMART Goals: We would like for you to set yourself an Active and Challenging goal – make sure it is: Specific – Keep it simple; think about what you want to achieve and what you might need, and consider why it is important to you! Measureable – Select something you can keep track of or measure your progress of it daily. Achievable – Don't attempt the impossible but instead pick something you have a strong chance of completing. Relevant – Link your goal to something you are passionate about or something you think your effort would result in being successful. Time bound – When will you start and when will you finish attempting to reach your goal? Your goal can be related to a specific sport or physical activity, for example, being able to complete a full Joe Wicks workout without needing to sit out for a minute or so, or something that seems smaller, like learning to juggle or being able to sprint faster.

PSHE - Relationships

The Daily Think – As part of our work back in school, we will be setting the children a daily 'Think.' There are essentially little questions or statements designed to get people thinking and talking. Some are silly and some are a little bit more serious. If I borrow a million pounds, am I a millionaire?

PSHE

How can we be safe online? Online safety is one of the most important lessons you are taught throughout your time in school. Can you make a list of all the things that can be done in order to ensure that you and your families are safe online – remember, online safety applies to both children and adults. Use the link below to access a fun but informative game related to online safety. <https://www.thinkuknow.co.uk/>

