
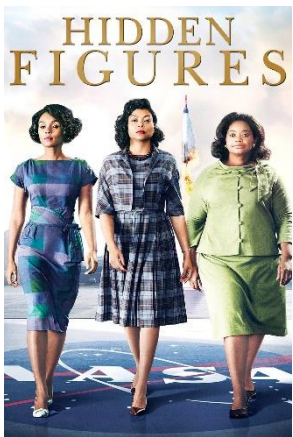
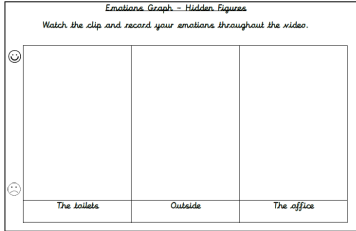
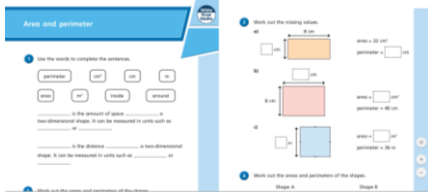


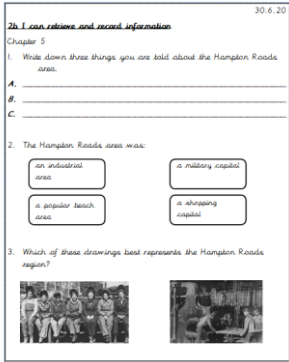
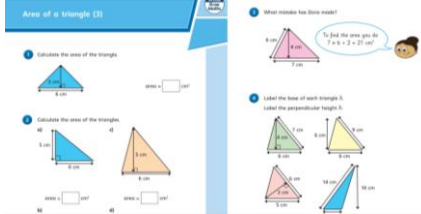
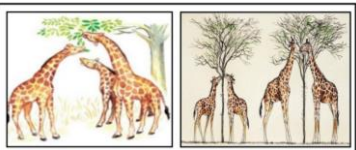




Year 6 Home Learning w/c 29th June 2020



	SPaG	Reading	Literacy	Maths	Topic/Science
Monday	<p><u>Grammar activity</u></p> <p>SPAG mat 2 attached below.</p> <p><u>Spelling activity</u></p> <p>- Complete the activity on Seesaw for the word identity.</p> 	<p>Read chapter 5 - The Double V - of our Hidden Figures text. The text can be found below and on seesaw for you to read.</p> 	<p>At the end of the week you will have written a setting description based on a clip from the film Hidden Figures.</p> <p>https://www.youtube.com/watch?v=RzMe4BYwJaM</p> <p>We are going to split the clip into three scenes (settings)</p> <ol style="list-style-type: none"> 1) The bathroom 2) The rain (outside) 3) The office area <p>Like you did last week, watch the clips and complete the feelings graph of how each scene makes you feel. Then for each scene write a list of adjectives - at least 5 - that describe the setting.</p> 	<p>https://whiterosemaths.com/homelearning/year-6/</p> <p><u>Week 9 Lesson 1 - Area and perimeter</u></p> <p>Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.</p> 	 <p><u>Science- Light</u></p> <p>We have reached the end of our science unit on Light. This week, the assigned activity is to complete the end of unit assessment. Have a go at the mini-test and then mark your answers yourself. The sheet is available for you on Seesaw to try.</p>

Tuesday	<p><u>Grammar activity</u></p> <p>Complete the spot the mistakes spelling activity sheet 2 attached below.</p> <p><u>Spelling activity</u></p> <p>Complete the activity on Seesaw for the word immediate.</p> 	<p>Today we are thinking about retrieving information from the text. Complete the sheet which can be found below and on seesaw activities.</p> 	<p>Today, you are going to story map the video. This story map is going to be different to the ones you are used to as there are only going to be three pictures.</p> <ol style="list-style-type: none"> 1) The toilets 2) Outside 3) The office <p>Underneath each picture you are going to write what you see in each scene. Think about the colours you see; for example everything is very grey.</p>	<p>https://whiterosemaths.com/homelearning/year-6/</p> <p><u>Week 9 Lesson 2 - Area of a triangle</u></p> <p>Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.</p> 	<p><u>Science- Evolution</u></p> <p>Our final topic for science is a recap of evolution. The children have two sheets to complete, focusing on how and why different animals have evolved.</p> 
Wednesday	<p><u>Grammar activity</u></p> <p>Complete the</p>	<p>We are continuing to look at Chapter 5 today. We are continuing to use</p>	<p>Today, you are going to plan your setting description. Use the boxing up sheet to</p>	<p>https://whiterosemaths.com/homelearning/year-6/</p> <p><u>Week 9 Lesson 3 - Area of parallelogram</u></p>	<p><u>RE- Islam</u></p> <p>Earlier in the year, the children studied Islam and the</p>

mini-test that has been uploaded to Seesaw. Feel free to mark it when you are done.

Spelling activity
Complete the activity on Seesaw for the word individual.

our retrieval skills today. Complete the below sheet or it can also be found on seesaw activities.

2b. I can retrieve and record information
Chapter 5—Read pages 31–33

1. Describe 3 ways in which businesses tried to keep up with the map.

A. _____
B. _____
C. _____

2. Circle the struggles which became apparent due to the growing population.

not enough vehicles not enough food
not enough playgrounds not enough water

3. Tick the true, false and non given statements describing the problems Dorothy faced when she arrived in Newsome Park.

Statement	True	False	Not given
She had to live in a hostel.			
Public transport was over crowded.			
She was expected to work for free.			
There was a shortage of some foods.			

create your plan.

Setting description boxing up sheet
Remember you are focusing on just the setting not the character - you will have to include the character but into detail.
Write at least three sentences in each box that include a different form of figurative language.

The toilets

Fronted adverbial to join the scenes

Outside

Fronted adverbial to join the scenes

The office

Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.

Area of a parallelogram

1. Use a piece of squared paper, copy this parallelogram and cut it out.

2. Create a rectangle by cutting off the right-angled triangle and moving it.

3. Complete the sentences.
The area of the rectangle is _____ square units.
The area of the parallelogram is _____ square units.

4. Helen is finding the area of the parallelogram.

5. What mistake has Helen made?



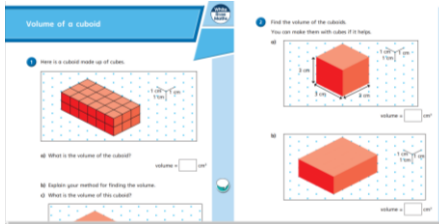
6. What is the correct answer?




7. Either has labelled the bases and heights for four parallelograms. These are correct, one is incorrect. Tick the shapes that have been correctly labelled.

various celebrations. This month is the celebration of Hajj. Watch the video explaining how one person is planning to complete their journey.

<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt>

Once you've watched the video, describe where you would like to take a journey to and explain why. Make a 5 point plan for your spiritual journey including who you would go, how you would travel, what you would take, what you would do when

					<p>they got there and what you would think about while you were there.</p> 
Thursday	<p><u>Spelling activity</u></p> <p>- Complete the activity on Seesaw for the word interfere.</p> 	<p>We are continuing to look at Chapter 5 today. We are continuing to use our retrieval skills today. Complete the below sheet or it can also be found on seesaw activities.</p>	<p>This task will take 2 days</p> <p>Using the steps to success, you are going to write your setting description. Refer back to the video to constantly remind you of the different scenes. This will be longer than your character description as you have three scenes to describe.</p>	<p>https://whiterosemaths.com/homelearning/year-6/</p> <p><u>Week 9 Lesson 4 - Volume of cuboid</u></p> <p>Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.</p> 	<p><u>R.E. - Hajj (2 days)</u></p> <p>On Seesaw, go through the PowerPoint and learn about the many stages of the journey to Mecca. Read through the process that Muslims complete when they attend this celebration.</p> <p>Once you have done that, complete the worksheet that details their journey and that puts the journey onto</p>

	<div><div>2b. I can retrieve and record information</div><div>Chapter 5—Read pages 34 - 35</div><div>1. Complete the table below indicating which statements connected Jewish citizens to African Americans during World War II.</div><table><thead><tr><th>Statement</th><th></th></tr></thead><tbody><tr><td>They were killed in gas chambers.</td><td></td></tr><tr><td>The jobs they could have were limited.</td><td></td></tr><tr><td>They were made to live in different areas.</td><td></td></tr><tr><td>They were imprisoned often with no reason.</td><td></td></tr><tr><td>They were segregated on public transport.</td><td></td></tr><tr><td>They were treated violently.</td><td></td></tr><tr><td>They were denied equal rights.</td><td></td></tr><tr><td>They were sent to concentration camps.</td><td></td></tr></tbody></table><div>2. According to the text, who helped make the Fair Employment Practices laws a reality?</div><div>3. What did P.B. Young write in a 1942 editorial? Explain what you think this means.</div></div> <div><div>Writing Steps to Success</div><table><thead><tr><th>PA</th><th>TA</th><th>Features I MUST try to include:</th><th>Example</th></tr></thead><tbody><tr><td></td><td>Punctuation</td><td>I have used commas for a relative clause and fronted adverbials.</td><td>As the heavens opened above her, she ran across the car park, which was full with cars, to the office she dreaded.</td></tr><tr><td></td><td>Vocabulary /grammar</td><td>I have used figurative language. I have used show me not tell me.</td><td>Sonics/misaport/paroxysm/afjectives/monatopous The door slammed shut and the vibrations shank everyone to shatters, a shor was i the air.</td></tr><tr><td></td><td>Sentence</td><td>I have used fronted adverbials and relative clauses.</td><td>As the heavens opened above her, she ran across the car park, which was full with cars, to the office she dreaded.</td></tr><tr><td></td><td>Text structure</td><td>I have linked the scenes cohesively.</td><td>She ran through the door out of the cold air to the stuffy room.</td></tr></tbody></table><div>Comments</div></div> <tr><td></td><td></td><td></td><td><div>a timeline.</div><div>When you have finished this, use the postcard template to write a postcard home, imagining you have completed your pilgrimage.</div></td></tr> <tr><td>Friday</td><td><div><div>Spelling activity</div><div>Complete the activity on Seesaw for the word interrupt.</div></div></td><td><div>We are finishing our week by looking again at retrieval. Have a go at the sheet below or on seesaw activities.</div><div><div>2b. I can retrieve and record information</div><div>Chapter 5—Read pages 35-36</div><div>1. Create a poster using James Thompson's idea of adapting the double VV for double victory.</div></div></td><td><div>Complete your setting description today. Remember to edit and refine your work to produce your final piece.</div></td><td><div><div>https://whiterosemaths.com/homelearning/year-6/</div><div>Friday challenge</div><div>Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.</div></div><div></div></td></tr>	Statement		They were killed in gas chambers.		The jobs they could have were limited.		They were made to live in different areas.		They were imprisoned often with no reason.		They were segregated on public transport.		They were treated violently.		They were denied equal rights.		They were sent to concentration camps.		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5

THE DOUBLE V

In the early 1940s, the Hampton Roads area was bustling with newcomers. The cities around the harbor—Newport News and Hampton to the north, and Portsmouth, Norfolk, and Virginia Beach to the south—had welcomed hundreds of thousands of new residents since the start of World War II. Between 1940 and 1942, the region's population had increased by more than 50 percent.

The area had emerged as a powerful military capital, and most of the jobs there were now related to the war. Much of the work belonged to women. The sight of women wearing coveralls and working at filling stations, a job that used to be just

for men, no longer turned heads. Women now did all kinds of jobs—shined shoes, worked in the shipyard, and staffed offices. With men off to fight on the front lines, womanpower picked up the slack.

The war operated around the clock—three eight-hour shifts—and many businesses tried to keep pace. Some stores stayed open long hours. The movie theater showed movies from 11:00 a.m. to midnight, often featuring films with a strong dose of patriotism. Banks stayed open late to cash checks for workers.

All of the new residents needed places to live. Landlords doubled their rents and still had long waiting lists. Water systems, electrical plants, schools, and hospitals struggled to keep up with the growing population. The government addressed the shortage by building 5,200 new houses in the East End of Newport News. Of those, 1,200 homes were built for African Americans in a separate subdivision known as Newsome Park.

Welcome

Dorothy Vaughan arrived in Newport News on a Thursday and started work at the Langley Memorial Aeronautical Laboratory the following Monday. The personnel department kept a file of available houses for new employees, divided by race to comply with the custom of segregation. Five dollars a week

got Dorothy a room of her own and two meals a day in the home of a black couple in their sixties who were willing to take in a boarder. The house was located in the East End, not far from the newly built housing development Newsome Park. The houses in the city's East End neighborhood were well maintained, surrounded by thriving local businesses, and occupied by members of a growing middle class.

City buses and trolleys circulated through the neighborhood from morning until night, as employees punched out from one shift and met workers coming in for the next shift. The buses always seemed crowded, and the race-specific laws made commuting more difficult. Whites had to enter and exit from the front of the bus, while blacks had to go in and out of the back, behind what was known as the Colored Line. Those in the back of the bus had to stand if the white section was full. When the buses were short on conductors, blacks had to enter at the front and push their way to the back section, then do the same in reverse to get off the bus. Blacks caught in the white section were fined or arrested. Even whites complained about the jostling and scrambling caused by the rules.

**VIRGINIA STATE LAW
REQUIRES ALL
COLORED PASSENGERS
TO RIDE IN REAR OF BUS**
CITIZENS RAPID TRANSIT CO.

*A sign from the Newport News, Virginia, bus station in 1954.
Credit: Citizen's Rapid Transit Company, Virginia?; a.n., 19—. Broadside
Collection, Library of Virginia.*

Race and Patriotism

In Hampton Roads and across the country, relationships between blacks and whites became strained. Overcrowded buses; six-day workweeks; constant noise and construction; shortages of sugar, coffee, butter, and meat—all of these factors came together to create tension.

This was not a new problem. Two years earlier, in his 1941 State of the Union address, President Franklin D. Roosevelt had promised that "men of every creed and every race, wherever they lived in the world" were entitled to "Four Freedoms"—freedom of speech, freedom of worship, freedom from want, and freedom from fear. He pledged that the United

States would help to overcome dictators in other countries who would deny other people their freedoms.

African Americans were sympathetic to the needs of oppressed people around the world. They shared in the horror when they learned about the acts of the Germans against their Jewish citizens—limiting the jobs they could have, imprisoning them, denying them citizenship, treating them with violence, segregating them into ghettos, working them to death in slave camps, and having them killed. How could black Americans learn about the way the Jews were treated without comparing some of these experiences to some of their own struggles against slavery, unfair treatment, and violence at home?

For generations, African Americans had been promised an end to discrimination. But instead of greater freedom, the period between World War I and World War II—1918 to 1941—saw segregation harden and become the law of the land. As America made the decision to join the fighting in World War II, African Americans pressured the government to open the war jobs to their community. Leaders like A. Philip Randolph, who had helped make the Fair Employment Practices laws a reality, asked the country to show its patriotism by treating all of its citizens fairly.

Black newspapers spoke out on the issue. "Help us to get some of the blessings of democracy here at home first before

you jump on the 'free other peoples' bandwagon and tell us to go forth and die in a foreign land," said P. B. Young, the owner of the *Norfolk Journal and Guide*, in a 1942 editorial. Should African Americans fight for freedom overseas when they did not experience it for themselves at home?

James Thompson, a twenty-six-year-old cafeteria worker, made his case in a letter to the *Pittsburgh Courier*: "Being an American of dark complexion, these questions flash through my mind: . . . 'Is the kind of America I know worth defending?' . . . 'Will colored Americans suffer still the indignities that have been heaped upon them in the past?' These and other questions need answering: I want to know, and I believe every colored American, who is thinking, wants to know."

What are we fighting for? This was the question asked by many African Americans in private and in public. African Americans were loyal to their country. They had a deep and abiding belief in the possibility of democracy. When Pearl Harbor was attacked and the United States joined the fighting in World War II, the African-American community closed ranks, as they had done in previous times of war. They geared up to fight for their country's future and for their own.

From this divide, between feeling black and feeling American, came the idea of the double victory. James Thompson expressed the idea in his letter to the *Pittsburgh Courier*: "Let colored Americans adopt the double VV for double victory; the

first V for victory over our enemies from without, the second V for victory over our enemies within. For surely those who perpetrate these ugly prejudices here are seeking to destroy our democratic form of government just as surely as the Axis forces."

Dorothy Vaughan understood the importance of the Double V—victory in the war and victory in the civil rights struggle at home. By accepting her post as a mathematician, she believed she was working toward both goals.

On December 1, 1943, the leaders of the United States, Great Britain, and Russia concluded a conference during which they planned a summer invasion of France. It was an invasion that would become a turning point in the war and that eventually became known as D-day.

On the same day, Dorothy Vaughan stepped behind the Colored Line on the bus and headed to her first day of work at the Langley Memorial Aeronautical Laboratory.

2b I can retrieve and record information

Chapter 5

1. Write down three things you are told about the Hampton Roads area.

A. _____

B. _____

C. _____

2. The Hampton Roads area was:

an industrial
area

a military capital

a popular beach
area

a shopping
capital

3. Which of these drawings best represents the Hampton Roads region?



2h I can retrieve and record information

Chapter 5—Read pages 31–33

1. Describe 3 ways in which businesses tried to keep up with the war

A. _____

B. _____

C. _____

2. Circle the struggles which became apparent due to the growing population.

not enough
schools

not enough food

not enough
playgrounds

not enough
water

3. Tick the true, false and non given statements describing the problems Dorothy faced when she arrived in Newsome Park.

Statement	True	False	Not given
She had to live in a hostel.			
Public transport was over crowded.			
She was expected to work for free.			
There was a shortage of some foods.			

2b I can retrieve and record information

Chapter 5—Read pages 34 - 35

1. Complete the table below indicating which statements connected Jewish citizens to African Americans during World War II.

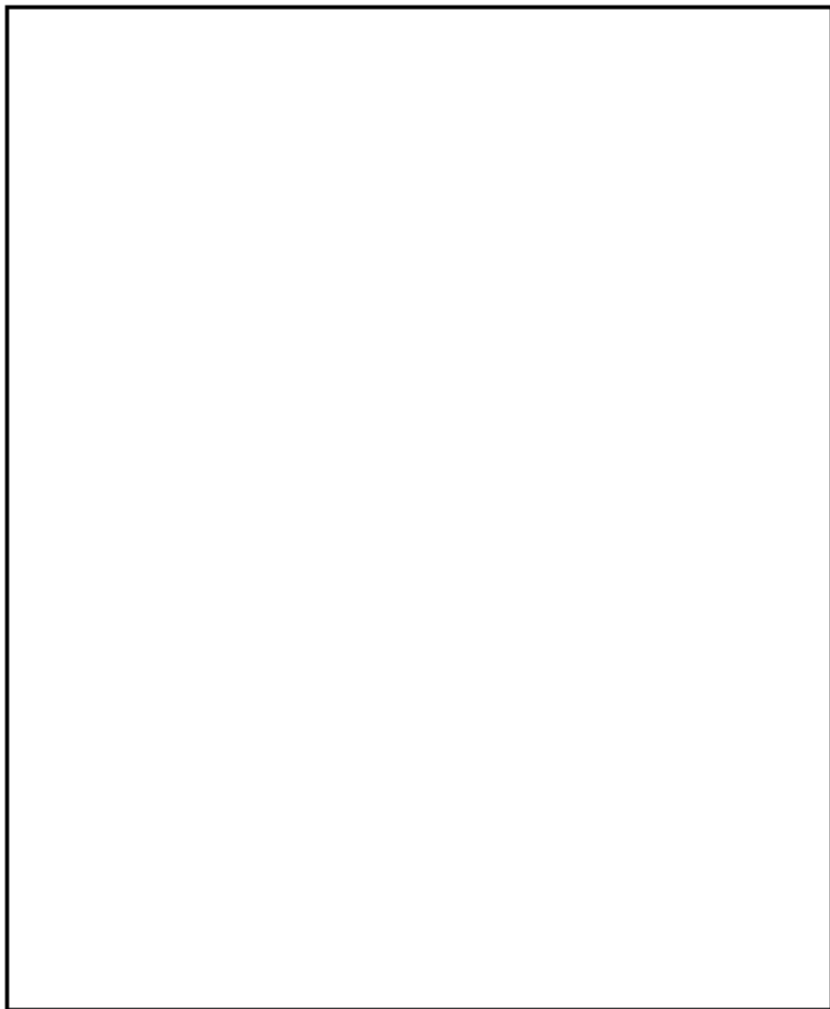
Statement	
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2. According to the text, who helped make the Fair Employment Practices laws a reality?
3. What did P.B. Young state in a 1942 editorial? Explain what you think this means.

2b I can retrieve and record information

Chapter 5—Read pages 35-36

1. Create a poster using James Thompson's idea of adopting the double V for double victory.



Emotions Graph - Hidden Figures

Watch the clip and record your emotions throughout the video.



The toilets	Outside	The office

Setting description boxing up sheet

Remember you are focussing on just the setting not the character - you will have to include the character but into detail.

Write at least three sentences in each box that include a different form of figurative language.

The toilets	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Fronted adverbial to join the scenes	<hr/>
Outside	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Fronted adverbial to join the scenes	<hr/>
The office	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Writing Steps to Success

I can write a setting description.				
PA	TA	Features I MUST try to Include:		Example
		Punctuation	I have used commas for a relative clause and fronted adverbials.	As the heavens opened above her, she ran across the car park, which was full with cars, to the office she dreaded.
		Vocabulary /grammar	I have used figurative language.	Similes/metaphors/personification /adjectives/onomatopoeia
			I have used show me not tell me.	The door slammed shut and the vibrations shook everyone to attention, a shiver was / the air.
		Sentence	I have used fronted adverbials and relative clauses.	As the heavens opened above her, she ran across the car park, which was full with cars, to the office she dreaded.
		Text structure	I have linked the scenes cohesively.	She ran through the door out of the cold air to the stuffy room.
Comments				

Year 6 Summer Term 2 SPaG Mat

2

Section 1

Can you place dashes around the additional detail (parenthesis) in this sentence:

Usain Bolt the outstanding Jamaican sprinter won the first heat of the 100 metres.



Section 2

Circle the TWO words that are antonyms of each other in the following sentence:

You should always look both ways before crossing a road and never cross from behind a parked vehicle.

Section 3

Can you invent Adam's reply and write it in a direct speech sentence that uses inverted commas?



Would you like an apple, Amy?

Section 4

Rewrite the sentence below with an embedded relative clause about Billy. Don't forget to mark it with commas!

Billy let the spider he had caught go free in his back garden.

Section 5

Match the prefix to the correct root word:

ir

secure

il

legal

in

regular

Which of the words you have made is a synonym of unlawful? _____

Section 6

o u h h
t o r g

Mr Whoops has been juggling with the letters from one of his Y6 spelling words - can you spot what it is?

t_____h

Spot Mr Whoops' Mistakes

Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt 13 of his Y5/Y6 key spelling words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?



Activity 2

There was great controuerseiy at the football match on Saturday when my local team, Whoopsville United played their local rivals, Grimthorpe Rangers. As soon as the first ball was kicked, it was imediatly aparant that the temperiture on the pitch was going to be heated. Tackles were flying in at every oppurtunity and the referee was finding it especially difficult to keep control. It was a good job that he was equipt with his yellow card! After what must have been the twelfth awkwurd tackle in the box and many bruwses, the referee had no choice but to award a penalty to the home team in the 93rd minute. A quew of Grimthorpe players surrounded him and began to create a nuwsiance. The referee didn't welcome the tirade of abuse he was receiving so he gave two red cards to the players who had seemed to harrass him the most.

Mr. Whoops needs to practise these words:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Thanks for sorting these for me...I do get myself in an awful pickle sometimes!

