



## Learning Project WEEK 10 – The World Around Us

**Age Range: Year 6**

Weekly RE Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Find out more about our school Saint; Saint Francis. Who was he? Why is he a Saint? When is his feast day? Create your own Saint Francis information poster.</li> <li>Create a prayer to your chosen Saint from Confirmation. Give thanks for what you have accomplished since your Confirmation and think about the gifts you may have received from your chosen Saint.</li> <li>Choose a month of the year. How many Saints are celebrated during this month? Create a list of dates for celebrations of Saints and what these Saints represent.</li> <li>Why do you think it is important to remember the Saints? Why are these days a celebration? Write a short paragraph to explain your thoughts.</li> <li>What is the Litany of Saints? What is it used for? Is your Confirmation Saint listed in the Litany of Saints?</li> </ul>	<ul style="list-style-type: none"> <li>Read a chapter from your home reading book or a book of your own choosing. Make a prediction at the end of your reading as to what will happen next.</li> <li><a href="https://www.bbc.co.uk/teach/class-clips-video/roald-dahl-day-bella-ramsey-extract/zvykgwx">https://www.bbc.co.uk/teach/class-clips-video/roald-dahl-day-bella-ramsey-extract/zvykgwx</a> Listen to the extracts of Roald Dahl. Which of the seven characters is your favourite and why?</li> <li>Use the book review template sheet for this week's home learning to complete a detailed book review of your chosen text.</li> <li>Read the Viking Information sheet linked to this week's History learning. Make notes on the Vikings.</li> <li>Complete the comprehension linked to the Vikings information you have read.</li> </ul>
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>This week we will be following the BBC Bitesize weekly lessons for Maths. Each day a new lesson will be uploaded to BBC Bitesize, you can watch the teaching and complete the suggested activities. This week's topics are:               <ul style="list-style-type: none"> <li>- Forming and solving two step equations.</li> <li>- Using substitution.</li> <li>- Converting metric measures.</li> <li>- Convert between miles and kilometres.</li> <li>- Challenge of the week.</li> </ul> </li> </ul> <p>Log on daily to follow the lessons at <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <ul style="list-style-type: none"> <li>Working on <a href="#">Times Table Rockstars</a>. If your child works on <a href="#">Numbots</a> in school they can access this with the same login.</li> <li>Play on <a href="#">Hit the Button</a> - focus on times tables, division facts and squared numbers.</li> </ul>	<ul style="list-style-type: none"> <li>This week we will be following the BBC Bitesize weekly lessons for English. Each day a new lesson will be uploaded to BBC Bitesize, you can watch the teaching and complete the suggested activities. This week's topics are:               <ul style="list-style-type: none"> <li>- Analysing and performing poetry.</li> <li>- Assonance, onomatopoeia and alliteration in poetry.</li> <li>- Writing limericks and clerihews.</li> <li>- Writing free verse and narrative poetry.</li> <li>- Reading Lesson: The Parent Agency by David Baddiel.</li> </ul> </li> </ul> <p>Log on daily to follow the lessons at <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <ul style="list-style-type: none"> <li>Write a diary entry for the day. What have you done? How have you felt? What are you planning to do with your time tomorrow?</li> </ul>

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to gain a better understanding of the world around us.

**Music –** Can you create your own rap or song about staying safe and social distancing during this time? Think about how you and others feel at this time and try to include these thoughts and feelings in your rap or song.

**Computing -** This week's Computing lesson is from BBC Bitesize and is about online safety. Visit <https://www.bbc.co.uk/bitesize/dailylessons> and complete the challenges attached.

**Design Technology –** This week's DT lesson is from BBC Bitesize and is about a challenging topic; 'Anthropometrics and Ergonomics'. Find out more about these key words at <https://www.bbc.co.uk/bitesize/dailylessons> and complete the challenges including completing the data chart.

**Science –** This week's Science lesson is from BBC Bitesize and is all about the Circulatory System. Visit <https://www.bbc.co.uk/bitesize/dailylessons> to remind yourself of our learning about this topic. Can you design an informative poster for younger children?

**History –** This week's History lesson is from BBC Bitesize and is based on the Vikings. Watch the teaching clips and complete the activities at <https://www.bbc.co.uk/bitesize/dailylessons>  
Can you design your own Viking longboat?

**Geography –** This week's Geography lesson is from BBC Bitesize and is based on the Lake District. Watch the teaching clips and complete the activities at <https://www.bbc.co.uk/bitesize/dailylessons>  
Can you create a magazine article to inform people about the Lake District?

**PHSE –** Choose three people, who are special to you, write down something you love about each person. Now write down three things you love about yourself as well.

**REMEMBER TO CHECK CLASS DOJO – YOU CAN SHARE PHOTOS AND VIDEOS OF THIS WEEK'S LEARNING WITH YOUR TEACHER.**

*For families with more than one child, school would suggest working as a family on one of the topics in your children's Home Learning packs.*

### Additional learning resources parents may wish to engage with

Year 6's spellings for this week focus on words ending in -ible.

<https://www.twinkl.com/kw/resource/t2-e-41262-year-6-term-3a-week-5-spelling-pack>

Please use this link to access a teaching power point and resources.

Practise throughout the week and test on Friday.

Use Corbett Maths' 5 a day to challenge your child's reasoning skills.

<https://corbettmathsprimary.com/5-a-day/>

Find out more about your favourite subject/topic area using BBC Bitesize.

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

**#HomeLearning**

# Viking Longships

The Vikings built longships for war and raiding. The ships were also sometimes called 'dragonships'.

## Appearance

The front end of the ship would have a carved figure head to scare off enemies and be intimidating.

## Speed

They were long and narrow for travelling quickly through the water. This was important for surprise attacks and speedy getaways!

## Power

The ships were powered by wind in a wool sail or manpower by rowing with oars if there wasn't any wind available.

## Steering

One man would steer the ship by using a big steering oar at the back (stern) of the ship.



## Room

A typical longship would have enough room to fit around 50 - 60 people inside. Eating and sleeping were done on the deck as there was no shelter on the ships.



## Protection

The Viking men's shields were tied over the oar holes to protect both men and women during battles.



# Viking Longships Comprehension

Answer these questions in full sentences with capital letters and full stops.

Don't forget - The spellings that you might need could either be in the question or within the text.

1. What features of the longship made it travel fast?

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2. What was another name for a longship?

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3. What two sources of power were used to make the ship move?

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4. What would the Vikings do if there was no wind?

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5. How were the longships steered?

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6. What were the men's shields used for on the longships?

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7. What was on the front of the longship and what was it used for?

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8. Why was the speed of the longship important for the Vikings?

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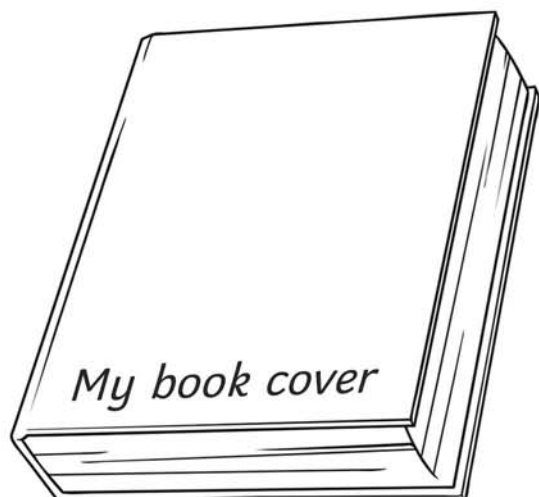
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# Viking Longships Comprehension Answer Sheet

1. The features of the longship that made it travel fast were they were long and narrow.
2. Another name for a longship was a 'dragonship'.
3. Two sources of power used to make the ship move were wind and manpower.
4. If there was no wind, the Vikings would row the ship with oars.
5. Longships were steered by a man at the back of the ship using a big oar.
6. The men's shields were tied over the oar holes and used to protect the men and women during battles.
7. The front of the ship was the carved head of an animal and would have been used to scare off enemies and be intimidating.
8. The speed of the longship was important to the Vikings because they might need to carry out surprise attacks or make speedy getaways.



# Book Review



## Plot

Event 1 \_\_\_\_\_

\_\_\_\_\_

Event 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Event 3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Cause and Effect** of one of the events in the book

Cause

\_\_\_\_\_



Effect

\_\_\_\_\_

## My Star Rating



Why I rated the book \_\_\_\_\_ stars

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Book Title

Author \_\_\_\_\_

Illustrator \_\_\_\_\_

Genre (tick as many as apply to your book)

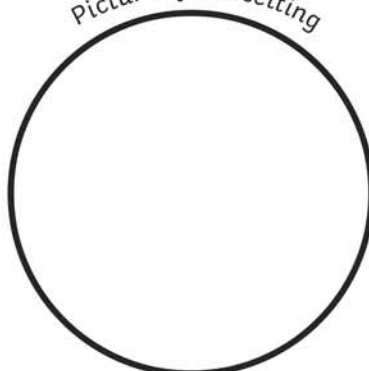
- |                                      |                                     |                                       |
|--------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> fiction     | <input type="checkbox"/> scary      | <input type="checkbox"/> animal story |
| <input type="checkbox"/> non-fiction | <input type="checkbox"/> fairy tale | <input type="checkbox"/> biography    |
| <input type="checkbox"/> fantasy     | <input type="checkbox"/> adventure  | <input type="checkbox"/> historical   |
| <input type="checkbox"/> humour      | <input type="checkbox"/> sports     | <input type="checkbox"/> mystery      |
| <input type="checkbox"/> other _____ |                                     |                                       |

## Setting

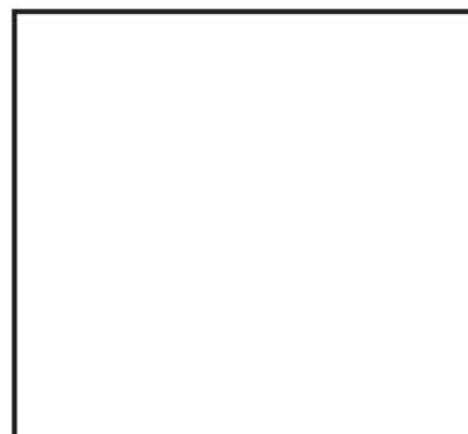
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Picture of the setting



## Character



Name \_\_\_\_\_

Personality \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Physical Appearance \_\_\_\_\_

\_\_\_\_\_

How I feel about this character

and why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

draw how you felt!