Monday 22nd June

Hello Year 6,

How are you? We both hope that things are okay at home and that you are able to spend time completing your home-learning but also finding time to relax and have fun with your families.

Here are the activities for this week for you to follow and complete. In Maths we're consolidating our work on position and direction then moving on to explore line graphs. There's a number puzzle to finish the week off! You worked so hard in the last English unit that we decided to have a little break from writing and have put together lots of SPaG puzzles that we think you'll enjoy. There's PSHE, PE, Outdoor Learning and Art sprinkled in there too!!

If you have some spare time or want to do some extra learning, you could visit https://www.bbc.co.uk/bitesize or https://www.thenational.academy/online-classroom where there are lots of lessons and activities to choose from.

As always, try to read for at least 20 minutes a day and take Accelerated Reader quizzes from home by using this link Howley Grange Renaissance at home and logging on as usual using your username and password. To check that the book you are reading has a quiz, you can check it using on Accelerated Reader Bookfinder.

Take care and keep smiling,

We do miss you,

Mrs Graham and Mrs North

English Activity 1 – Spelling square

Let's put your spelling skills to the test today!

Using the spelling square below, how many 1, 2, 3, 4, 5, 6, 7 and 8 letter words can you find? You may want to use a dictionary to check spellings or to help with ideas.

List your answers according to the number of letters.

To make it more of a challenge – set yourself a time of 40 minutes or battle against someone at home to see who can find the most!

a	i	n
z		g
a	e	m

Maths Activity 1a – Ten in ten

1. $3.4 + 5.7 =$
2. $1008 ÷ 8 =$
3. 10% of $110 =$
4. $69,347 – 24,290 =$
5. $312 ÷ 12 =$
6. $\frac{5}{6} + \frac{2}{7} =$
7. $4.72 × 6 =$
8. $17 – 8.06 =$
9. $\frac{7}{9}$ of $729 =$
10. $6.08 × 48 =$

Challenge

11. $\frac{5}{6} ÷ 10 =$
12. $1\frac{1}{7} - \frac{2}{3} =$
13. $8643 × 29 =$
14. $34,086 ÷ 39 =$
15. $12 × 7 – 3 =$

Maths Activity 1b – Consolidating learning

Today we are consolidating our learning on position and direction. You may need to look back at last week's work to remind you of what to do.

WE'RE HIRING!

Playground Engineers

The local council are looking for children to help plan the redevelopment of a major parkland. The area has fallen into disrepair and is posing a risk to the health and safety of those using it.

Have you got what it takes to plan and create an inspiring playground?
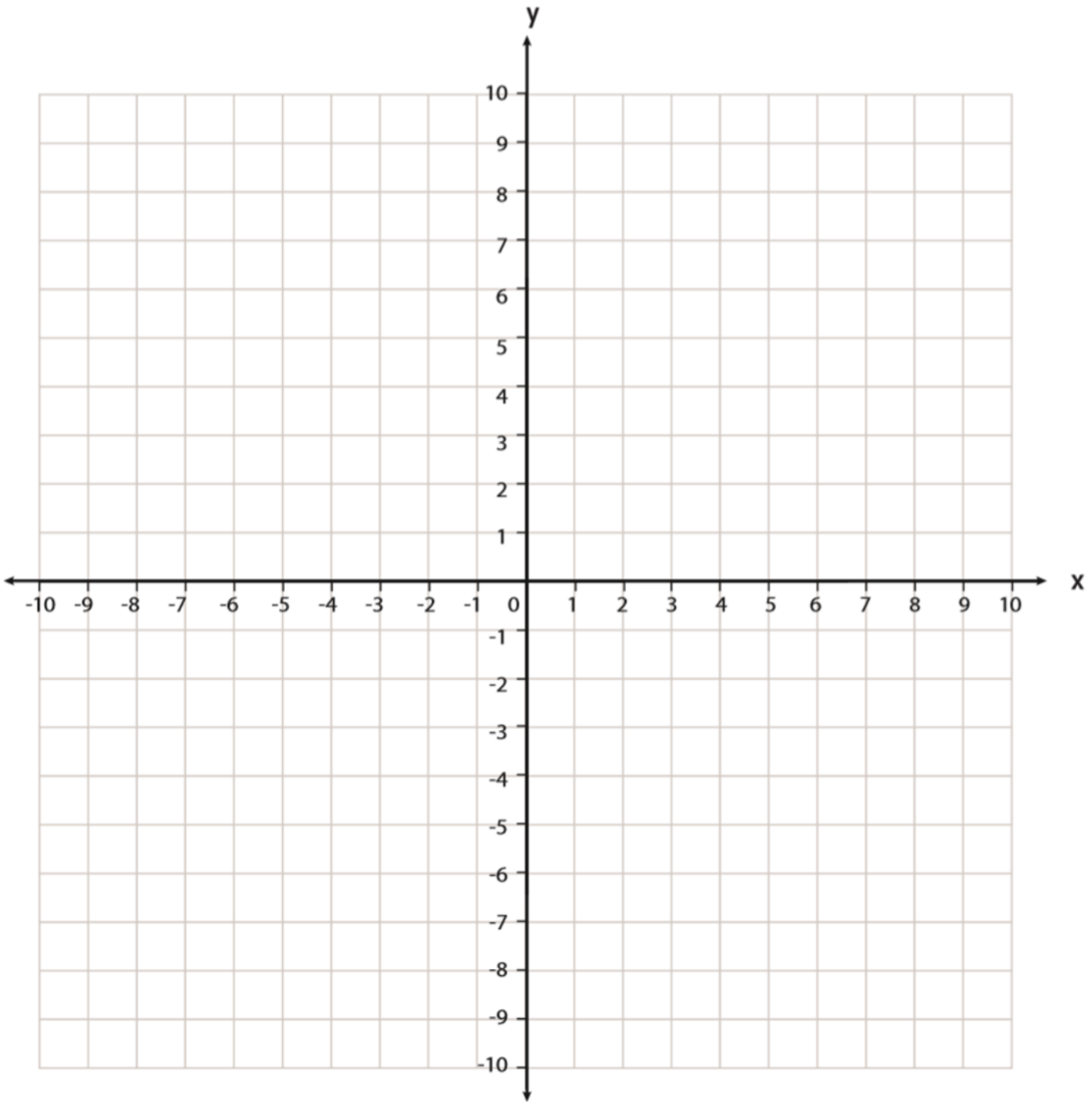**The council want to hear from you!**

Show your planning credentials by completing the job application pack below.

Here is the map of the playground space.

The areas have been labelled and a grid has been placed over to help with planning.

You will need this to answer questions in the pack below.

Bike ramp

Adventure frame

Gym area

Football pitch

4
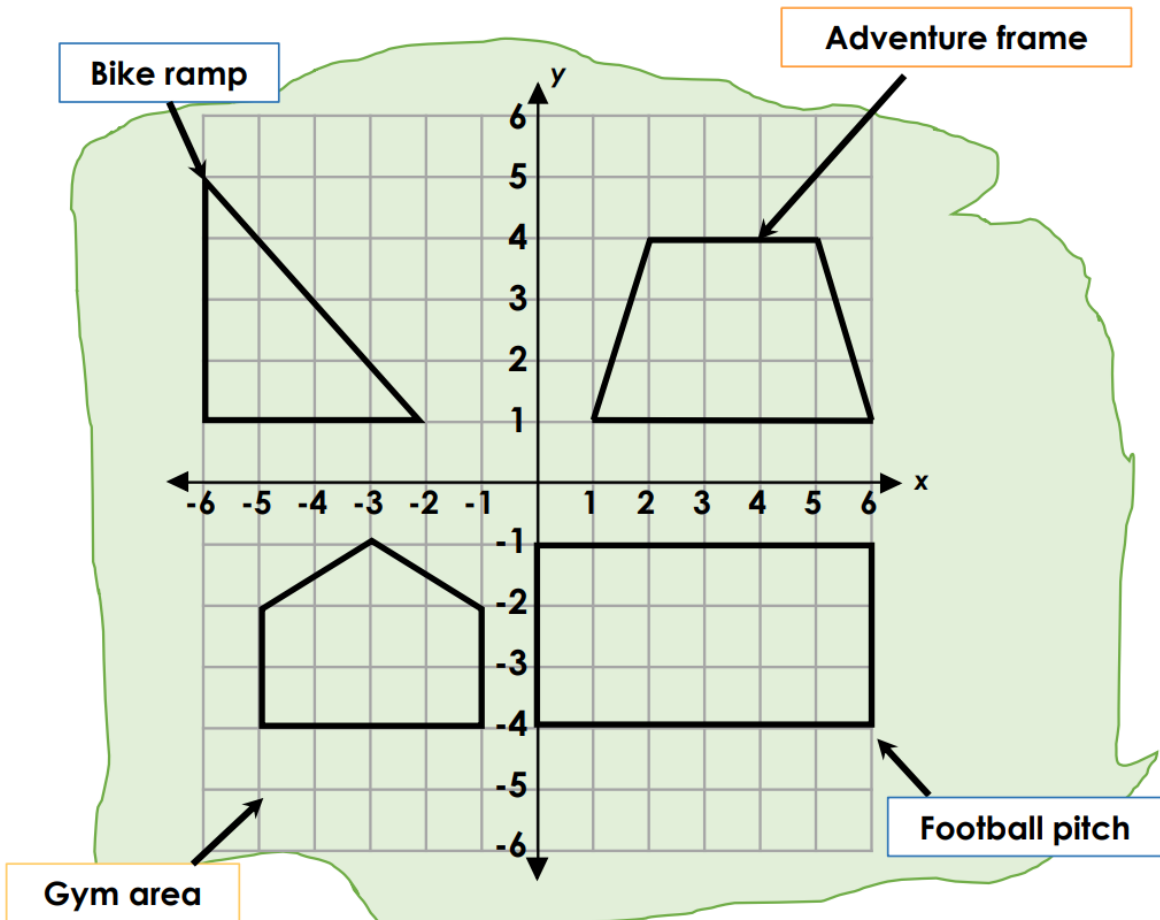
1. Write the co-ordinates for the vertices of each piece of large equipment.

Bike ramp ☐ ☐ ☐

Adventure frame ☐ ☐ ☐ ☐

Gym area ☐ ☐ ☐ ☐ ☐

Football pitch ☐ ☐ ☐ ☐

The council have now reviewed the waterworks and electric services to the area and have realised the bike ramp will run across a large water main. The bike ramp will need to move to avoid crossing the pipe.

The section of pipe which crosses the area runs from (0, 6) to (-6, 6), so you will need to move the bike ramp.

Translate the ramp so that the pipe is free from the ramp and easy to access. The ramp must be 2 squares away from the pipe.

2. Write the new coordinates for the ramp.

☐ ☐ ☐

Your email is down, you can't send the new plan and the builder needs to get to work. Can you write instructions to describe the translation of the bike ramp? Your assistant will read these to the builder on the phone.

☐

3. The council have had a change of plans and would like to swap the football pitch and the adventure frame to avoid balls hitting people in the park. Reflect the two pieces of equipment and write their new co ordinates below.

Adventure frame

Football pitch

What do you notice about your new coordinates? Compare them to your previous answers:

The council have had a complaint about the plans from a local resident, they feel the bike ramps are too close to their garden and create an eyesore. They would be happier if they were further away.

4. The ramps will need to be moved further away, and so will be swapped with the gym area. Using the new coordinates of the bike ramp from Q2, reflect them across the x axis. What are the new coordinates for the two structures?

Bike ramp

Gym area

Will the gym area interfere with the pipe mentioned earlier?

Congratulations! YOU GOT THE JOB!

1. 3.4 + 5.7 = 9.1
2. 1008 ÷ 8 = 126
3. 10% of 110 = 11
4. 69,347 – 24,290 = 45,057
5. 312 ÷ 12 = 26
6. $\frac{5}{6} + \frac{2}{7} = \frac{47}{42}$ or $1\frac{5}{42}$ or equivalent fraction
7. 4.72 x 6 = 28.32
8. 17 – 8.06 = 8.94
9. $\frac{7}{9}$ of 729 = 567
10. 6.08 x 48 = 291.84

Challenge

11. $\frac{5}{6} \div 10 = \frac{7}{90}$ or equivalent
12. $1\frac{1}{7} - \frac{2}{3} = \frac{10}{21}$ or equivalent
13. 8643 x 29 = 250,647
14. 34,086 ÷ 39 = 874
15. 12 x 7 – 3 = 81

Reasoning and Problem Solving
Position and Direction Consolidation – Year 6

The coordinates for each question can be written in any order.

1. Bike ramp | (-6, 5) | (-2, 1) | (-6, 1) |

   Adventure frame | (1, 1) | (2, 4) | (5, 4) | (6, 1) |

   Gym area | (-5, -4) | (-5, -2) | (-3, -1) | (-1, -2) | (-1, -4) |

   Football pitch | (0, -1) | (6, -1) | (6, -4) | (0, -4) |

2. (-6, 4)   (-6, 0)   (-2, 0)
   Translate the bike ramp 1 square down.

3. Adventure frame | (-1, 1) | (6, -1) | (5, -4) | (2, -4) |

   Football pitch | (0, 1) | (0, 4) | (6, 1) | (6, 4) |

Only the y axis coordinates change. The negative values become positive, the positive values become negative.

4. Bike ramp | (-6, -4) | (-6, 0) | (-2, 0) |

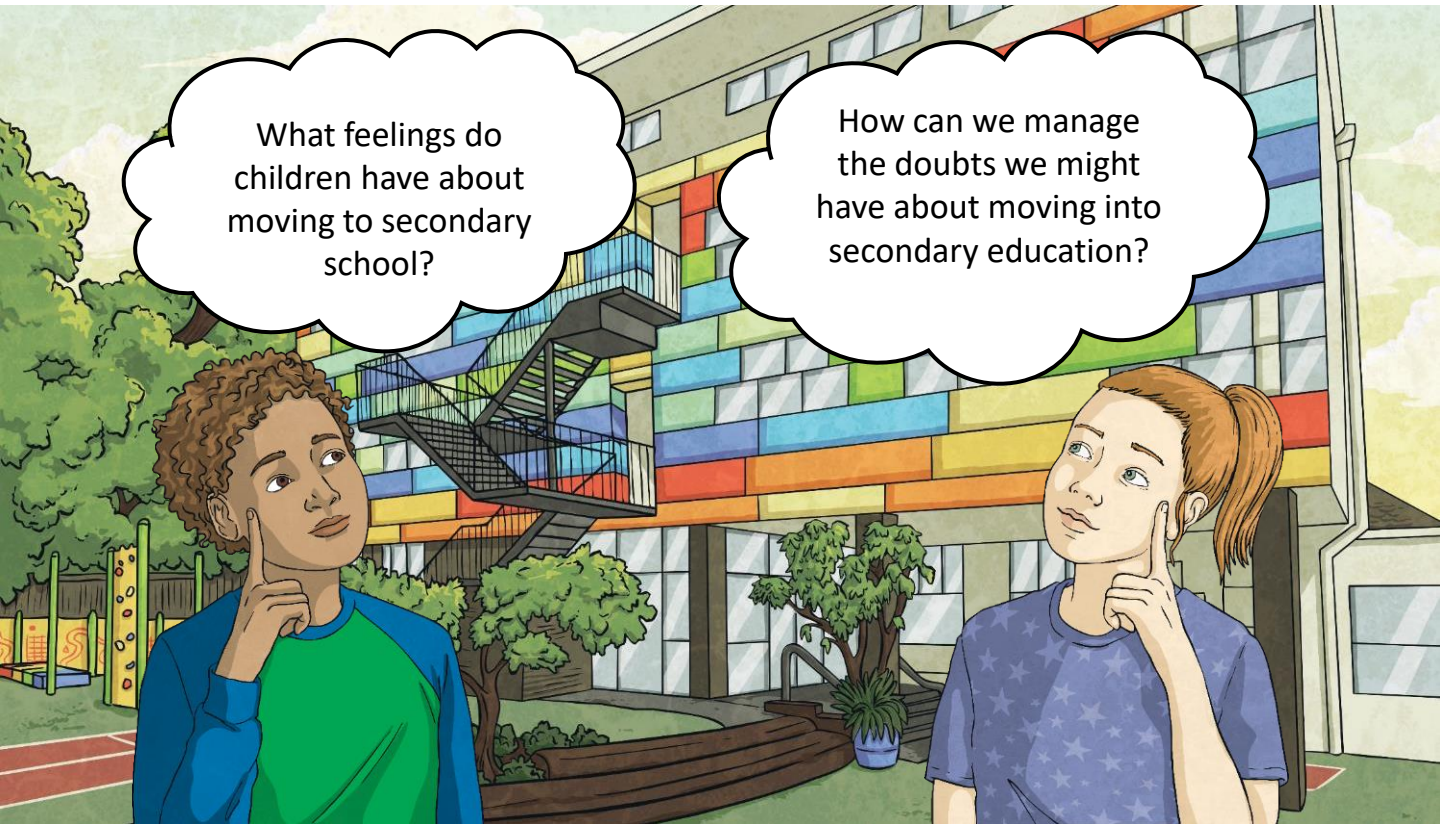   Gym area | (-5, 4) | (-1, 4) | (-1, 2) | (-3, 1) | (-5, 2) |

No, the gym area will not interfere with the pipe as it is two squares away, and this was the required distance stated in question 2.

PSHE – Worries about high school

Speech bubble (left): What feelings do children have about moving to secondary school?

Speech bubble (right): How can we manage the doubts we might have about moving into secondary education?

PSHE Activity 1 – Feelings about moving to high school

Think about the move to secondary school. What feelings might Year 6 children have about this?

List down all of the possible feelings you can think of.

A worry is something that makes someone anxious or nervous. Adults are more likely to ask 'what is worrying you?' A person may have small worries or big worries; they may last a for a short while or for longer amounts of time.

Regardless of the size of the worry, they are all important to the individual and will affect the way they think, feel and behave.

Everyone will have different worries and react to them in different ways – because we are all unique.

There are lots of things can be done to help to reduce worries and even make them disappear!

Show what happens in your head when you are worried. You can draw or write your ideas. Think about how your head might feel and also the thoughts that might be in there when you are worried.

PSHE Activity 3 – Worries in your body

Show what happens to the rest of your body when you are worried. You can draw or write your ideas. Think about the physical signs and behaviours someone might feel or others see.
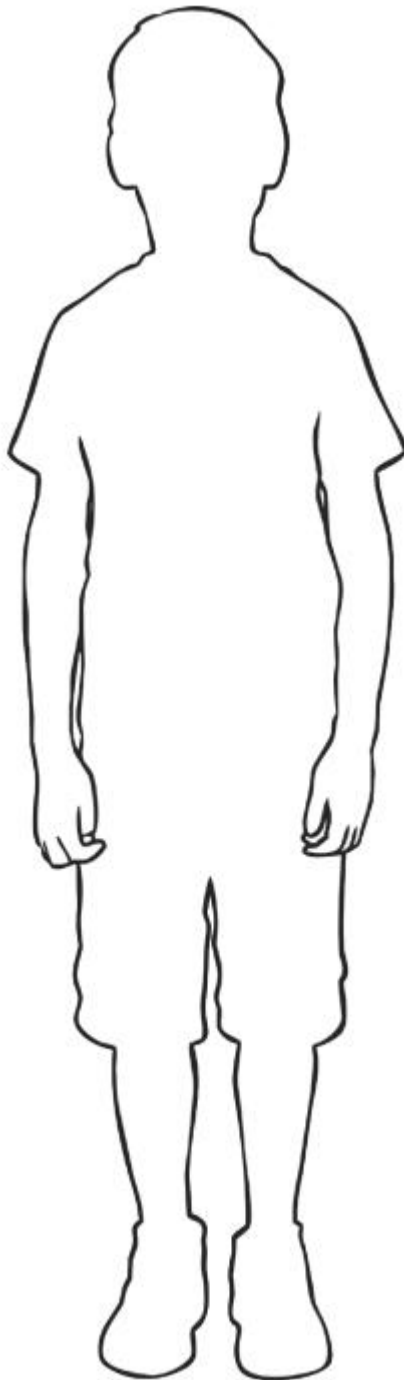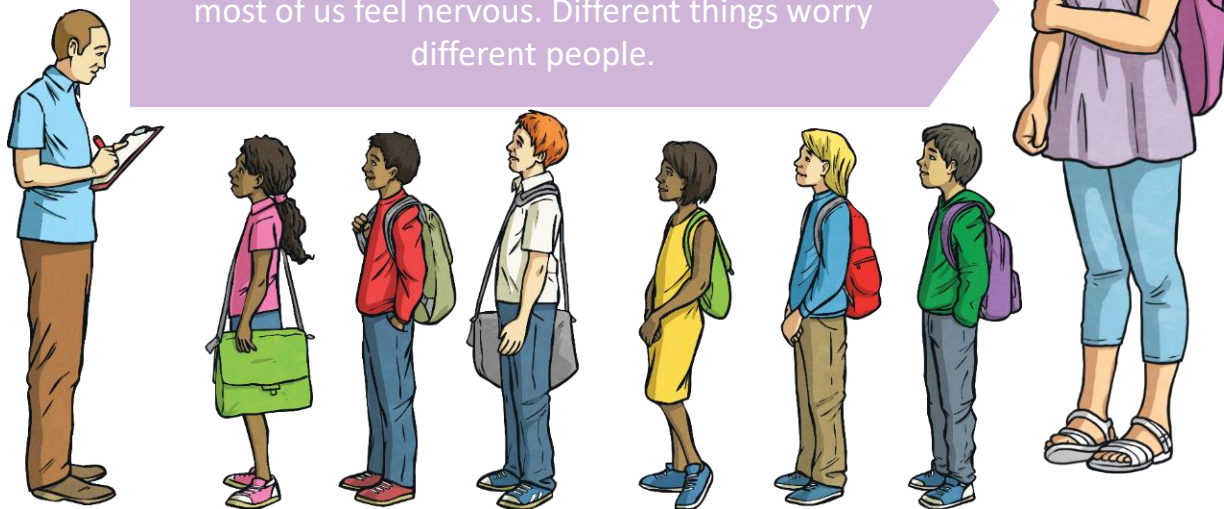
Why is it sometimes difficult to tell if someone is worried/nervous?
Do you think that worries can ever be helpful? Explain why.

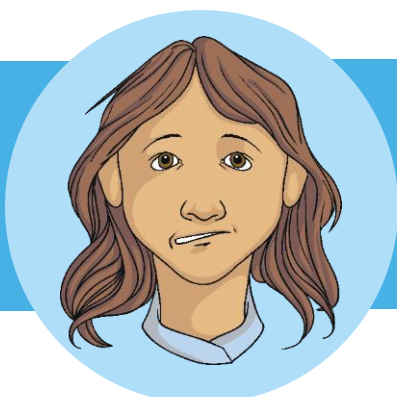We've all experienced being new at some point in our lives.

We've all had a first day, whether it's at school or at a club.

Some people feel fine starting somewhere new but most of us feel nervous. Different things worry different people.

It's totally normal to fear something new.

When we don't know what to expect, our minds imagine all the sorts of things that could go wrong.

We may have heard things about secondary school from other people and that can make us worry.

Or, we might have had a bad experience in the past on our first day somewhere – this can make us worry that something similar is going to happen again.

Look back at your list of feelings from Activity 1 and find all of those linked to being worried.

PHSE – Overcoming worries

There are lots of doubts and f worries that children have about starting secondary school.

There are also lots of strategies and techniques that we can learn to use that can help us cope with these feelings.

Let's take a look at some different strategies that might help you in different situations.
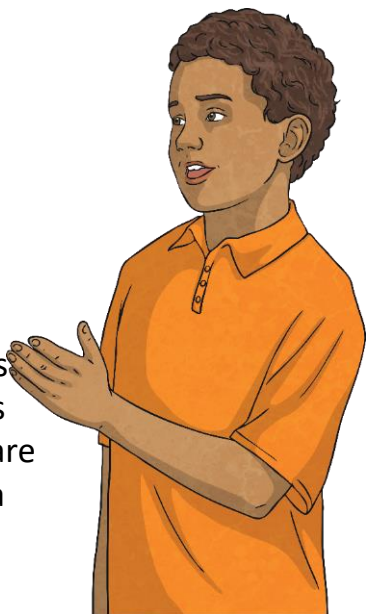
Communicating with Others

'A problem shared is a problem halved.'

Have you ever heard this expression? It means that talking to others about our problems, worries or fears can often make them seem smaller.

It might be that the other person has some good advice about whatever is worrying you or it might be that they are feeling the same way which can be a comfort.

Whatever the case, it's good to talk.

Positive Thinking

Negative thoughts have a habit of filling our brains, leaving no room for us to focus on anything positive.

We can train ourselves to focus more on the positives by:

- acknowledging our negative thoughts then talking back to them;
- asking ourselves, 'What's the worst that can happen?';
- using positive affirmations, such as telling ourselves 'we can' instead of saying 'we can't';
- writing lists of the negatives and the positives in a situation;
- reminding ourselves of a similar worry we had previously and focusing on how we coped.
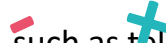
Being Prepared

A lot of worries and fears that children have about secondary school are around losing things, getting lost, forgetting things and not being prepared.

A few tips for getting organised include:

- completing your homework the day it is set;
- filing important documents, such as timetables or maps of the school to refer to whenever needed.
- packing your school bag the night before;
- writing lists of things you need in a journal or notebook;
- setting your alarm to allow time to get ready in the morning;
- leaving for school with a little extra time to spare;

The change of pace, the earlier start to the day, finding your way around a new building and meeting so many new people can be exhausting.

Relaxing activities vary from one person to the next but you could colour, read, have a hot bath, play a game or watch some TV.

Reflecting on your day means thinking back on the events of the day – what went well and what didn't go so well. This could involve talking to a family member, texting a friend or writing in a diary.
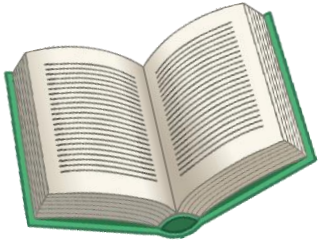
Make sure you allow yourself time at the end of each day to properly relax and reflect.
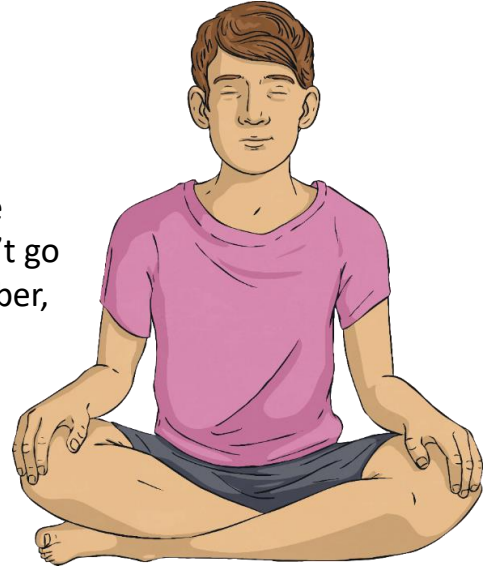
PSHE Activity 4– Strategies to overcome worries

Think of a way to present these strategies to other children who have worries. Are there any other techniques that you could suggest? Be as creative as you can – a poster, poem, cartoon strip, rap, an A to Z list of ideas, a booklet…….

PSHE – What could possibly *go wrong?*

Things can, and do, go wrong in life.

Being as prepared as possible and knowing how to cope in difficult situations is what helps us when things go wrong.

Some things are more in our control than others.

Often, we can help ourselves by being organised and prepared to make sure things don't go wrong.

Remember, you are never alone. There is always someone who can help.

Other times, we need to ask for help. This could be from friends, family or staff at school.

PSHE Activity 5 – What could possibly go wrong?

Read through the scenario cards. Write down your thoughts as to what to do and how to prevent it from happening again.

You have lost your school tie.

What should you do?

Your laptop runs out of battery and switches off while you are doing your homework.

What should you do?

How can you prevent this from happening again?

You don't know anyone and feel shy and lonely.

What could you do?

You leave your bag on the school bus.

What should you do?

What could you do to prevent this from happening again?

You get lost on your first day.

What should you do?

What could you do to prevent this from happening again?

?

You miss the school bus.

What should you do?

What could you do to prevent this from happening again?

SCHOOL BUS

PSHE – Reflecting on worries about high school

We have explored common worries relating to starting secondary school today and we have thought about strategies that can help us cope with these fears. It's important to know that feeling nervous and worried is completely normal.

Some strategies are practical (things you can do), such as packing your school bag the night before school.

Other strategies are linked to our mindset (ways of thinking), such as considering all our options or using experiences as learning opportunities and moving on when things go wrong.

Different strategies or techniques work in different situations.

Different people might favour certain techniques over others.

For some people, certain strategies such as being organised or thinking positively, come naturally. Others have to practise these strategies in order to get better at them.