Monday 15th June

Hello Year 6,

We can't believe that its already the middle of June!

As you probably are aware, things are starting to change at Howley Grange as some children are coming back to school. There are many of you who are still learning at home though, and we just want you to know that we miss you and hopefully will be able to see you at some point soon. In the meantime, keep working hard with the home-learning and know that we are thinking of you.

Here are the activities for this week for you to follow and complete. 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.

Remember to take time to relax, exercise and be kind to yourselves and each other.

Take care and keep smiling,

Mrs Graham and Mrs North

English – The rhiswanozebtah

Welcome back explorers! Last week I introduced you to a new creature I discovered on my travels to Africa last year. It is the extremely rare Rhisawnozebtah. Can you remember which four animals it is believed to contain DNA from?

This week we are going to focus on the writing process. I'll take you through the steps so that by the end of the week, you will be completing your work independently.

English Activity 1a – Sentence starter warm up

First of all, pick a subject from the list below.

unicorns	vampires	dragons	teachers	ghosts
robots	explorers	footballers	doctors	Year 6

Complete the sentences in order, using invented facts about your chosen subject (remember to be kind and respectful ☺). You may want to print out the next slide to write on the sheet or rewrite the starters and complete them on paper/in a book.

The first thing to say about ……..

In addition to……..

The most extraordinary thing about ……..

It is a little-known fact that ……..

Normally, ……..

You may not know but……..

Surprisingly, ……

Sentence Starter Warm Up

First of all, pick a subject from the list below.

unicorns	vampires	dragons	teachers	ghosts
robots	explorers	footballers	doctors	Year 6

Complete the sentences, using invented facts about your chosen subject (remember to be kind and respectful!).

The first thing to say about _____

_____

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In addition to _____

_____

_____

The most extraordinary thing about _____

_____

_____

It is a little-known fact that _____

_____

_____

Normally, _____

_____

_____

You may not know but _____

_____

_____

Surprisingly, _____

_____

_____

English Activity 1b – Blue-headed iguanas

Now it's your turn to be an author and write an information text. Let's take a look at the 'Appearance' section of the Rhiswanozebtah text. This shows us what it looks like.

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals. They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. They have a wingspan of 2.8 metres and can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs. Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature.

Rewrite the paragraph above so that it provides information about this blue-headed iguana

Use the ideas and sentence patterns from the paragraph above which describes the appearance of the Rhiswanozebtah. Try out your own ideas. Write in facts to replace the ones in blue below. Remember to check that you have used a variety of punctuation.

Follow this pattern…….

Start by introducing the creature and why it's easy to identify.

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals.

Blue-headed igaunas _____

_____

_____

Next, describe what they look like in detail using the model paragraph below to help you. Try to add on some extra information using a clause like this: … which means … (These are known as relative clauses because they help you relate the information.)

They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. Furthermore, their wingspan reaches 2.8 metres and they can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs.

They have _____

_____

_____

_____

_____

Now, add on some further information about how they look.

Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin.

Additionally, _____

_____

_____

_____

Finally, give some contrasting information using 'however.'

Mature Rhiswanozebtahs are famous for their thick fur. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature.

_____

However, _____

_____

_____

Maths Activity 1a – Ten in ten

1. 738 + 100 =
2. 244 x 2 =
3. 3.4 + 0.5 =
4. 564 – 9 =
5. 3.5 = 0.05 =
6. 3 x 5 x 2 =
7. 5^2 =
8. 40,400 – 500 =
9. 100 x 200 =
10. 1704 ÷ 12 =

Challenge

11. $\frac{1}{3}$ x $\frac{1}{5}$ =
12. 95% of 360 =
13. 365,728 – 41,992 =
14. 528 x 46 =
15. 16 x $1\frac{1}{2}$ =

Remember – ten questions in ten minutes.

There's five extra challenge questions if you have spare time.

Maths Activity – co-ordinates

We have included Learning Reminders that will help you with answering today's questions.

Don't forget that you can also use your Maths revision book to help you too.

We would like you all to try the two activities – and possibly the challenge too!

Learning Reminder

Plot points and draw polygons in all 4 quadrants.

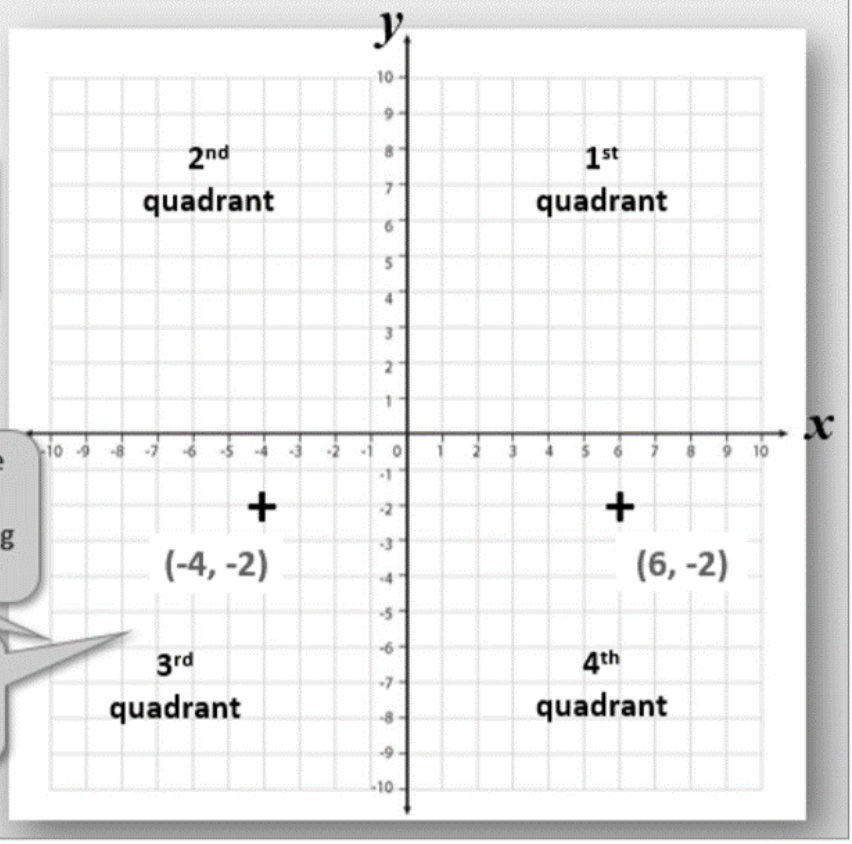
Do you remember which axis is which on the co-ordinate grid?

The *x*-axis goes a*cross*. When reading and plotting, the *x* co-ordinate goes first and then the *y*. *Walk before you fly!*

Today we are going to use all four QUADRANTS...

The y -coordinate is negative each time as it is below the horizontal axis, a bit like being below ground!

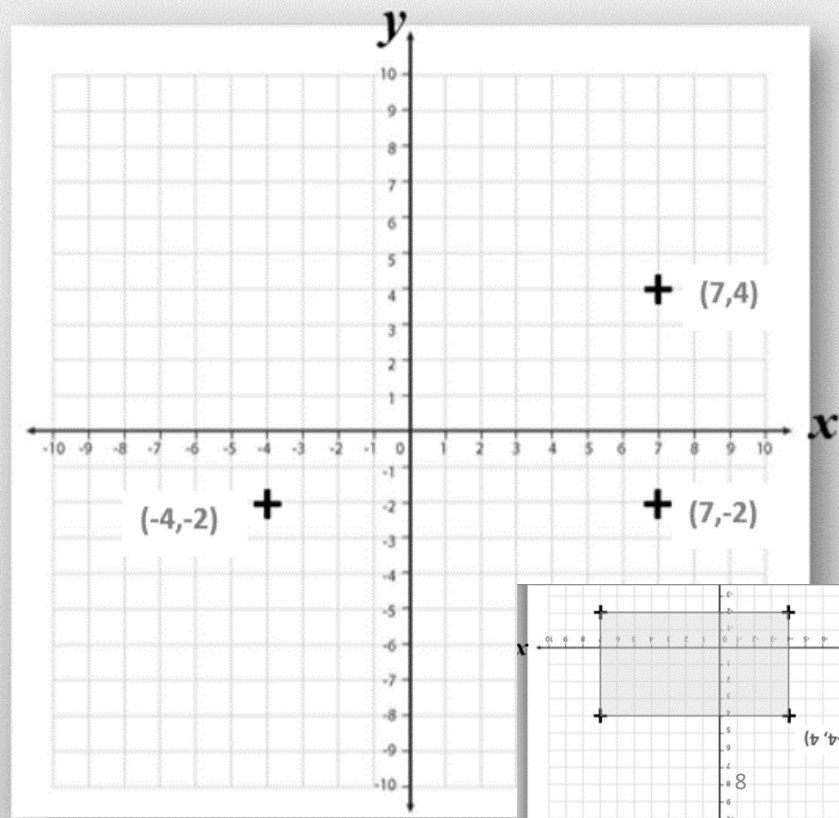
See how co-ordinates below the y axis are written.

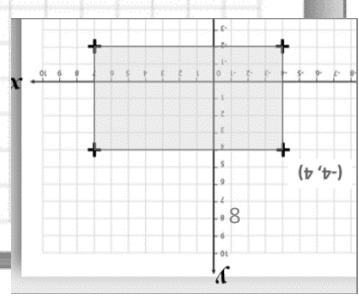


Plot points and draw polygons in all 4 quadrants.

These are three of the four vertices of a rectangle.

What are the co-ordinates of the missing vertex?





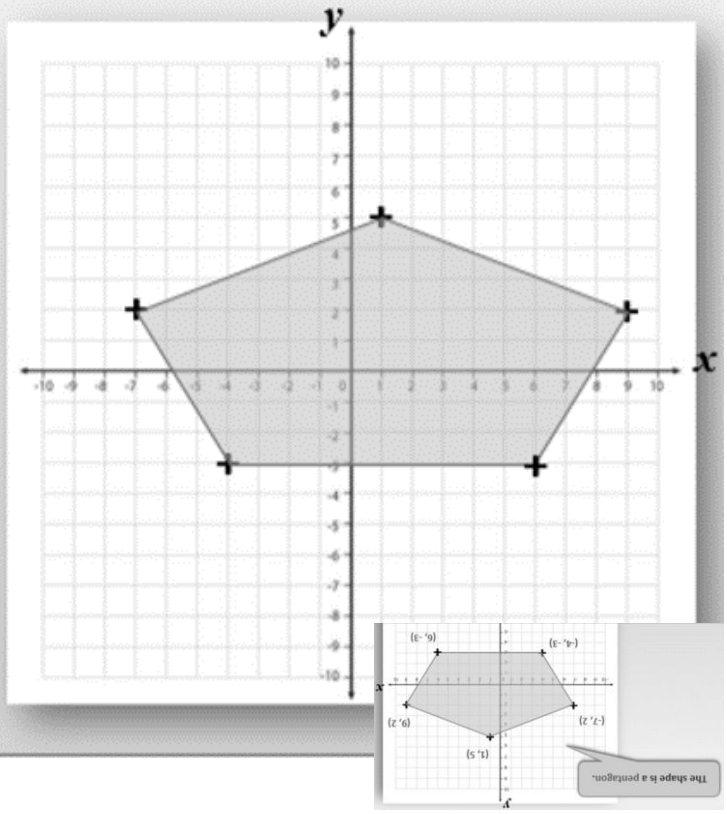
Learning Reminder

Plot points and draw polygons in all 4 quadrants.

What shape is this?

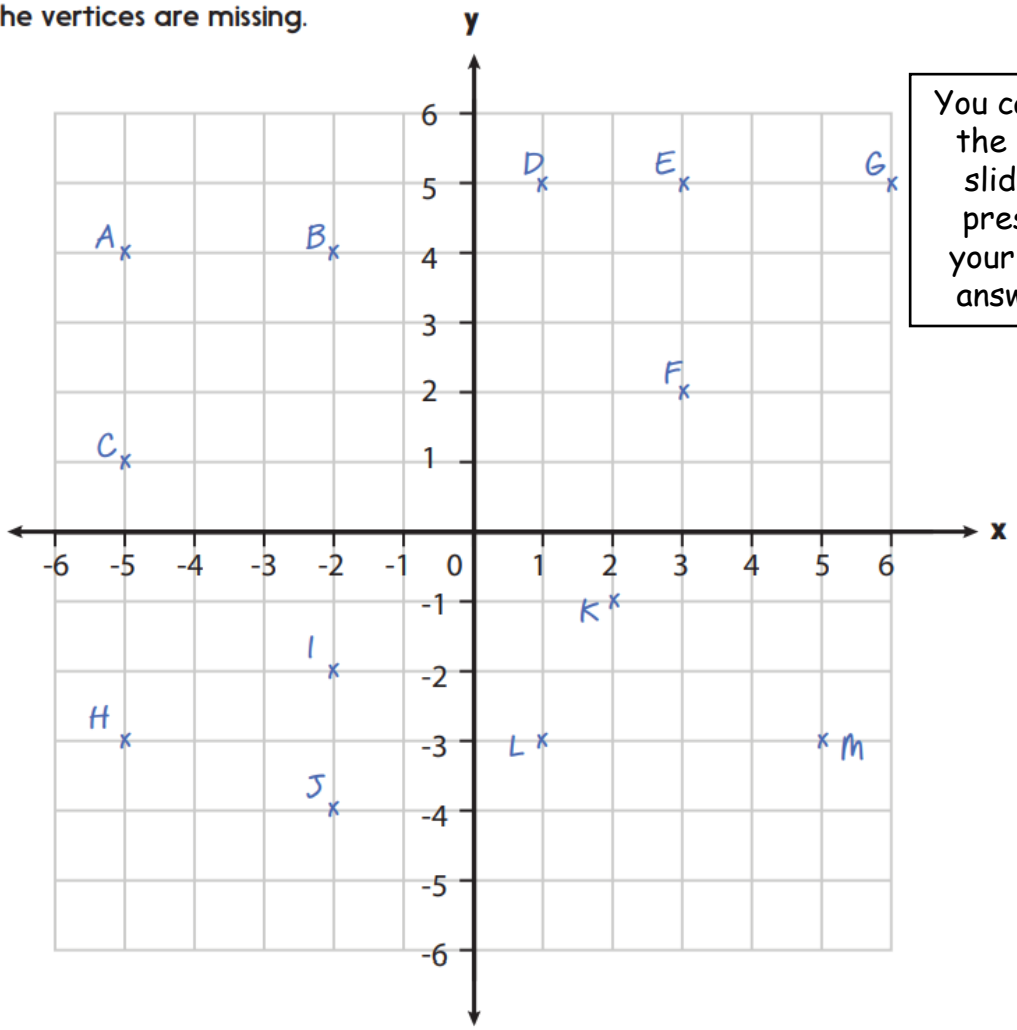
Sketch the shape (not the grid) and label the co-ordinates of its vertices...

How do *you* remember which order to plot and read coordinates?



Maths Activity 1b – Hunt the Vertices

All the points shown are vertices of different quadrilaterals that fit on the 6 x 6 grid, but some of the vertices are missing.



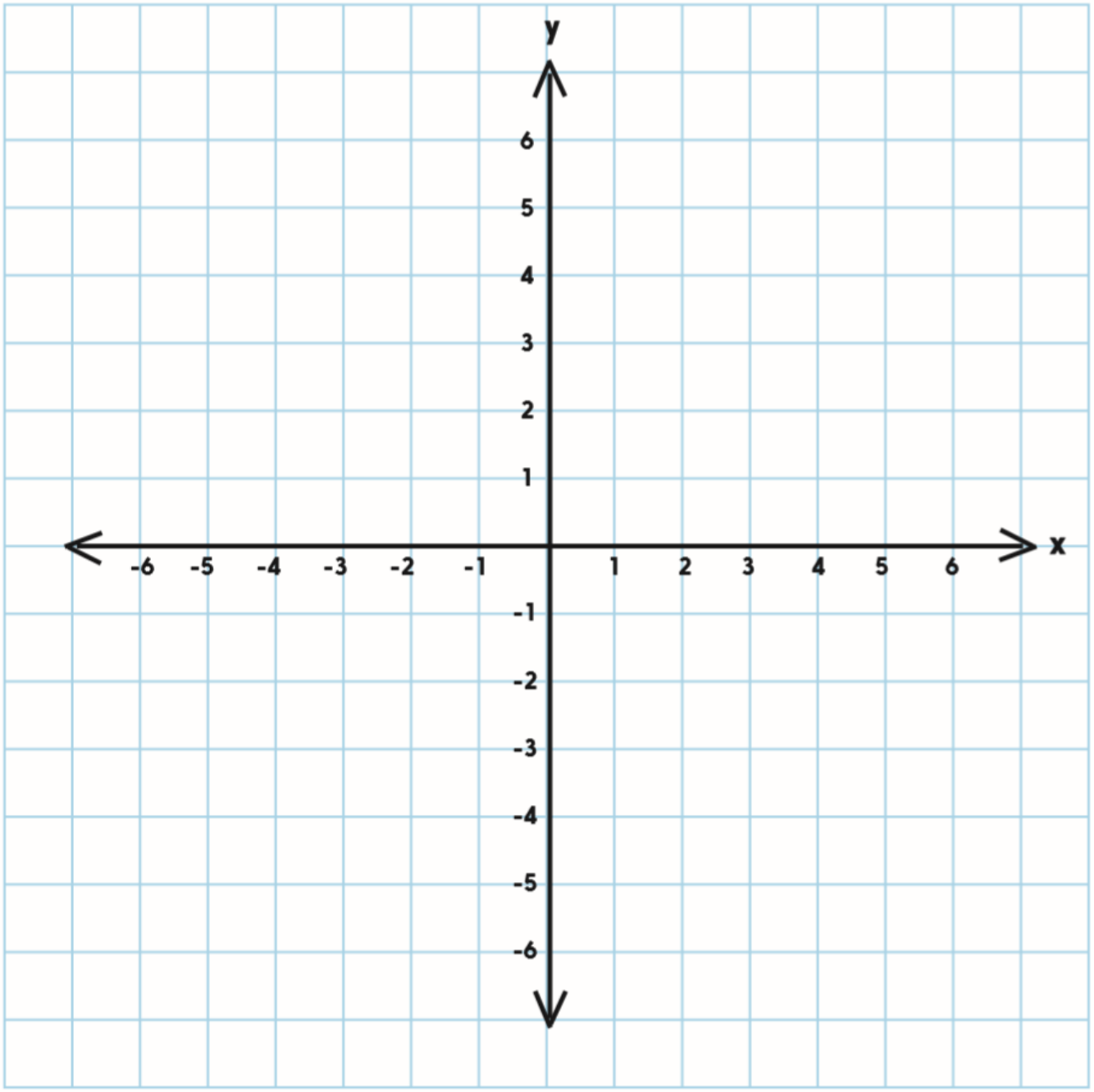
You can use the next slide to present your final answers.

Plot any missing vertices in each shape. Write their co-ordinates.
Use a ruler to draw each quadrilateral.

1. The square with vertices A, B, C and ?
2. The rectangle with vertices D, E, F and ?
3. The square with vertices D, G, and ? And ?
4. The trapezium with a long side measuring 4 squares, and vertices E, F, G and ?
5. The parallelogram with vertices K, L, M and ?
6. One of the three possible parallelograms with vertices H, I, J and ?
7. The rectangle with vertices A, H, M and ?
8. The isosceles trapezium with vertices J, K, L and ?

Challenge

(a) What is the perimeter of the square in (3)?
(b) Draw the diagonals in the parallelogram drawn in (5).
What are the co-ordinates of the point where these cross?
(c) Draw five different types of quadrilateral on a similar 6 x 6 grid and write the co-ordinates of each one.

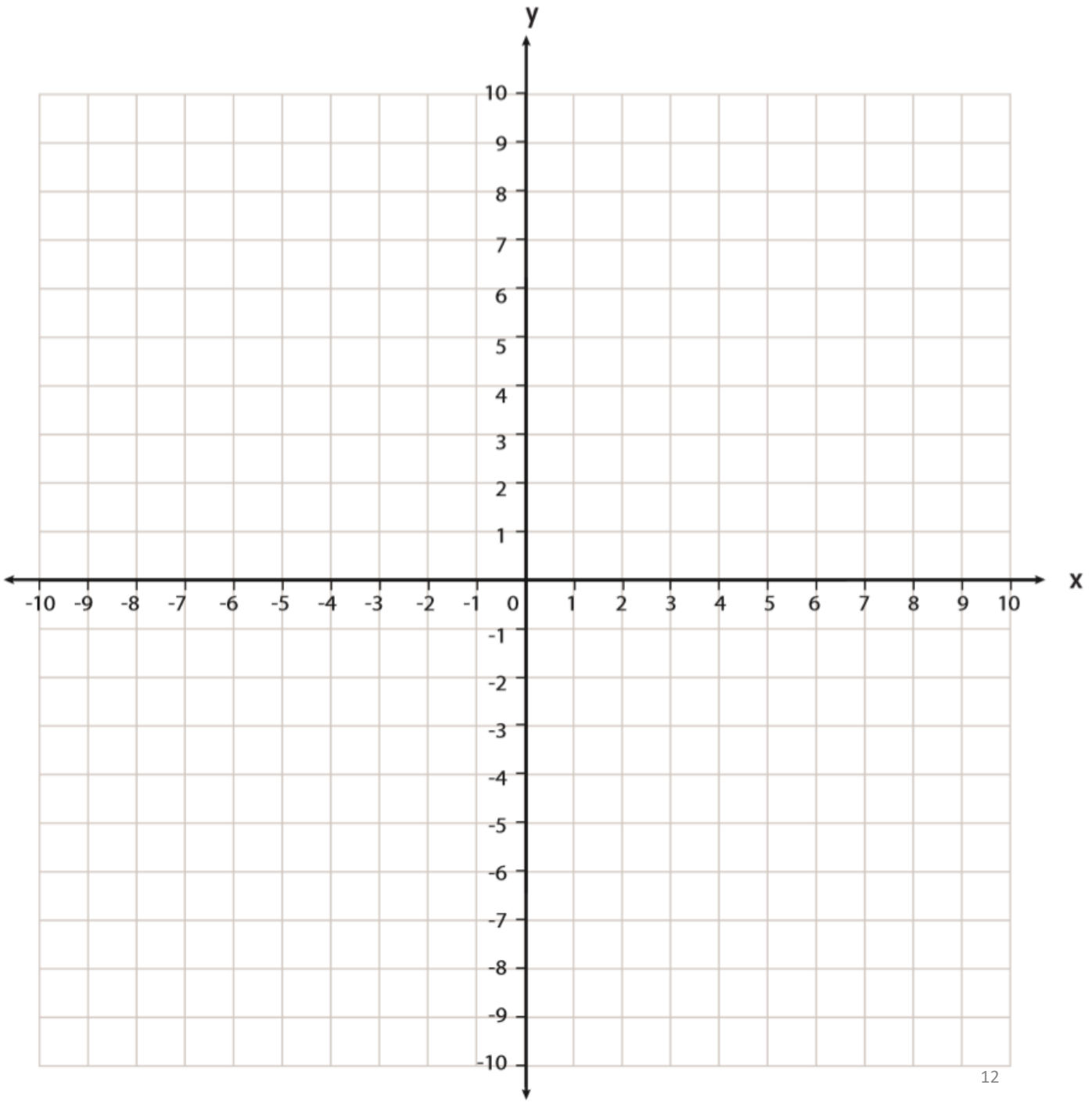


Maths Activity 1c – Check your understanding

If joined in the order given, with straight lines, each of these sets of coordinates are the corners of a polygon. Without drawing a co-ordinate grid and plotting the points, can you identify the shape? Be as specific as you can!

(a) (2,1) (2,5) (6,1) (6,5)
(b) (1,1) (5,1) (3,6)
(c) (–1, –1) (–1, –3) (–3, 0) (–5, –2) (–3, –4)

Now plot each set of co-ordinates and join them in the order given to create each shape to check your answers.



PSHE – Yes I can!

Today we are learning how to identify challenge as a positive thing. We will also think about how to overcome difficulties using a range of strategies. Finally, we will understand the impact a positive attitude can have on your choices about how you feel.

How can our thoughts and feelings help us have a positive attitude at school and at home?

What strategies can we use to overcome difficulties and challenges

PSHE Activity 1 – What makes a good learner?

Which of the following statements do you believe to be true of a **good learner**.

Learning from mistakes.

Knowing all the right answers.

Trying different approaches to a task.

Asking lots of questions.

Asking someone else for the answers.

Finishing the task before anyone else.

Using books and other resources to assist with a task.

Listening to feedback on how to improve.

Sticking to the things you are good at.

Explaining what you have learnt to someone else.

Sharing ideas with others.

PSHE – Growth Mindset Vs Fixed Mindset

Have you heard the terms **growth mindset** and **fixed mindset** before?

What do you think you already know about these terms?

A lady called Carol Dweck first introduced these terms, when she was studying what made people successful learners.

She discovered that your mindset, or attitude, towards learning and life in general, is what either helps you to learn and be successful or holds you back with making progress.

There is a famous quote, by Henry Ford, 'Whether you think you can, or think you can't, you're right.'

He also realised that how you think about learning and challenges, affects whether or not you will achieve the things you try to do.

Someone with a growth mindset would say…	**Someone with a fixed mindset would say…**
I learn from others' success.	I am jealous when others do well.
I use feedback to improve.	I don't like criticism.
I try to overcome obstacles.	I give up when I get stuck.
I embrace new challenges.	I like to do things I can already do.
I learn from my mistakes.	I fear making mistakes.
I try to problem-solve.	I get others to solve my problems.
I know it requires effort to improve.	I don't like to put effort into tasks.
I believe you can do things you put your mind to.	I think some people are just good at certain things.
I am curious and ask questions.	I wait to be told what to do.

PSHE Activity 2 – Challenge or difficulty?

What do we mean by the word **challenge**?

Can you use this word in a sentence?

What do we mean when we use the word **difficulty**?

Can you use this word in a sentence?

Find the definition of **challenge** and **difficulty** in a dictionary.

Think about how a person who had a growth mindset and a person who had a fixed mindset would each view the following…

A child has been asked to set up a stall at the school fair, which means organising a game, sorting out the prizes and running it on the day. They have never done anything like this before and they don't know where to start. They have no ideas for games and don't know what to get for the prizes. They are also worried about taking money at the fair and working out the right change to give to people, as they find maths tricky.

Which type of person would view this as a challenge and who would view it as a difficulty, or a problem?

Which type of person would try to problem-solve and figure out what to do and who would give up, panic, or get frustrated?

Who is more likely to succeed in the given scenario?

PSHE – Changing our attitude

Have you ever thought about the fact that we get to choose our attitude?

Even when we can't choose SOME things…

Sometimes we have attitudes about ourselves we didn't even know we had.

PSHE – How to face a challenge

The brilliant thing about a challenge is that it is new and exciting!

Facing a challenge means doing something that isn't easy, and that means we will feel a great deal of satisfaction for attempting it.

However, facing a challenge can put us out of our comfort zone and often requires courage to have a go.

Remember, what seems challenging for one person, might seem easy to another.

We are all different, find different things easy or difficult, and have different attitudes towards life.

PSHE Activity 3a – How to face a challenge

Think about and share a time when you had a challenge to face. It could have been trying something new, or going somewhere unfamiliar. It could have been learning a new skill, or a task in school.

- What was the challenge?
- How did you feel when you faced the challenge?
- How did you deal with the situation?
- How did it all turn out?
- How did you feel after that particular challenge was over?

PSHE Activity 3b– How to face a challenge

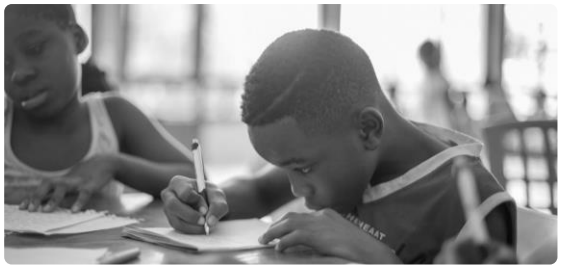
Make a list of things a person could say to themselves, or things they could do, when faced with a new, exciting (and maybe somewhat scary) challenge.

There are ideas on the next slides to help.

Think to yourself, 'I will feel so proud of myself, after giving this a go. Others will be proud of me too and that feels good.'

Think to yourself, 'Doing this will make me braver, or more knowledgeable.'

Observe others and how they face challenges, or think about how others succeed, and learn from them. Try doing what they do.



If one thing you have tried hasn't been successful, ask yourself why and what you could do differently. Then try a different approach. Don't be afraid to make mistakes. Mistakes are proof that you are trying and we can learn from them.

Help yourself! Ask questions, do some research, think about who or what could help you with this challenge. Being an independent learner is a great skill, but that can include knowing where to get information and support.

Be patient with yourself and give yourself time to practise at something. We are very rarely great at something the first time we try.

Congratulate yourself for your efforts, rather than whether or not you succeed at something. Effort is more important than achievement. Be proud of any progress you make, no matter how small.

Don't compare yourself to others when trying something new. It isn't a competition and we are all different. Remember, what is a challenge to one person, might be easy for another, but we all have different strengths.

PSHE Activity 4 – My next challenge

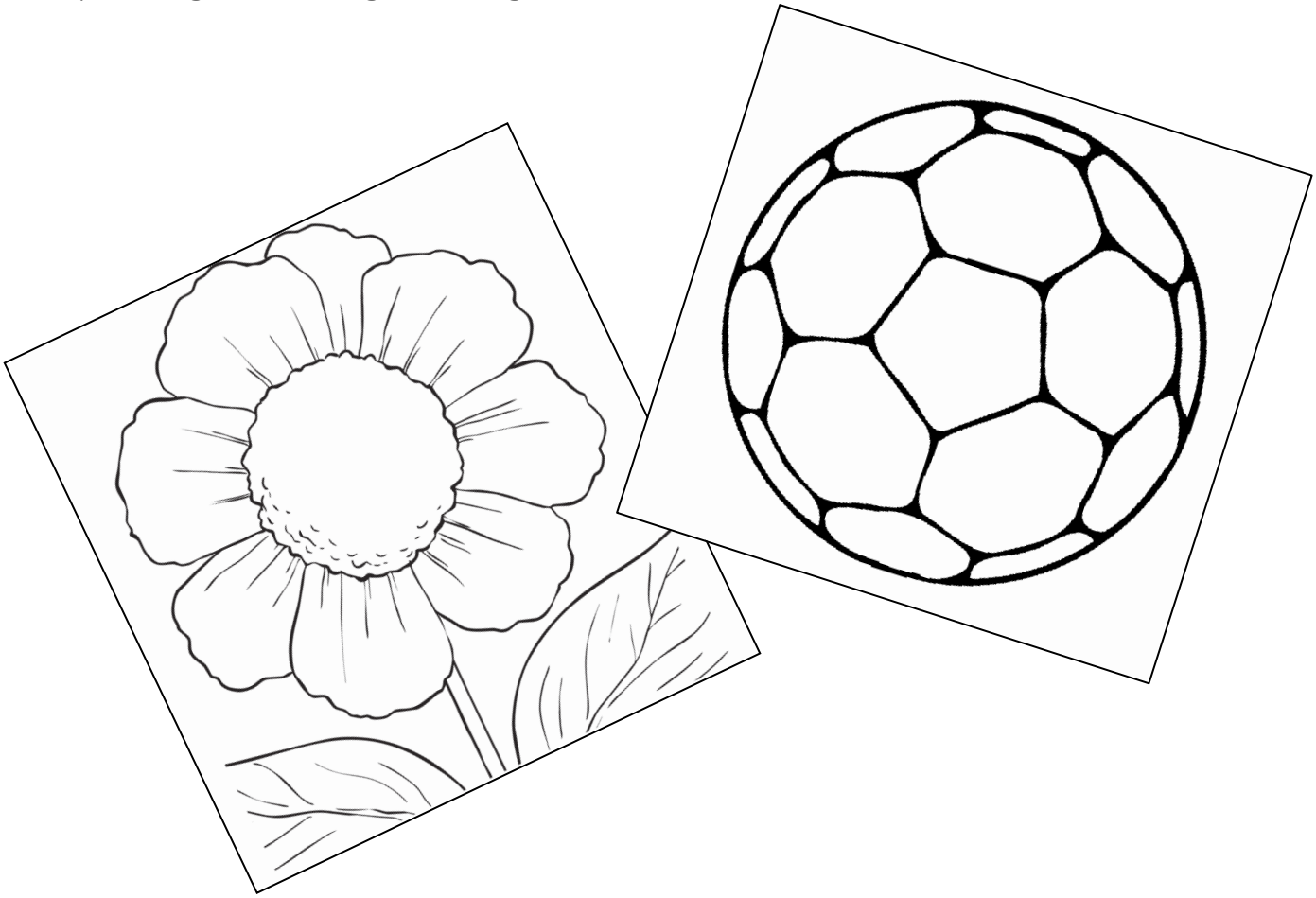
Soon you will be moving on to secondary school, where you will meet a new set of challenges. Think carefully about our learning today and how you can change your attitude and feelings to face these.

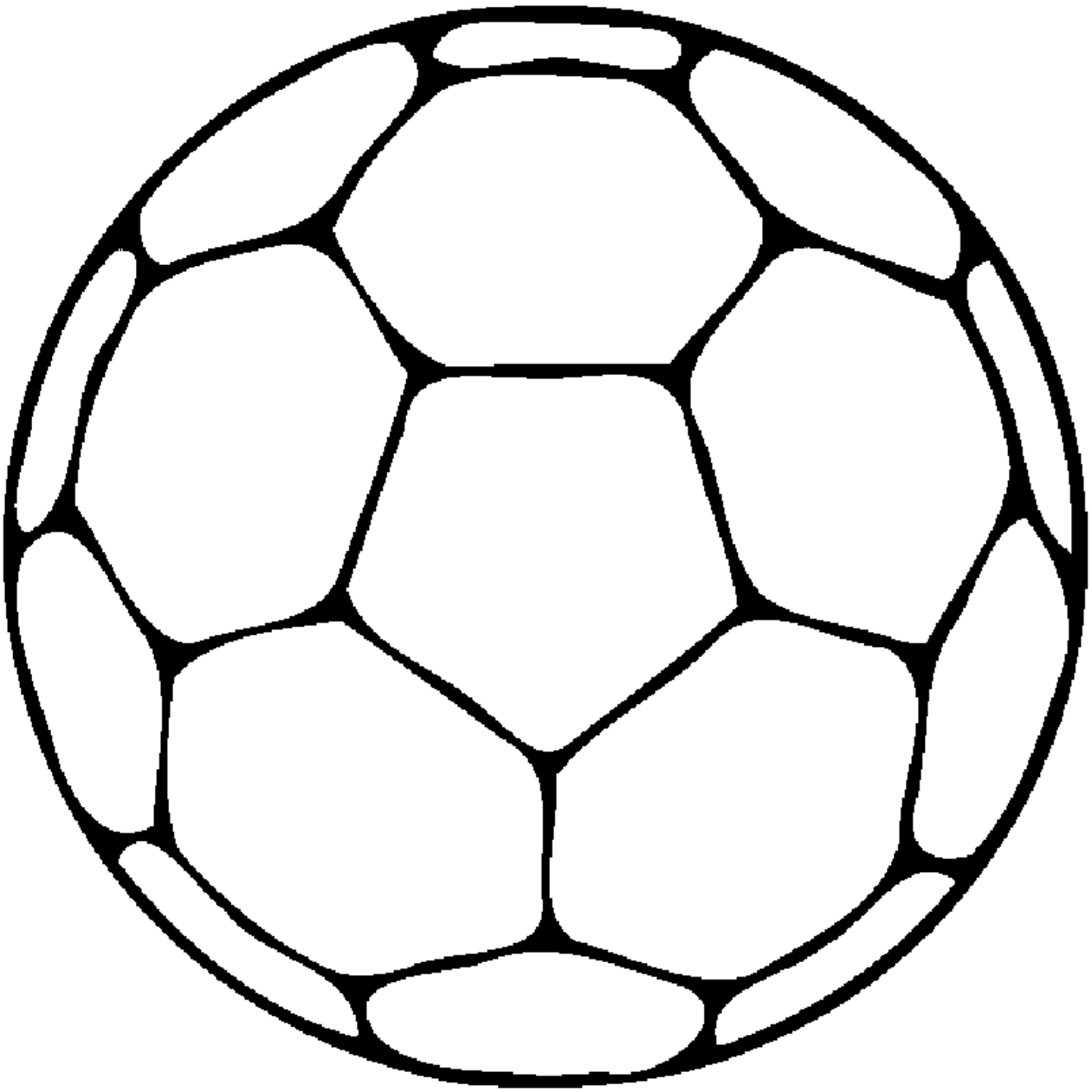
Choose a challenge that you might encounter – for example walking to school, making new friends, catching the bus to school, finding your way around the school, completing the homework……..

Write this challenge in the centre of the flower/football (on the next slides)

On the petals/ outer shapes, write down the things that you could do to face the challenge with a positive and determined attitude so that you feel proud of yourself.

Remember, we are all different, so what might not seem challenging to you, might be a big challenge for someone else.





PSHE Activity 5 – Reflecting on our learning

How can our thoughts and feelings help us have a positive attitude to learning?

What strategies can we use to overcome difficulties and challenges?

Think of one thing you will do differently after the things we have thought about today.

How will you develop your 'Yes, I Can!' attitude?

ANSWERS Maths Activity 1a – Ten in ten

1. 738 + 100 = 838
2. 244 x 2 = 488
3. 3.4 + 0.5 = 3.9
4. 564 – 9 = 555
5. 3.5 = 0.05 = 3.55
6. 3 x 5 x 2 = 30
7. 5^2 = 25
8. 40,400 – 500 = 39,900
9. 100 x 200 = 20,000
10. 1704 ÷ 12 = 142

Challenge

11. $\frac{1}{3} \times \frac{1}{5} = \frac{1}{15}$ or equivalent
12. 95% of 360 = 342
13. 365,728 – 41,992 = 323,736
14. 528 x 46 = 24,288
15. $16 \times 1\frac{1}{2} = 24$

ANSWERS Maths Activity 1b

1. The square with vertices A, B, C and (-2, 1)
2. The rectangle with vertices D, E, F and (1, 2)
3. The square with vertices D, G and (1, 0) And (6, 0)
4. The trapezium with a long side measuring 4 squares, and vertices E, F, G and (6, 1)
5. The parallelogram with vertices K, L, M and (6, -1)
6. One possible parallelogram has a fourth vertex H, I, J and (-5, -5) another has a fourth vertex (-5, -1) and the other (1, -3)
7. The rectangle with vertices A, H, M and (5, 4)
8. The isosceles trapezium with vertices J, K, L and (-4, 3)

Challenge

(a) The perimeter of the square in (3) is 20 squares.
(b) The diagonals cross at (3.5, -2)

ANSWERS Maths Activity 1c - Check your understanding

If joined in the order given, with straight lines, each of these sets of coordinates are the corners of a polygon. Without drawing a co-ordinate grid and plotting the points, can you identify the shape? Be as specific as you can!

(a) (2,1) (2,5) (6,1) (6,5)
It's a quadrilateral as it has 4 vertices.
The difference between both the x- and y-values of the pairs of coordinates is 4 (6 - 2 and 5 - 1).
This means that the 4 sides are the same length – the shape is a square.

(b) (1,1) (5,1) (3,6)
It's a triangle. It has a **horizontal** side as **two** of the vertices have a y-value of 1. The third vertex is half-way between the other two (its x-value of 3 is half way between 1 and 5), making this an isosceles triangle.

(c) (–1, –1) (–1, –3) (–3, 0) (–5, –2) (–3, –4)
It's a pentagon, having 5 vertices. It sits in the 3rd quadrant, as all co-ordinate values are negative. One vertex sits on the x-axis, having a y-value of zero. Two pairs of co-ordinates are vertically in line with one another as they share the same x-value: (**-1**,-1) and (**-1**, -3); (**-3**, 0) and (**-3**, -4).

Now plot each set of co-ordinates and join them in the order given to create each shape to check your answers.
Look for accurately plotted shapes. Common misconceptions include plotting x and y values in the wrong order, and becoming confused with the negative co-ordinates in example (c).