

Year 6 Home Learning Pack

Subject and skills	Comments - How did you get on?
Maths: Ratio and proportion	
English: Grammar and comprehension	
Art: Pop Art (Roy Lichtenstein and Andy Warhol)	
Geography: Map work and points of interest	
French: Learning the seasons and the different types of weather	

Maths

National Curriculum Objectives

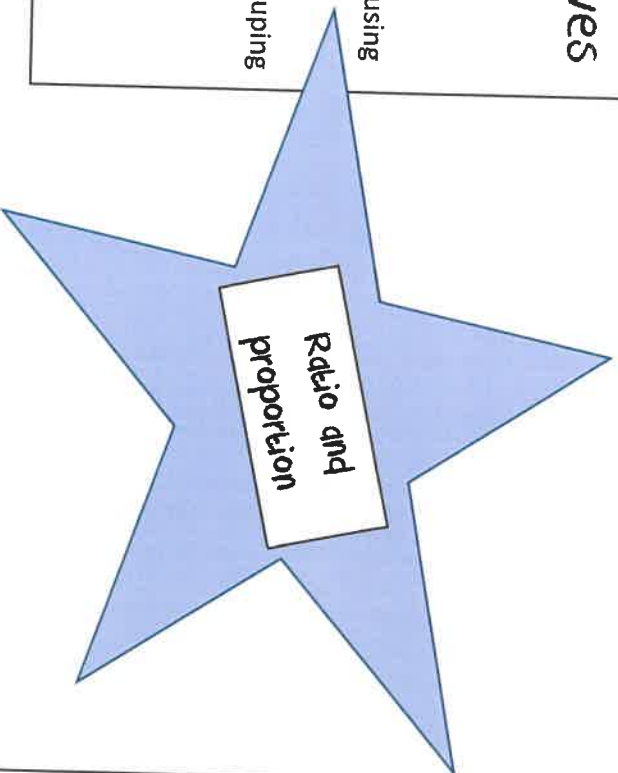
Ratio & Proportion

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Statistics

Calculate and interpret the mean as an average.



Research/ weblinks

White Rose maths

<https://whiterosemaths.com/wp-content/uploads/2019/Sols/Primary/Year-6-2018-19-Spring-Term-Block-6-FINAL.pdf>

Ratio and proportion activities

<https://nrich.maths.org/8959>

YouTube info video

<https://www.bing.com/videos/search?q=ratio+and+proportion+year+6+youtube&view=detail&mid=1339497D58D8BDA77C9C1339497D58D8BDA77C9C&FORM=VIRE>

Tasks

Log in to MyMaths to view online set tasks www.mymaths.co.uk

Practise making squash! What is the perfect ratio of squash to water? How much liquid is in the glass? Keep a log of your experiments, e.g. too strong/ too weak.
Design your own theme park (see PowerPoint presentation), link to geography.

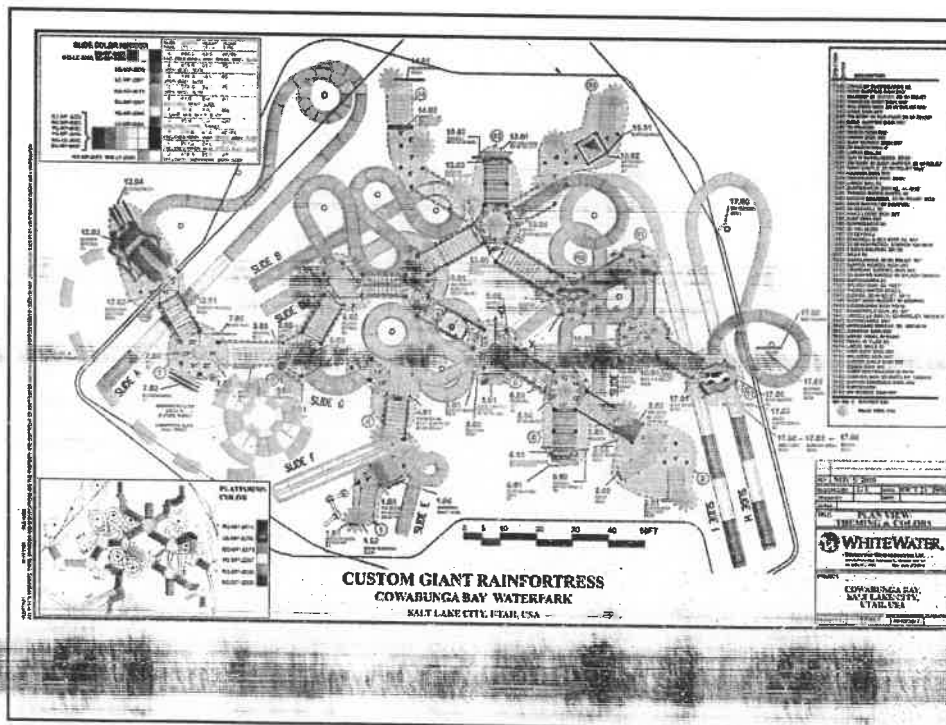
Working with ratio

WALT

Be able to draw to scale



Look at the plans for some Theme
Parks.
They are PLAN views (from above)



Features of good plans

- Clear so you can see what each feature is
- **Drawn to scale** so you can see how far apart the rides are to plan your route
- Features placed wisely – food outlets, toilets etc. easy to get to
- Looks good! It reflects your theme. It looks colourful and inviting

Some themes!



Design a theme park!

The area you have for the park is a rectangle 400m long and 300m wide. Use the scale 1cm:20m (1:2000)

Include at least 4 of these:

Log Flume 80m x 40m
 Large roller coaster 200m x 80m
 Boating lake 100m x 60m
 House of Horrors 40m x 40m
 Merry-go-round 20m diameter
 A selection of kids rides
 20mx20m each

Draw a main feature ride on your plan:

Oblivion – 12m x 12m

Corkscrew - 0.1Km x 0.035Km

Steam train – 0.25Km x 30m

Or design your own!

Include at least one of each:

Large food outlets/restaurant
 20mx40m

Food kiosks 10m x 10m

Toilet blocks 10m x 10m

Food court 10m x 50m

Paths must be 20m wide for safety!

Extension

- So far you have drawn a plan view of the site.
- You should now draw a **side elevation**
- A side elevation is how the site would look if you stood at one side of the park and drew the view of the rides
- Make estimates of the height of the features you have chosen (remember a door is 2m high)

TIP: Work out the height of your tallest feature to help you decide on the right scale for your side elevation plan

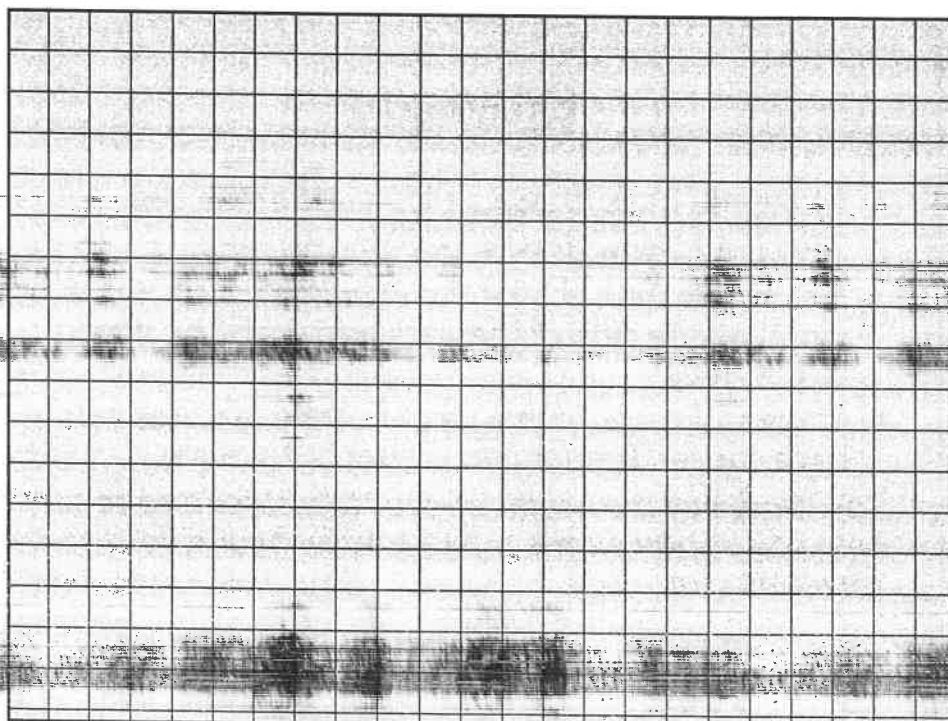
Assessment

Self Assessment

- What went well?
- What should I do to improve?
- Which level am I working at?
 - solve simple problems involving ratio
 - In order to carry through tasks and solve mathematical problems, you identify and obtain necessary information. You check your results, considering whether these are sensible.
 - You carry through substantial tasks and solve quite complex problems by independently breaking them down into smaller, more manageable tasks. You will include your own features on the scale diagram, where their sizes are not multiples of 10m or 20m

Peer Assessment

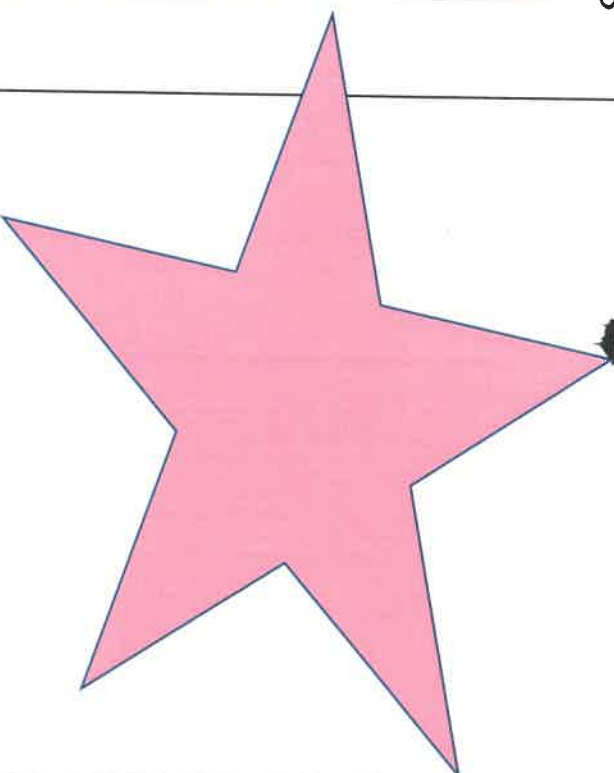
- What went well?
- How could the work be improved?



National Curriculum Objectives

Year 6: Detail of content to be introduced (statutory requirements)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>) How words are related by meaning as synonyms and antonyms (for example, <i>big, large, huge</i>).
Sentence	Uses of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i> or the use of subjunctive forms such as <i>If I were or I were I'd like to come in some very formal writing and speech</i>)
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connectors (for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining, I'm fed up!</i>) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>renewer vests</i> re-covers)
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

English



Research/ weblinks

Year 6 grammar guide

<http://www.marchwoodjuniorschool.org.uk/wp->

[e.pdf](http://www.marchwoodjuniorschool.org.uk/wp-content/uploads/2012/11/Y6_Grammar_Guid)

[content/uploads/2012/11/Y6 Grammar Guid](http://www.marchwoodjuniorschool.org.uk/wp-content/uploads/2012/11/Y6_Grammar_Guid)

[e.pdf](http://www.marchwoodjuniorschool.org.uk/wp-content/uploads/2012/11/Y6_Grammar_Guid)

TASKS

Create your own grammar dictionary containing terms you are finding difficult.

Grammasaurus tasks – as signposted by Mrs White.

Download free Twinkl Home Learning Resource Pack <https://www.twinkl.co.uk/resource/year-6-school-closure-home-learning-resource-pack-t-e-2549915>

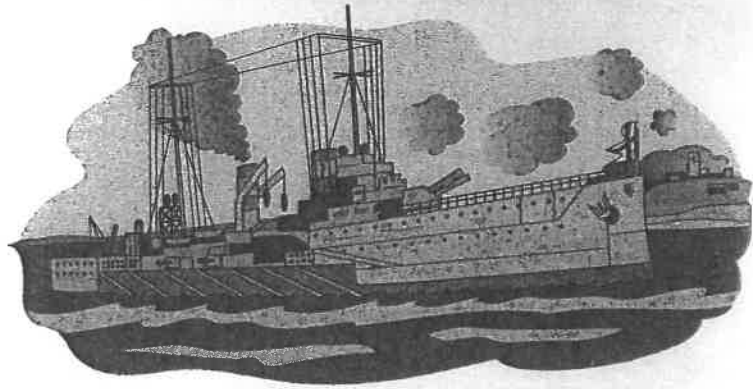
Comprehension story extracts, see 'Reading Comprehension'.

Please work through your SPAG SATs book.

1

WORLD WAR I: BOMBARDMENT

Europe's mainland saw the majority of the fighting during World War I, with British soldiers joining others from around the world in the bloody battlefields of Belgium and France. Early in the war, however, hundreds were killed when the German Navy bombarded towns on the east coast of England. The town of Hartlepool, in the north-east of England, took the worst hit. The attacks sparked a wave of anger in Britain and convinced many to support the war effort, scared that further attacks would occur.



The attack

Just after 8.00 am on the morning of 16 December 1914, the coastal shipbuilding town of Hartlepool suffered the first major attack on British soil in World War I. Over the course of forty minutes, more than 1,100 shells rained down on the town, destroying buildings and injuring or killing hundreds. It is thought to have been a target partly due to its accessible location and partly due to the importance of its shipyards and engine works to the war effort.

The attacks, which included the use of battle cruisers Seydlitz and Moltke, and the armoured cruiser Blücher, began as people prepared to head to work or school. Survivors of the attack recall chaos on the streets as people attempted to gather their loved ones and flee. Those already at work raced home to find their families before trying to escape to the local countryside and villages.

The Hartlepool Headland, an area of the town on ground that reaches out into the sea, was among the most badly damaged areas during the attack. The area was home to the Heugh Battery guns, which fired back at the German ships – but the much larger weaponry of the warships outgunned them. Some of the worst damage in Hartlepool occurred on the nearby streets of Moor Terrace, Victoria Place and Cliff Terrace. Most houses in the area suffered some form of damage, and shrapnel from the attack can still be seen lodged in the walls of some buildings. The Heugh Battery itself is now a volunteer-led military museum.

Despite the majority of shells falling in the Headland area, several streets in the west side of Hartlepool were also hit. In the days following the attacks, many residents feared more of them, and stayed further inland.

Hartlepool's victims

In total, more than 130 people were killed in Hartlepool that day. Among the dead was Theophilus Jones, a private in the 18th Battalion of the Durham Light Infantry. Private Jones was a young school headteacher in Leicestershire but, when war broke out, he returned to Hartlepool to serve his country.

He was hit directly by a shell – and so is believed to have been the first soldier to be killed on British soil during the war. A number of other soldiers also lost their lives, although less directly, alongside him. Reports say that a shard of the shell that hit Private Jones's chest was found lodged in a prayer book given to him by pupils. Hundreds attended his funeral, and school children in Hartlepool are still taught about his – and his fellow troops' – bravery.

Hundreds of other victims are also remembered from the tragic day.

The effect of the attack

The attacks on Hartlepool – and, later, across England – had a significant and growing impact on the public's opinions of the war. The views of many people quickly changed, as they feared further and more severe attacks from the Germans.

Their fears were well founded. In 1915 and 1916, German airships called Zeppelins attacked mainland Britain. In 1917, the first true air raid took place, by huge Gotha bomber aircraft. Streetlights were dimmed in response, and huge searchlights across the country swept the sky instead.

The devastating attacks on home soil also helped to shape a publicity campaign of 'propaganda': information promoting a political cause or point of view. The British government used the attacks to encourage men to enlist in the military. It produced posters asking: 'Men of Britain! Will you stand this?'

The attacks created a surge in the number of people joining up to support the war effort, especially in Hartlepool. While some signed up for military roles, many more began working in the town's shipyards and munitions factories. The town's people played an important role in the nearly four years of war that followed.

World War I ended as a result of the eleventh day of the eleventh month of the eleventh year of the eleventh century – 11 November – in 1918. Germany signed an armistice agreement – ensuring peace and no further fighting.

FILL IN THE GAP



Read the sentences and choose the correct word or words to fill the gap.

It produced _____ asking: 'Men of Britain! Will you stand this?'

Just after 8:00 am on the morning of 16 _____ 1914, the coastal shipbuilding town of Hartlepool suffered the first major home attack on British soil in World War I.

Most houses in the area suffered some form of damage, and _____ from the attack can still be seen lodged in the walls of some buildings.

The attacks created a surge in the number of people joining up to support the war effort, especially in _____.

The _____ itself is now a volunteer-led military museum.

Despite the majority of shells falling in the _____ area, several streets in the west side of Hartlepool were also hit.

The British government used the attacks to _____ men to enlist in the military.

Early in the war, however, hundreds were killed when the _____ bombarded towns on the east coast of England.

The attacks, which included the use of battle cruisers _____ and Moltke, and the armoured cruiser Blücher, began as people prepared to head to work or school.

The Hartlepool Headland, an area of the town on ground that reaches out into the sea, was among the most badly _____ areas during the attack.

The attacks sparked a wave of anger in Britain and _____ many to support the war effort, scared that further attacks would occur.

In total, more than _____ people were killed in Hartlepool that day.

Reports say that a shard of the shell that hit Private Jones's chest was found lodged in a _____ given to him by pupils.

While some signed up for military roles, many more began working in the town's _____ and munitions factories.

The views of many people quickly changed, as they feared further and more _____ attacks from the Germans.

MATCHING



Draw a line with a ruler to match the information.

German cruiser
bloody battlefields
bombarded town
propaganda poster

Hartlepool
Belgium and France
Moltke
'Men of Britain!'

Theophilus Jones
fired back at German ships
important to war effort
killed on British soil

Heugh Battery gun
Theophilus Jones
Battalion of Durham Light Infantry
shipyards

prayer book
Heugh Battery military museum
attack began as
1,100 shells rained down

shard of a shell
people headed to work and school
16 December 1914
led by volunteers

18th
1917
1918
130

war ended
people killed in Hartlepool
first true air raid
Battalion of the Durham Light Infantry

propaganda
'Men of Britain!'
survivors recall
Zeppelins

German airships
chaos
information promoting a political cause or point of view
'Will you stand this?'

1 WORLD WAR I: BOMBARDMENT

LABEL



Label the information with the correct number, date or year.

number of shells that landed	
bombardment happened during World War	
number of German cruisers that fired on Hartlepool	
amount of time the German cruisers fired for	
number of people killed during the bombardment	
day of the month on which World War I ended	

Label the fact with the correct person, object or place (noun).

country which attacked Hartlepool	
armoured German cruiser	
British gun battery	
first soldier killed on British soil	
Private Jones served here as a teacher	
aircraft that flew in the first true air raid	

Label the description with the correct name.

street attacked by German ships	
street attacked by German ships	
street attacked by German ships	
battle cruiser used by the Germans	
battle cruiser used by the Germans	
armoured cruiser used by the Germans	

TRUE OR FALSE



Read the sentences. Put a tick in the correct box to show which sentences are *true* and which are *false*.

The attack happened as children prepared to head to school.

True False

No one was killed in the early morning attack.

True False

Shrapnel from the attack can still be seen in the walls of some buildings.

True False

The Heugh Gun Battery fired back and sunk the Moltke.

True False

Theophilus Jones was a headteacher in Leicestershire.

True False

World War I ended at 11am on the eleventh day of the eleventh month.

True False

The British government used the attack to encourage people to enlist.

True False

In the forty-minute attack, more than 130 people were killed.

True False

The Heugh Gun Battery was the only building damaged in the attack.

True False

Hartlepool is found on the north-west coast of England.

True False

The bombardment of Hartlepool occurred during World War II.

True False

The Heugh Battery can still be visited as a volunteer-led museum.

True False

People tried to escape to the local countryside and villages.

True False

Theophilus Jones was the only soldier that died during the attack.

True False

Theophilus Jones' prayer book was given to him by his father.

True False

The attack on Hartlepool lasted over four hours.

True False

People hid and stayed inside their homes during the attack.

True False

Major Terrace, Victoria Place and Cliff Terrace sustained the worst damage.

True False

The Heugh Battery returned fire but was outgunned by the German ships.

True False

People signed up to work in the shipyards and munitions factories after the attack.

True False

We lose millions of square kilometres of forest each and every year due to deforestation. This is having a devastating impact on the world's wildlife populations and also creates a host of other problems across the planet. Is the issue really as serious as experts say it is, though? If so, can we do anything about it?

What is deforestation?

Deforestation is the destruction of forests by people: it describes humans' actions of cutting down and clearing trees. Natural occurrences such as hurricanes, landslides and drought also affect forestry, of course, but the term refers specifically to the intentional removal of forest areas by humans.

Deforestation occurs for a number of reasons, including for timber and food production, and clearing ground for mining. The market for wood, as either fuel or a building material, is one of its most common motivations. The conditions in tropical rainforests, such as the Amazon in South America, are ideal for growing trees that produce strong timber. These are often felled (chopped down) for use in construction.

Another major reason for deforestation is the creation of farmland. As the population of the world continues to grow, more and more natural habitats for animals are destroyed to allow food to be produced for humans. Sometimes the land is used to grow and cultivate crops, but it can also be used to house livestock such as cows and sheep. Livestock farming takes up far more land than growing crops.

What problems does deforestation cause?

The loss of beautiful natural features may be a sufficient reason to oppose deforestation – but there are other consequences, too.

The effects of deforestation have hit the populations of countless animal species. As areas of rainforest are destroyed, many lose their homes. Some may be able to survive by relocating, but they will then face competition for food from the creatures already living there. As creatures are forced closer together, they also invade each other's territories. Having developed fierce protective instincts, they often then attack one another. This combination of factors has resulted in mass extinctions: it has been estimated that deforestation causes the loss of up to 50,000 species of plants, animals and insects every year.


FILL IN THE GAP


Read the sentences and choose the correct word or words to fill the gap.

This is having a _____ impact on the world's wildlife populations and also creates a host of other problems across the planet.

Carbon dioxide is also linked to global warming – the rising of _____ on Earth – which affects other aspects of the natural world, including temperature and rainfall.

This combination of factors has resulted in mass _____.

The conditions in tropical rainforests, such as the Amazon in _____, are ideal for growing trees that produce strong timber.

Several major charities and organisations are working hard to fight _____ and improve global awareness of the problem.

Crops grown for _____, for example, have been in particularly high demand over recent years.

In areas of Indonesia, deforestation for the growth of oil palms has led directly to a significant decline in the population of _____.

Without the trees, soil is displaced and can block _____ and rivers.

Palm oil is commonly used in the production of some foods, soaps, _____ and fuel.

The World Wildlife Fund estimates that more than a quarter – 27 per cent – of the Amazon will be without trees by _____, if deforestation continues at its current rate.

The _____ is the world's largest rainforest and is therefore often at the forefront of discussion about deforestation.

This is having a devastating impact on the world's _____ populations and also creates a host of other problems across the planet.

Its majority is in _____, but it spreads into other countries including Peru, Venezuela, Ecuador and Colombia.

_____ is the destruction of forests by people: it describes humans' actions cutting down and clearing trees.

As the population of the world continues to grow, more and more natural _____ for animals are destroyed to allow food to be produced for humans.

We lose millions of square _____ of forest each and every year due to deforestation.

2 DEFORESTATION

MATCHING



Draw a line with a ruler to match the information.

also affects forestry
clearing, cutting down trees
world's largest rainforest
location of the Amazon

ideal conditions for growing trees
felled
major reason for deforestation
livestock

affected by palm oil
palm oil production area
raising awareness of problem
product of palm oil

number of species lost every year
percentage of the Amazon that will be
without trees by 2030
amount of forest lost each year
percentage of species that live in the
Amazon

tree roots
can absorb
without trees
trees produce

the Amazon
South America
hurricanes, landslides and drought
deforestation

creation of farmland
cows and sheep
tropical rainforests
chopped down

Indonesia
orangutans
fuel
environmental campaigners

10 per cent
millions of square kilometres
50,000
27 per cent

soil is displaced
oxygen
carbon dioxide
prevent soil from being washed away

2 DEFORESTATION

LABEL



Label the definition with the correct word or words.

cutting, clearing of trees	
hurricanes, landslides and drought	
world's largest rainforest	
blocks streams and rivers	
used to make food, soap and shampoo	
the intentional removal of forest areas by humans	

Label the definition with the correct word.

cut down	
livestock	
area where orangutans are in decline	
prevent soil from being washed away by rainwater	
trees absorb this	
one of the most common motivations for deforestation	

Label the statements with the correct information.

strong timber used for	
creating this is a major reason for deforestation	
deforestation causes animals to lose	
majority of the Amazon is found in	
are fighting hard against deforestation	
eating this can help fight deforestation	

TRUE OR FALSE



Read the sentences. Put a tick in the correct box to show which sentences are *true* and which are *false*.

A major reason why deforestation occurs is to create farmland.

True False

Animals are not affected by deforestation.

True False

Deforestation affects the whole planet.

True False

The Amazon is located in South America.

True False

Palm oil trees are helping reduce deforestation.

True False

Producing wood is one of the most common reasons for deforestation.

True False

Deforestation destroys the habitats of animals.

True False

Nothing can be done to fight deforestation.

True False

Felled trees are used to create food, soaps, shampoo and fuel.

True False

Using containing palm oil causes harm.

True False

Deforestation on a large scale can affect temperature and rainfall.

True False

Rivers and streams flow better with fewer trees in the area.

True False

Some animals could become extinct because of deforestation.

True False

Amazonian trees are desirable because they produce extremely strong timber.

True False

Orangutans have benefitted from palm oil trees being grown in Indonesia.

True False

French

National Curriculum Objectives

Speaking

Engage in conversations; ask and answer questions; express opinions and respond to those of others.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Present ideas and information orally to a range of audiences.

Reading and comprehension

Appreciate stories, songs, poems and rhymes in the language.

Writing

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.



Seasons and weather

Research/ weblinks

<https://www.bbc.co.uk/bitesize/topics/zvr76s/resources/1>

French vocabulary PowerPoint presentation on our website.

Tasks

Keep a weather diary at intervals throughout the day/ week. Create a flip book to display this and write an accompanying sentence/ phrase in French to describe the weather at each time/ day.

Perform a weather advert for the television in French using key vocabulary.

Create your own vocabulary help sheet for weather and seasons, showing the words and phrases in English and French – illustrate your work too!

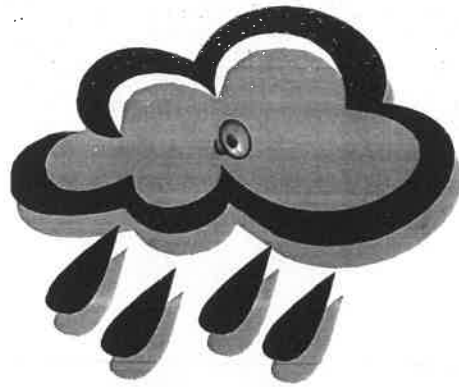
Bonjour la classe !



Quel temps fait-il aujourd'hui?



Il pleut



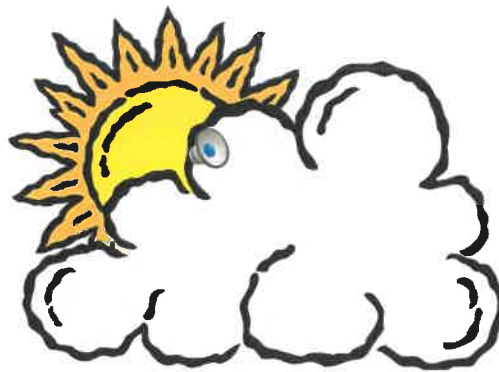
Il neige



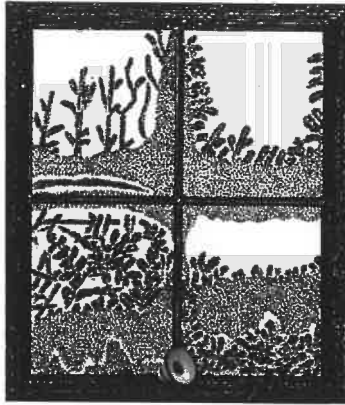
Il fait chaud



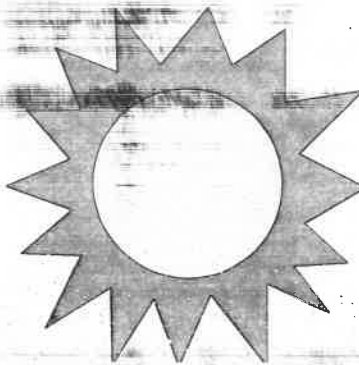
Il fait beau



Il fait mauvais



Il fait du soleil



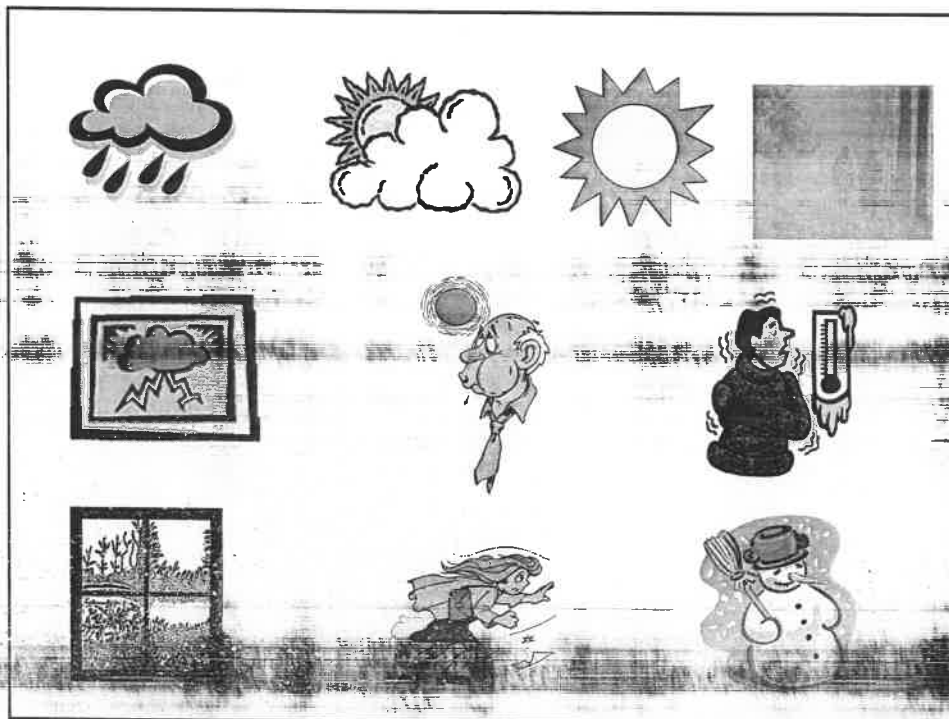
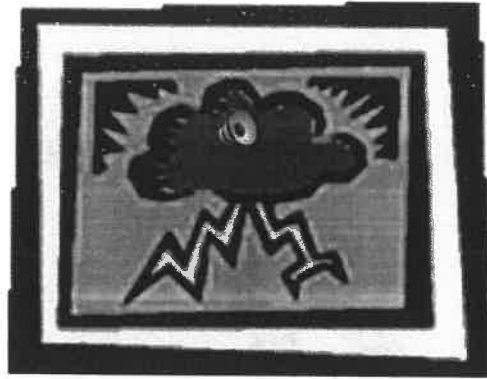
Il fait du vent



Il fait du brouillard



Il fait de l'orage



Art

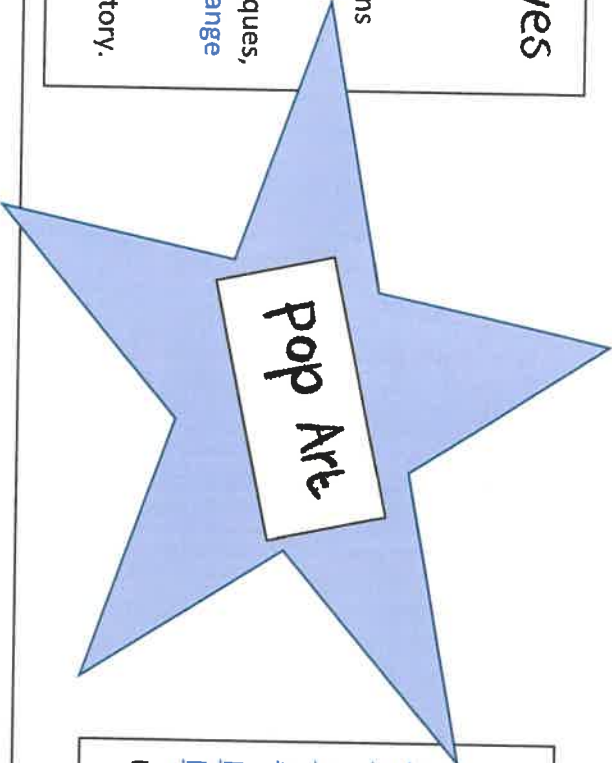
National Curriculum Objectives

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

About great artists, architects and designers in history.



POP Art

Research/ weblinks

<https://www.tate.org.uk/kids/explore/what-is/pop-art>

<https://www.bbc.co.uk/programmes/p02yt4dz>

<http://www.poparthistory.com/teach-popart-kids.html>

Uncle Andy's by James Warhola

TASKS

Research pop artists, e.g. Andy Warhol and Roy Lichtenstein. Create mini sketches and jottings to show the main features of their artwork. Make notes – what do you like/ not like about them? What is individual about their art? How does it make you feel? Create a Pop Art timeline or a biography of one artist you are particularly interested in.

Create a soup can pop art display – create your own soup labels in the style of Andy Warhol. Design your own brand, logo etc. Put them on cans and take a photo.



Cats! Andy Warhol loved cats. Create a cat piece in the pop art style <https://artprojectsforkids.org/wp-content/uploads/2014/08/Britto-cat-diagram1-952x1024.jpg> or create a repeating cat portrait in various different pop art colours.

Geography

National Curriculum Objectives

Pupils should be taught:

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

To use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Map Work

Research/ weblinks

<https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-six/#>

<https://www.google.co.uk/maps>

TASKS

Create your own 'Treasure Hunt' using 4/ 6 figure grid references, symbols and a key.

Design your own theme park (see PowerPoint presentation), link to maths ratio and proportion.

Create a rainforest walking map <http://www.scootle.edu.au/ec/Viewing/L352/index.html#>

Think about human and physical features in your local area. Create an aerial map plotting these features. You could use Google Maps to help you.