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| ENGLISH | MATHS | ENQUIRY | ACTIVE |
| How many words can you think of that end with ant or ent?  For many spelling patterns there is a rule that we can follow to help us choose the correct spelling of a word. Unfortunately with ant/ent endings the only rule is that if a work end in ment it is always spelled with an e. For all other words, we just need to remember the different spellings.  Find 5 -ant words and 5 -ent words and practise spelling them using 3 activities from the spelling menu (on the blog post from 20/4). | <https://whiterosemaths.com/homelearning/year-6/>  Go to the above link and watch the video for Summer Term Week 4, Lesson 3 (Divide fractions by integers)  Complete the worksheet attached to the blog for today. | SCIENCE:  Watch this video for an introduction to plankton:  <https://thekidshouldseethis.com/post/secret-life-plankton>  How much can you find out about plankton?  The book ‘We need Plankton’ on Get Epic has some great information in it.  <https://www.getepic.com/app/read/61547>  Can you answer to the following questions?  What does the name plankton mean? Why do you think they got this name?  What is the difference between phytoplankton and zooplankton?  Why is plankton so important?  What do you think would happen if there was no more plankton?  Phytoplankton are primary producers – what does this mean? | Choose 2 activities:   * Joe Wicks Workout * Super Movers * iMovers   OR  Follow this link to an activity from the Royal Opera House where you can create your own dance:  <https://learning-platform.roh.org.uk/the-stage-is-set-lets-dance/> |
| We don’t always want to start sentences with ‘The’ or someone’s name because it becomes boring for the reader. There are lots of different ways we could start a sentence instead.  For example:  If I had the sentence…  The girl peered longingly at the chocolate cake whilst licking her lips.  I could start it with the adverb:  Longingly, the girl peered at the chocolate cake whilst licking her lips.  Or I could start it with the subordinate clause:  Whilst licking her lips, the girl peered longingly at the chocolate cake.  Or I could start with the verb:  Peering longingly at the chocolate cake, the girl licked her lips.  Complete the sentence openers worksheet that’s attached to the blog. How can you change the sentences to make the way they start more interesting?  Keep your sentences as you may wish to use them in your story. | <https://whiterosemaths.com/homelearning/year-6/>  Go to the above link and watch the video for Summer Term Week 4, Lesson 4 (Fractions of an amount)  Complete the worksheet attached to the blog for today. | SCIENCE:  Food chains show how energy is passed through living things by consumption (or eating). All animals get their energy from their food. Plants get their energy from the sun.  Watch this video to find out about food chains:  <https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-food-chains-and-food-webs-in-animals/zn7g92p>  Write down definitions for the following terms:  Producer  Consumer  Primary consumer  Secondary consumer  Predator  Prey  Which type of plankton do you think is a producer? Which type is a consumer?  Research and create a marine food chain that shows the flow of energy from the sun, through the different marine organisms to the top consumer.  Challenge: Can you complete the ‘who’s eating who’ activity that’s attached to the blog to create a food web? (Please note you don’t need to print this out, just use the information to draw out the food web). | Choose 2 activities from the list above.  OR  Practise your dance from yesterday.  If you can, ask someone to film you performing your dance and watch it back. What do you think works well, what could you improve?  Make changes to your dance to improve it. |
| You are going to be writing the story of the film that you watched last week.  Watch the film again to remind yourself of what happened if you need to:  <https://www.literacyshed.com/something-fishy.html>  You will need the story map and character profile that you created last week.  Today you will be writing the first half of the story, up until the girl encounters the shark.  Focus on the description that you use in your writing. Use some of the vocabulary that you generated last week when you describe the main character. I have attached the vocabulary mat to the blog again this week so that you can use that for inspiration as well.  At the start of the story, remember to set the scene. Where does it take place? How is the girl feeling (can you show this rather than telling)?  What does she think when she sees the washing machine start to glow? What makes her climb inside? Is she scared or excited?  When describing the ocean that she enters, think about what the girl can see around her, how does she feel, what can she hear?  Challenge: How many different ways can you vary your sentence openers? | <https://whiterosemaths.com/homelearning/year-6/>  Go to the above link and watch the video for Summer Term Week 5, Lesson 1 (and divide by 10, 100 and 1000)  Complete the worksheet attached to the blog for today. | DT:  Plankton is not able to swim – it drifts in the ocean. It is important that plankton sinks to the bottom of the ocean, but because most of the organisms that eat plankton do not live at the bottom of the ocean it can’t sink too quickly.  You are going to have a plankton race.  You need to use items from the home to design your own plankton (they will need to be either waterproof or disposable). You want the items to sink when placed in water, but they need to sink as slowly as possible.  Place your items in a deep container of water (a bottle that has had the top cut off would work well) and time how long they take to sink. The one that takes the longest is the winner.  Maybe you could challenge someone else in your household to a race?  Which materials sank quickest?  Which materials sank slowest?  Did any materials not sink at all?  Can you modify any of the plankton to make it sink more slowly? | Choose 2 activities from the list above.  OR  Perform your dance for the other people in your house.  Maybe you could teach it to them as well. |
| Today you will be finishing your story.  You will be carrying on from where you left off yesterday.  How will the mood of your story change when the girl comes face to face with the shark? Can you vary the length of your sentences to build tension and show that she is scared? Short sentences work very well for this.  Remember to describe how the character is feeling. Can you show that she is scared through her actions? | Complete the activities on Mathletics. | Art:  Have a go at sketching some of the plankton that you have seen in the video.  There is a guide to drawing phytoplankton here that you might want to use to help you:  <https://www.drawingtutorials101.com/how-to-draw-phytoplankton> | Choose 2 activities from the list above.  OR  Play ‘Keep on the move’ – instructions are attached to the blog. |
| Complete the reading comprehension activity that is attached to the blog. | Complete the arithmetic questions that are attached to the blog.  You do not have to time yourself – you can work through them at your own pace.  If you do want to time yourself then allow yourself 30 minutes to complete all the questions.  Use the answers to check it when you’ve finished. | SCIENCE:  Create a food chain mobile based on the food chain that you created earlier in the week.  Draw each element of your food chain on a piece of paper or card and cut it out. Start with the sun at the top of the chain and then use string to create a chain underneath it.    What would happen if you cut one of the strings?  What effect would it have if one of the food sources was removed from the oceans? | Choose 2 activities from the list above.  OR  Play ‘Save the Treasure’ – instructions are attached to the blog. |