

Dear Year 6

## Week Beginning 1<sup>st</sup> June

In this pack you will find daily English and Maths activities and some History and Science activities for you to do this week. Any worksheets or resources mentioned will be saved on the website on the year 6 pages.

<https://www.st-marys-jun.hants.sch.uk/page/?title=Year+6&pid=322>

These activities are similar, but not all the same, to those that year 6 will be doing in school this week.

Don't forget you should still be regularly logging onto Mathletics for some additional Maths practice and do keep reading! Also don't forget to keep up with all the craft, baking, fitness and other activities you have been getting up to and remember to send photographs of anything you have enjoyed doing to your year 6 teachers.

You may also like to look on the school website at some of the activities other year groups are doing as you may like to try some of them yourself.

### Maths

#### Place Value and Number

This week your work is all based around Place Value and Number. Complete one or two pages a day from the pack '**Year 6 Number and Place Value Workbook**', do not rush through it all in one go.

You do not need to print it out you can read the questions on your computer / tablet and then make notes on paper.

You can also have a go at these 2 additional Place Value activities too:

- Build a Number

### Build a Number

You can only use each digit once in each number, and you must use every digit in each number.

1	2	3	4	5	6	7	●
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1. Build the biggest whole number you can.
2. Build the smallest whole number you can.
3. Build a number less than 4,000.
4. Build a number between 45,000 and 46,000.
5. Build a smaller number between 45,000 and 46,000.
6. Build a number between 600 and 700.

7. Build a number that is closest to 4,000,000.
8. Build 3 numbers between 1,000,000 and 1,100,000 and order them from smallest to largest.

- Explain your answers to these two questions:

Julie says, **“I added three odd numbers and I got 50.”**

Explain as thoroughly as you can why she cannot be correct.

Nadia is working with **whole** numbers.

She says,

**“If you add a two-digit and a two-digit number you cannot get a four digit-number.”**

Is she correct?

Explain why as thoroughly as you can.

## English

### **Reading Focus**

This week we are looking at extracts from a book called ‘One Thousand and one Arabian Nights’ by Geraldine Mc Caughrean’

This is a completely original version of the "Arabian Nights Stories" in order to delay her inevitable execution, Queen Shaharazad tells her murdering husband, King Shahryar, a wonderfully exciting story every night. The King is used to a new wife every day, only to put her to death the following day, but finds himself so intrigued in the magical stories Shaharazad tells, he can't bring himself to kill her. Night after night she tells her wonderful stories until the King starts to realize that he won't be able to live without them...

This week is lots of reading and getting an idea of these tales in preparation for wiring your own next week!

There is also some reading linked to our science learning for you to try.

### **Day 1:**

Read Chapter 1 (You can find these on the school website). Read it through once to yourself. Then read it through a second time, what words are new to you? What words do you need to find the definition of? Make a note of these and then using a dictionary or by looking on

the internet can you find out what these words mean, write down a definition of these new words

If you think you know them all choose 10 words that are interesting and write down what they mean.

### **Day 2:**

Read Chapter 2. Isn't it full of some great description!

Now you have read chapters 1 and 2 can you summarise these two chapters in your own words, this should be at least 2 paragraphs,

### **Day 3:**

Read chapter 3.

Which characters have you met in the book so far? How would you describe these characters – Physical appearance? Personality? s – e.g. Shahryar – ‘tall’, caring but cruel at times too.

Using examples from what you have read in the first 3 chapters write a short description of one or more of these characters using as much description as you can, remember you can use ideas from the text you have read.

### **Day 4:**

Make sure you do this after your science activities for the week!

Have a go at the Digestive System Reading comprehension, Form reading this text and from your science learning you will be great at this!

## **Science**

### **The Human Digestive System**

There are activities to work through this week for science, maybe choose to do one a day.

- 1) Before you do any research or read anything on the blank outline of the human body(torso) have a go at drawing and labelling anything you already know about the human digestion system. Where does your food go when it enters your mouth? Don't worry if you don't get it correct! You will learn new vocabulary and processes this week.
- 2) Look through the PowerPoint on food and digestions. Can you fill in any gaps on the slides? Make a note on a piece of paper of important scientific words you hear, like the part of the body involved in digestion. You may want to read it through more than once to help you understand.

- 3) Now you know a bit more about the human digestion system can you complete the digestive system cut and stick sheet. Read each bit very carefully before you chose where to put it!
- 4) Now time to have some fun! If you have the resources at home have a go at the digestion investigation – do ask before go cutting up anyone’s tights please! The instructions are on your year 6 the webpage.
- 5) Finally, to summarise what you have learnt his week about human digestion you have two choices, you can either create a poster to teach someone else about this process or maybe make a plasticine or clay model of you have any and label it. We would love you to email the year 6 teaches anything you create.

## **History**

This half term we are going to be looking at what life was like in Britain during the Dark ages compared to life in Baghdad and how early Islamic civilisation developed between 600-100CE. This time in Britain was known as the ‘Dark Ages’, but in Baghdad it was the ‘Golden Times’. Why do you think it was so different?

Don’t try to do all of this at one – do one activity each day this week.

- 1) Read though slides 1-6 on the PowerPoint saved on the website called Islamic Civilisations Lesson 1 and 2 You will need to read through this a few times. Whilst you read make some notes about what life was like in Britain at this time in history. What do you think it would have been like to live in Britain during the Dark Ages? Why has this period of history become known as the Dark Ages.
- 2) Have a look at slide 7 on the PowerPoint and the timeline cards document, have a go and cutting out and sequencing the timeline activity cards. What was happening in Britain at the time compared to what has happening in the early Islamic world. Take a picture of your finished timeline, you can use the base timeline to stick them on if you want to.

Next week we will find out more about life in the Islamic world during this time and some of the major inventions of the time!