

YEAR 6



Hello, Year 6!

Did you enjoy the lovely weather last week? It won't be long until the Summer holidays where you can have a good break before your next adventure in September! For the time being, still keep working hard on your learning to make sure you're as ready as you can be for High School.

We'd love to see more of what you have been up to at home, whether you're learning at home all week or just on Friday's after being in school. Send us some of your work via the Office or get your mums and dads to post it on Twitter @OldburyPark. We'd really love to see all your hard work! Keep safe and take care!

Miss Moule

Miss Hill

Julie

EVERY DAY

Daily Maths lessons - <https://whiterosemaths.com/homelearning/year-6/> (Summer term Week 10 w/c 29th June). Most of you should have already completed the work for Ratio and Scale Factor but if you click on the button just below that looks like this you will find activities named: **The first Quadrant, Four Quadrants, Translations and Reflections.** Watch the video and then complete the written task (some of these need printing). This is 30-40 minutes work. There is no video for Friday but there will be a Maths Challenge which will be on the website later in the week.

Daily Arithmetic challenge – complete a set of 8 questions every day!

Mathletics – 15-20 minutes (more if you wish).

Read for at least 30 minutes.

CGP BOOKS

(across the whole week)

Maths – Pages 86-89 (after completing White Rose Tasks). This is for all 3 math's groups.

English – Pages 63-69

SURVIVAL OF THE FITTEST!

Additional tasks for this week. (29/6/20)

English

Monday

The Visitor! Take a look at the image on one of the pages below of The Visitor. Use the questions below the image to create a mind map about it. Tomorrow you will be writing a story about the Visitor so try to include lots of information about who he/she is and why he/she is there! You can use the template we have made for you or you can create your own!

Tuesday

Using your work from yesterday, use the story starter to finish the story of The Visitor. Try to make it exciting for the reader and remember to include impressive punctuation (semi-colons, commas for parenthesis and perhaps some speech), great vocabulary and different sentence types! You should write at least an A4 page.

For more activities based on The Visitor, look here:

<https://www.pobble365.com/the-visitor/>

Wednesday

Writing comics and using ellipsis! Watch the videos and have a go at the activities. One of the activities asks you to create a comic strip – we would like you to use your story of The Visitor to create your comic! On this website you'll find some helpful tips on what a comic should include.

<https://www.bbc.co.uk/bitesize/articles/zsmhqfr>

Thursday

Reading Comprehension – Garden Birds. Read the text carefully and then answer the questions – you can find this below.

SPaG – complete the SPaG Mat below.

Friday

Have you ever had a go at writing your own limerick? Use this website to help you have a go! You could write one about yourself in lockdown or maybe one of your family members or friends!

<https://www.bbc.co.uk/bitesize/articles/zpb3trd>

Spelling – Pages 63-69 of your CGP Book

TOPIC

Year 6 Memories

Your time at Oldbury Park has been special so we want to commemorate all of the amazing things you have done and share some of your most-loved memories. See if you can fill in the Year 6 Memories sheet below. If you're at home, please email your sheet to the office so we can have a look!

All about me

Your High School want to know a little more about YOU! Complete the All About... sheet. Be honest, your individuality makes you unique! Keep hold of it as they may ask to see it when you start school in September.

Science – Evolution of Humans.

How have humans changed over time? Use the comparison sheet below to write down the similarities and differences.

You can watch this video to find out more about evolution:

<https://www.bbc.co.uk/bitesize/topics/zvhvvcw/articles/z9qsl-qt>

Geography – The Alps

Use this website to see what you can find out about The Alps. Watch the videos and then complete at least one of the activities. <https://www.bbc.co.uk/bitesize/articles/zfnk.jp3>

Transition – 2 activities.

We hope you had a go at the transition activities last week, they will help you to process your thoughts about what changes might happen. You should go through the PowerPoint, videos and complete the pages for Session 5 and Session 6 this week. The PowerPoints (with video links) can be found on the school website. The activity pages can be found below.

Daily Practice – 1

- 1) $336.3 + 72.58 =$
- 2) $7583.8 - 49.9 =$
- 3) $16 \times 12 =$
- 4) $846 / 9 =$
- 5) $6/8 + 4/5 =$
- 6) 10% of 56 =
- 7) $9.15 \times 100 =$
- 8) $13 \times 5 - 35 =$

Daily Practice – 2

- 1) $47.6 + 74689 =$
- 2) $5529 - 685 =$
- 3) $79 \times 17 =$
- 4) $1682 / 3 =$
- 5) $2/9 + 2/6 =$
- 6) 0.39 as a fraction =
- 7) $0.39 / 10 =$
- 8) $65 - 12 \times 4 =$

Daily Practice – 3

- 1) $9999 + 2425 =$
- 2) $100.1 - 26.45 =$
- 3) $84 \times 11 =$
- 4) $2226 / 6 =$
- 5) $5/6 - 5/12 =$
- 6) 25% of 470 =
- 7) $10.39 \times 100 =$
- 8) 10 squared + $16 \times 8 =$

Daily Practice – 4

- 1) $5558 + 49.95 =$
- 2) $1889 - 115.9 =$
- 3) $102 \times 8 =$
- 4) $973 / 5 =$
- 5) $9/5 - 1/3 =$
- 6) 30% of 260
- 7) $168 / 100 =$
- 8) $99 \times 10 / 2 =$

Daily Practice – 5

- 1) $736.6 + 100.25 =$
- 2) $888 - 4.57 =$
- 3) $26 \times 12 =$
- 4) $1039 / 8 =$
- 5) $9/12 \times 1/3 =$
- 6) 55% of 500 =
- 7) $78.36 \times 1000 =$
- 8) $0.9 \times 10 \times 10 =$

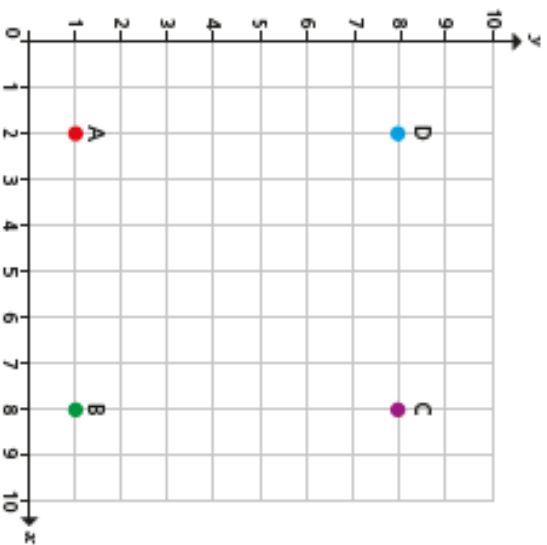
Daily Practice – 6

- 1) $99501 + 502.95 =$
- 2) $9822.2 - 125.4 =$
- 3) $9 \times 26 =$
- 4) $74692 / 3 =$
- 5) $8/10 \times 2/6 =$
- 6) 0.58 as a percentage =
- 7) $70.28 / 1000 =$
- 8) 8 squared + $2 \times 5 =$

The first quadrant



1



- a) Write the coordinates of the points A, B, C and D.
- A (,) C (,)
 B (,) D (,)
- b) Draw lines to join the points A to D to form a rectangle.
- c) Write the coordinates of 4 different points in each column of the table.

Inside the rectangle	Outside the rectangle	On the perimeter of the rectangle
(5, 3)		

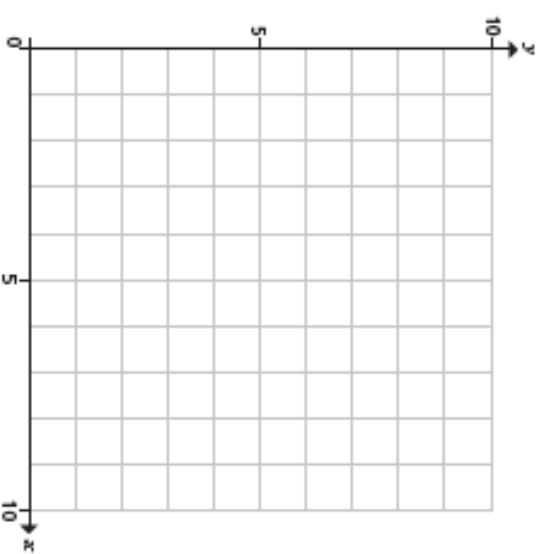


2

Here are coordinates for three vertices of a rectangle.

(3, 6) (7, 3) (7, 6)

a) Plot the coordinates.



- b) Write the coordinates of the fourth vertex.
- (,)

3

Here are coordinates for two vertices of a square.

(5, 2) (5, 6)

What could the coordinates of the other two vertices be?
 Give two possible solutions.

- (,) and (,)
 (,) and (,)

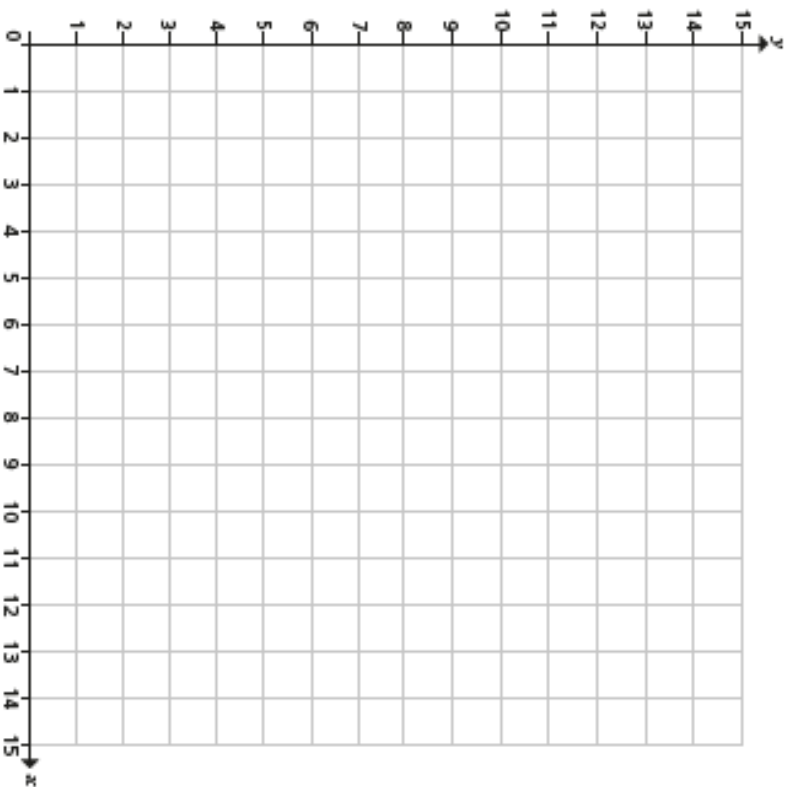


- 4 a) Write a set of coordinates that would join to make a right-angled triangle.

- b) Write a set of coordinates that would join to make a pentagon.
- _____

- c) Write a set of coordinates that would join to make a trapezium.
- _____

- d) Plot your points from parts a), b) and c) to check you are correct.

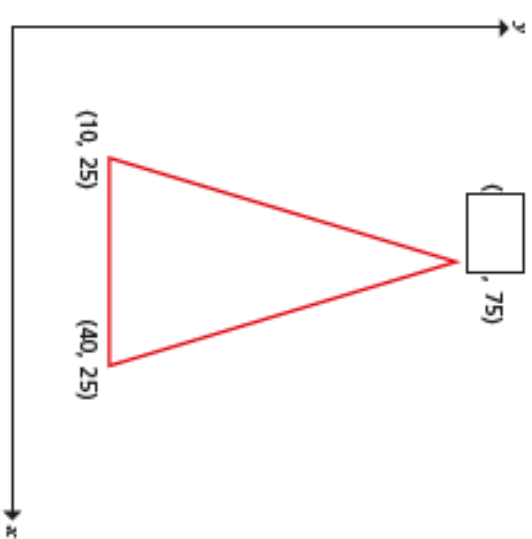


Compare shapes with a partner.

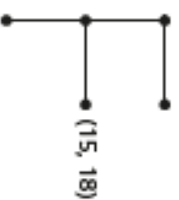
What is the same? What is different?



- 5 Complete the coordinate for the isosceles triangle.



- 6 Eva has drawn an F on a coordinate grid. One point is labelled. Suggest possible values for the other points and label them on the diagram.



Compare answers with a partner.

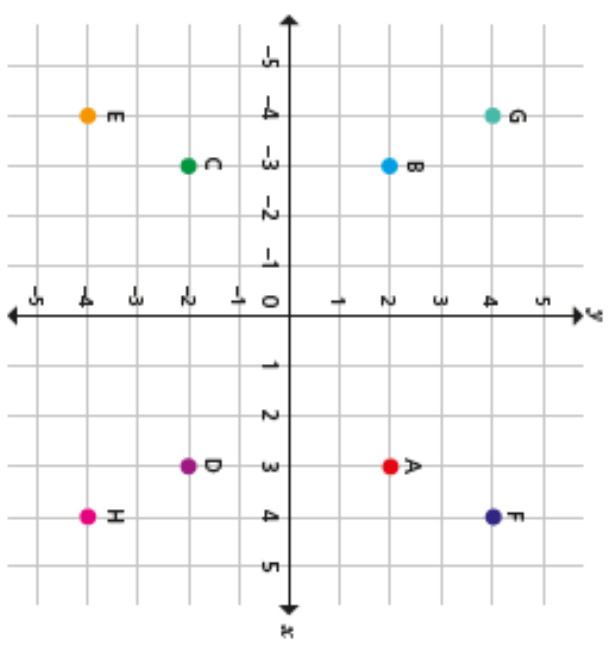
Is there more than one possible set of answers?



Four quadrants



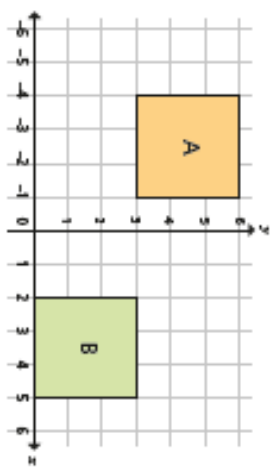
1



Write the coordinates of points A to H.

- A (,)
- B (,)
- C (,)
- D (,)
- E (,)
- F (,)
- G (,)
- H (,)

2

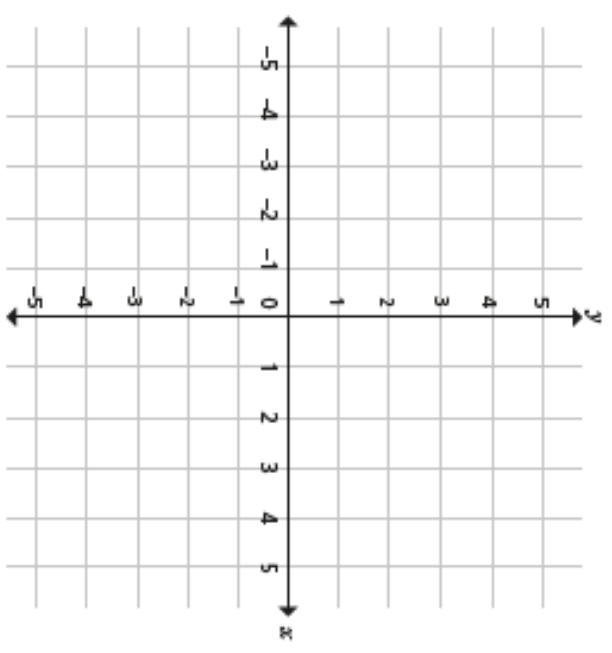


Write the coordinates for each vertex of each square.

square A = _____

square B = _____

3

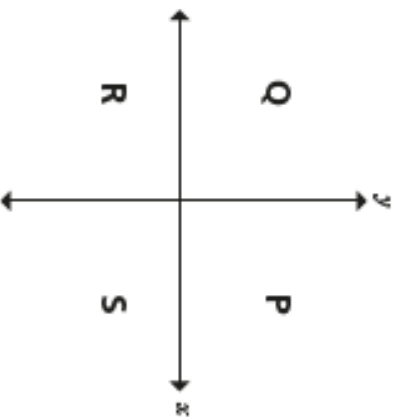


- a) Plot these coordinates:
 (-3, 0) (4, 0) (-1, 5) (-1, -5)
- b) Join the points you have plotted to form a quadrilateral.
- c) Complete the sentence to describe the shape you have drawn.

This quadrilateral is a _____



4



a) Write coordinates for 4 possible points in each quadrant.

Quadrant P	Quadrant R
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)

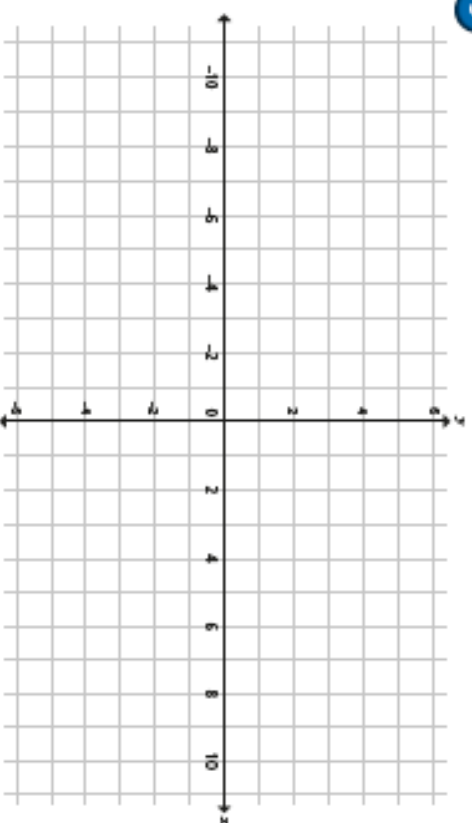
Quadrant Q	Quadrant S
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)

b) Write 4 different coordinates that are not in any single quadrant.

(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)

What do you notice?

5



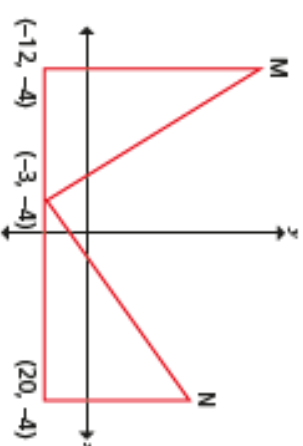
a) Plot these coordinates.

$(-8, 4)$ $(4, -2)$ $(10, -5)$ $(-4, 2)$ $(-6, 3)$

b) Write three other coordinates that would be in the same line.

6

The diagram shows two identical triangles.

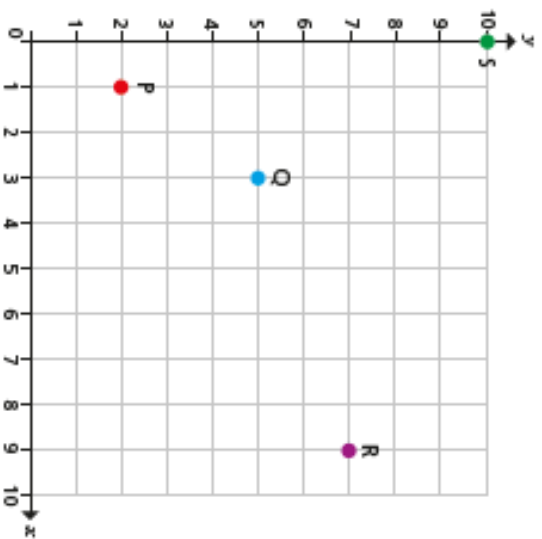


Write the coordinates of points M and N.

M (,) N (,)

Translations

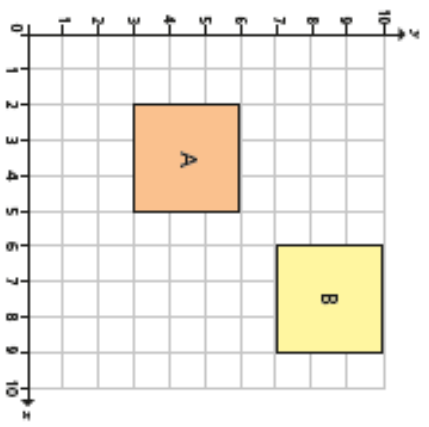
1



Describe the translations.

- a) From P to Q is right and up
- b) From Q to R is right and up
- c) From R to S is left and up
- d) From S to P is and
- e) From Q to P is and
- f) From R to Q is and
- g) From S to R is and
- h) From P to S is and

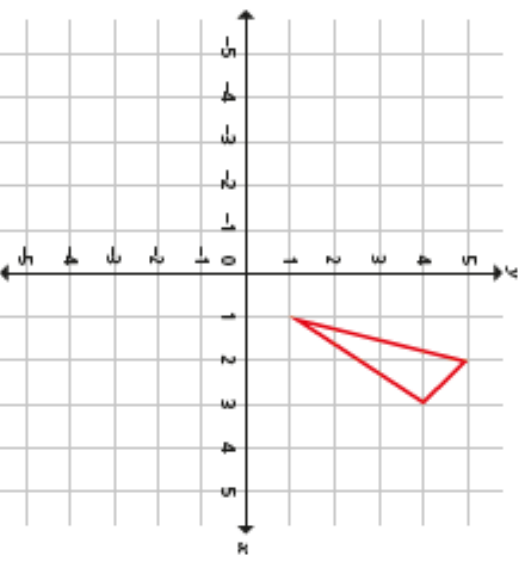
2



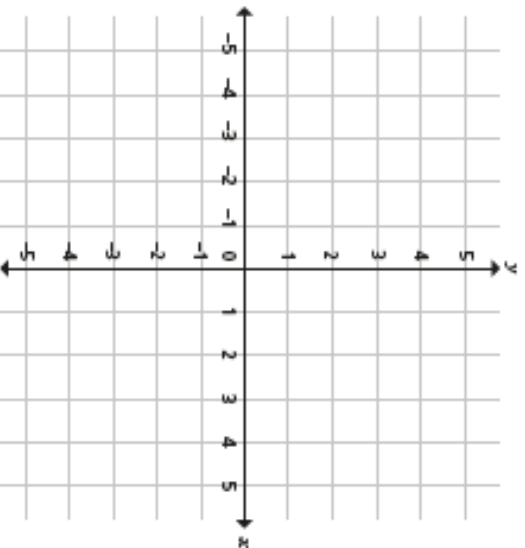
Do you agree with Rosie? _____
 Explain your answer.

3

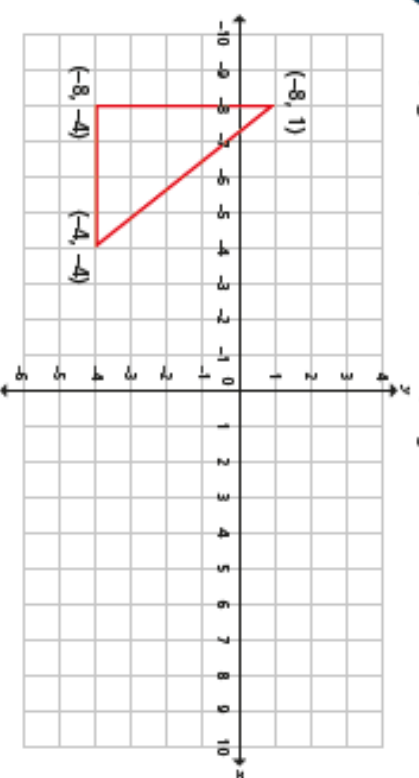
Translate the triangle 6 left.



- 4 These coordinates form a quadrilateral: $(-5, 5)$, $(-5, 1)$, $(-1, 4)$, $(-1, 2)$. It is translated 3 right and 4 down. Draw the quadrilateral on the grid in its new position.



- 6 A triangle is drawn on the coordinate grid.

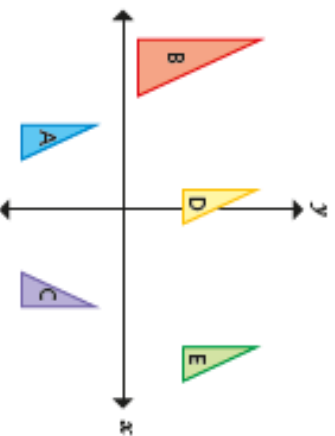


- a) Translate the triangle 9 right and 1 down.
b) Tick the correct box for each coordinate.

Point	Inside the new triangle	Outside the new triangle	On the perimeter of the new triangle
$(0, 0)$			
$(4, -5)$			
$(2, -1)$			
$(-6, -3)$			
$(3, -4)$			



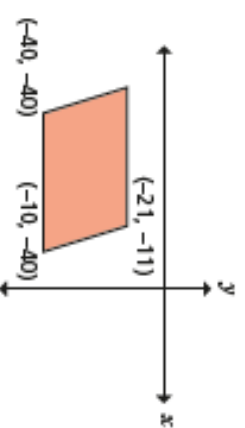
5



Which triangles are translations of each other?

Explain why the others are not translations.

7



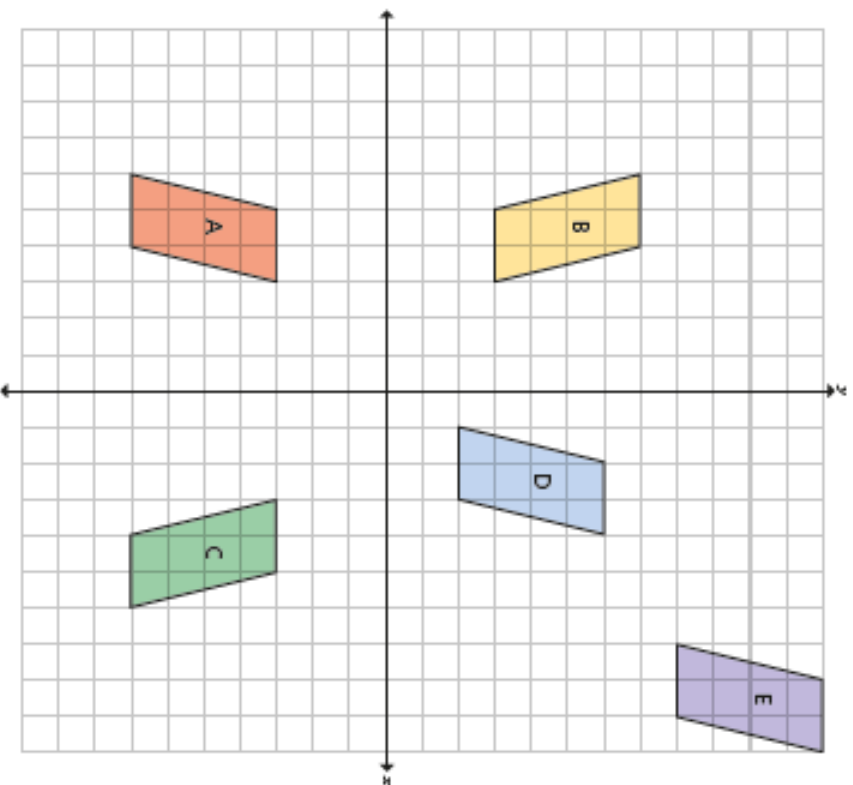
This parallelogram has been translated 50 left and 25 down. What were the coordinates of all four vertices before it was translated?



Reflections

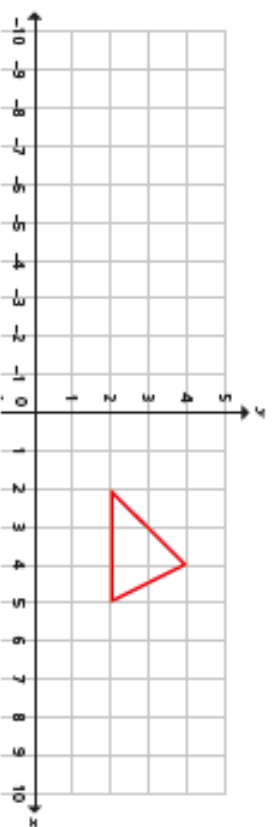


1 Five parallelograms are shown on the coordinate grid.

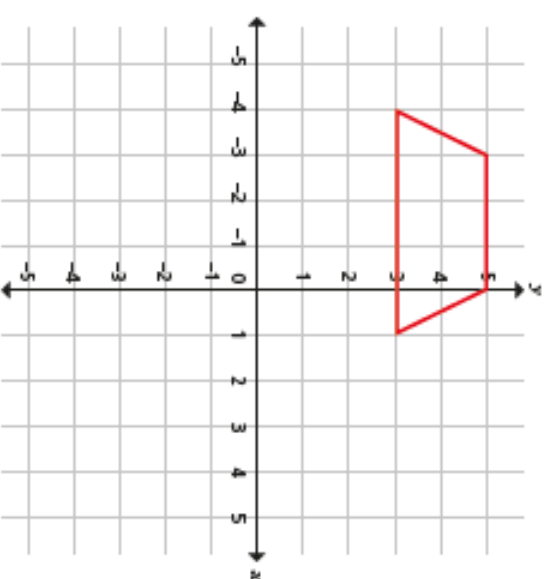


- a) Tick the shapes that are translations of shape A.
- b) Circle the shapes that are reflections of shape A.

2 Reflect the triangle in the y -axis.



3



a) What is the name of the shape plotted on the grid?

b) Reflect the shape in the x -axis.



The Visitor



7

Question time!

Who do you think is controlling the robot? Does it have a mind of its own?

Where has the robot come from?

Are the people in danger?

Can you think of a good name for the robot?

Is there a chance that robots will become part of our society in the future?



Story starter!

Snap...Snap...Click...The sound of a hundred cameras filled the air.

Craning their necks to the skies to see the enormous specimen, the crowd all let out gasps and moans in unison as the figure took its first steps.

Standing over 50 metres tall, the metal beast cast a foreboding shadow over the gathering, transfixed spectators. No-one knew why it was here. No-one knew where it had come from. No-one knew whose side it was on. However, its intentions were about to be made clear...

Features of a comic

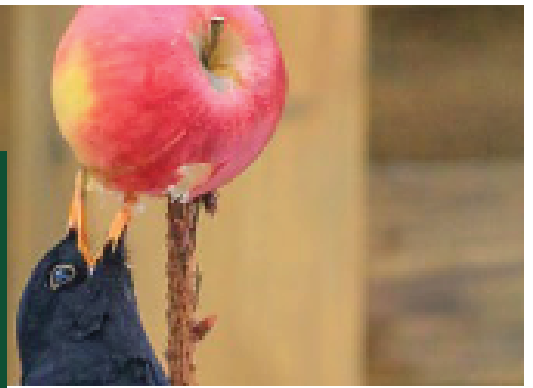
Planning your comic story is important and these are **key features** that you'll need to use:

- **Panels** are the boxes that contain each piece of action.
- **Caption boxes** within each panel are like the narrator. They tell you when and where events in the story are happening.
- **Speech bubbles** tell you what the characters are saying. Different shaped speech bubbles show different emotions. For example, spiky speech bubbles show a character is angry.
- **Thought bubbles** tell you what the characters are thinking. They can help to move the action along.
- **Onomatopoeia words** can be used to add sound effects like **pow** or **boom**.
- **Different images** make your comic exciting by using lots of different images or shot types (pictures from different points of view like long shots, close-ups or a bird's eye view).

Comic Strip

Garden Birds

Whether you live in a village, town or city, you will have seen British garden birds in your garden, school grounds or local park. The UK is lucky enough to have many native garden birds. Let's find out about some of them...



Robin

Latin Name:
Erithacus rubecula

With their bright red breast and face, robins are easily noticeable, despite being only around 13cm long. You will often hear them singing into the evening with their high 'tic tic tic' song.

Seen throughout gardens in cities, towns and villages, robins will nest almost anywhere, including in old watering cans or sheds. Between May and July, robins will lay 4-6 eggs in a cup-shaped nest made mainly from moss. The eggs are predominantly white with sandy or red freckles and adult robins may lay a clutch of eggs up to three times per year.

The usual diet of robins consists mainly of insects and their larvae, spiders, worms, weeds, seeds, fruit, berries, nuts and oats. In order to encourage robins into your garden, provide mealworms on a bird table. Robins have the potential to become very tame and may even feed out of your hand!



Blackbird

Latin Name:
Turdus merula



Male blackbirds are usually jet-black with an orange beak, whereas females are dark brown with a brown beak. They are larger than robins, at around 25cm long, and can also be heard singing in the evening with their tuneful song or their 'tchook tchook tchook' alarm call.

Blackbirds are found in a wide variety of habitats, including woodland, fields, gardens, towns, cities and countryside. Originally, blackbirds were woodland birds; still usually found nesting in bushes, shrubs or trees. They use grass, horsehair and fine roots held together with mud to form their nests, which are usually lined with grass. They will lay 3-6 bluish green eggs, spotted with brown, in each clutch and this can occur up to three times per year.

Blackbirds mostly eat insects but have been known to have a very varied diet, including nuts, berries, cheese, fruit, newts and shrews – one of the reasons they thrive in the wild.

Blackbirds are also able to catch worms if the grass is soft enough for them to dig with their beaks.



Wren

Latin Name:
Troglodytes troglodytes

Despite their miniscule size, at only 9-10cm long and 8-13g in weight, wrens are surprisingly not Britain's smallest native bird – a title held by the goldcrest, at just 9cm long and 6g in weight. Although tiny in stature, the wren has the loudest song (relative to their size) of all UK native birds and they can be heard making a loud 'teck teck teck' call ending in a trill (quavering note).

Wrens are good at hiding in amongst trees and bushes, where they build their nests from grass, moss and leaves and line them with soft feathers. To spot an adult wren, look out for brown plumage and a short tail which constantly flicks. The young (juveniles) – born in clutches of 5-8 eggs once or twice per year – are almost identical to their parents except they don't have prominent pale eyebrows. Wrens have a varied diet but mainly choose insects and spiders, which they find along the ground with their beak.

Threats to Garden Birds and How You Can Help

There are things that we use in our gardens which could harm garden birds but you could make a difference by making small changes, such as:

Netting – People use nets in their gardens to stop birds getting to their vegetables, but birds can become tangled in them. If nets are needed, it is best to use fine mesh nets made of natural material, rather than nylon.

Outside Lights – Outside lights can confuse birds causing them to collide with windows as they use the light to navigate. If you have outside lights, ensure they are on a timer so they do not stay on at night.

Artificial Grass – Artificial turf destroys habitats for birds and the insects they eat so it is best to use natural grass wherever possible.

Weed Killers – Weed killers can poison birds or destroy the insects that they feed on. Try to use natural methods to control the insects within your garden, such as by encouraging insect-eating birds or other wild animals, such as hedgehogs, to visit.



Did You Know...?

Although they are not always resident in the UK, nightingales are special summer visitors to parts of southern England. They are very secretive and hard to spot but their melodic song can be heard through the day and night. They are some of the loudest, fastest singers of the bird world!

Questions

1. What is the Latin name of the wren? Tick one.

- Luscinia megarhynchos
- Troglodytes troglodytes
- Turdus merula
- Erithacus rubecula

2. Draw **three** lines to match each bird to its song.

robin

wren

blackbird

tchook tchook tchook

tic tic tic

teck teck teck

3. What does **trill** mean?

4. Find and copy **two** things that robins will eat.

- _____
- _____

5. What is the problem with using nets in a garden?

6. Why do you think wrens are so good at hiding?

7. Summarise the information from the third paragraph in 40 words or fewer.

8. Which of the threats do you think is the most problematic? What could you do to help the problem?

9. Why do you think that robins are Britain's favourite bird? Give at least two reasons.

10. Can you think of any other threats to garden birds? What could you do to help the problem?

Answers

1. What is the Latin name of the wren? Tick one.

- Luscinia megarhynchos
- Troglodytes troglodytes
- Turdus merula
- Erithacus rubecula

2. Draw three lines to match each bird to its song.



3. What does trill mean?

A trill is a quavering note.

4. Find and copy two things that robins will eat.

Accept any two of the following: insects and their larvae; spiders; worms; weeds; seeds; fruit; berries; nuts; oats; mealworms.

5. What is the problem with using nets in a garden?

The problem with using nets in a garden is that birds can become tangled in them.

6. Why do you think wrens are so good at hiding?

Pupils' own responses, such as: They are very small and brown in colour so they blend in to the bushes and trees that they build their nests in.

7. Summarise the information from the third paragraph in 40 words or fewer.

Pupils' own responses, such as: Robins are seen in cities, towns and villages; they will nest anywhere, in their cup-shaped mossy nest, from May to July, laying 4-6 white eggs with sandy or red freckles up to three times per year.

8. Which of the threats do you think is the most problematic? What could you do to help the problem?

Pupils' own responses, such as: I think that weed killers are the most problematic threat because they can kill birds or their food, meaning that the birds could starve.

9. Why do you think that robins are Britain's favourite bird? Give at least two reasons.

Pupils' own responses, such as: Robins are very distinctive with their red breast and people associate them with Christmastime; they are also very friendly and will sometimes feed out of people's hands.

10. Can you think of any other threats to garden birds? What could you do to help the problem?

Pupils' own responses, such as: I think that pets are a threat to garden birds, especially cats because they often catch and kill small birds or destroy their nests. It is difficult to control cats, but people with pet cats should try to make sure that they don't attack birds by giving them plenty of toys to play with.

Year 6 Summer Term 2 SPaG Mat

Section 1

Can you rewrite this active sentence as a passive sentence?

This girl was climbing the rope.



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Cathy stared into the bakery window and gazed at the delicious cakes.

Section 5

Tick the word that is a noun made by adding a suffix to the word 'excite'.

excited

excitable

excitement

Section 2

Look at the pairs of words within the brackets. Circle the correct word to fit the sentence:

Because of the storm outside, Brenda went to (close/clothes) the window.

Nick spent most of his birthday money on some new (close/clothes).

Section 4

Mr Whoops has accidentally jumbled up an adjective that he used to describe his latest clumsy accident. Can you help him to unjumble it?

DWKWWAAR



Section 6

Add a semicolon to this sentence to mark the two independent clauses:

The train rushed past the station platform no passengers wanted to get on.



What are the Alps?

The Alps are a large **mountain range** in the middle of **Europe**. They are spread over eight countries:

- France
- Monaco
- Italy
- Switzerland
- Liechtenstein
- Austria
- Germany
- Slovenia

Activities:

1. Create a quiz for your family members using what you have learned about The Alps.
2. Make a Holiday Brochure for tourists who may wish to visit The Alps.

The Alps formed when two large **tectonic plates** slowly collided, pushing up the ground over tens of millions of years, creating some of the highest peaks in Europe. The highest mountain in the Alps is **Mont Blanc**.

What is it like in the Alps?

The **weather** in the Alps is affected by different temperatures of air coming from the north, west and south. These conditions create five different types of **climate**, depending on height - the higher up the mountains, the colder it gets.

The tops of the mountains are covered in **snow** and **glaciers**. Different types of animals and plants live in the different climate zones and some are not found anywhere else in the world.

Many rivers have their source in the Alps. Melting snow and ice in spring and summer supply water to the rivers and lakes at the foot of the mountains. **Dams** have also been built to hold this water in order to create **hydroelectric power** for nearby towns and cities.



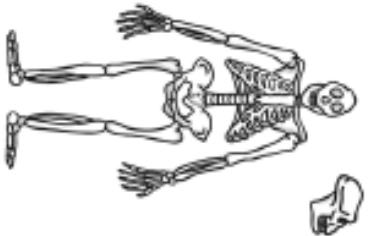
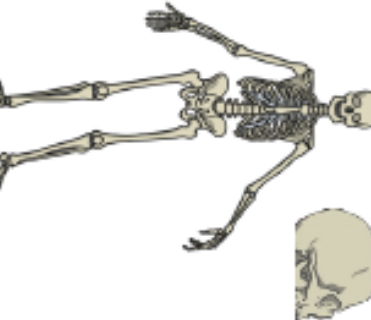
Tourism is the main industry in the Alps. Around 30 million people visit the Alps each year, enjoying activities such as:

- skiing and snowboarding
- walking
- sightseeing
- trail running
- mountain biking
- paragliding



Human Evolution

Compare the similarities and differences between a modern human and an Australopithecus Afarensis.

Physical Appearance		Skeletons	
<p>Australopithecus Afarensis</p> 	<p>Human</p> 	<p>Australopithecus Afarensis Skeleton</p> 	<p>Human Skeleton</p> 
<p>Similarities</p>		<p>Similarities</p>	
<p>Differences</p>		<p>Differences</p>	

Session 5

Lost but not lost

**Remember when Matthew Syed talked about a ‘growth mindset’?
Now is the time to remind yourself of that!**

Change the statements on the left so that they are positive and hopeful. Your brain sometimes tells you negative things that are not based on fact. Your job is to tell your brain that there is another way to think and that it is wrong sometimes!

Statement	Transform it!
I won't ever fit in.	This is not true – I will find people who are like me; I just need to find them!
I will always be lost.	
I can't do these subjects.	
I won't make friends like I had in Year 6.	
I miss my primary school.	
One of your own:	

This is the Triangle of Trust

Write down who is in your Triangle of Trust.

Put their names on the triangle.

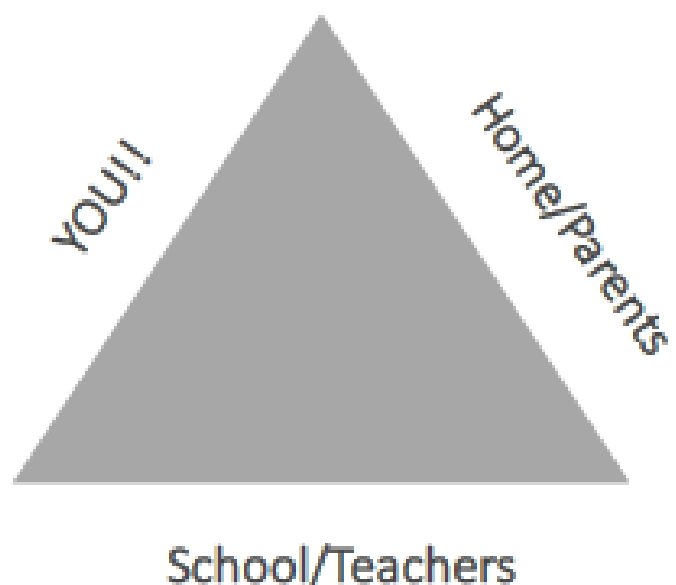
Who can you talk to about different things?

What three things makes you feel happy and good?

- 1.
- 2.
- 3.

Where is your safe place
to just relax?

Mr Burton's Triangle of Trust:



Session 6

'Bouncebackability'

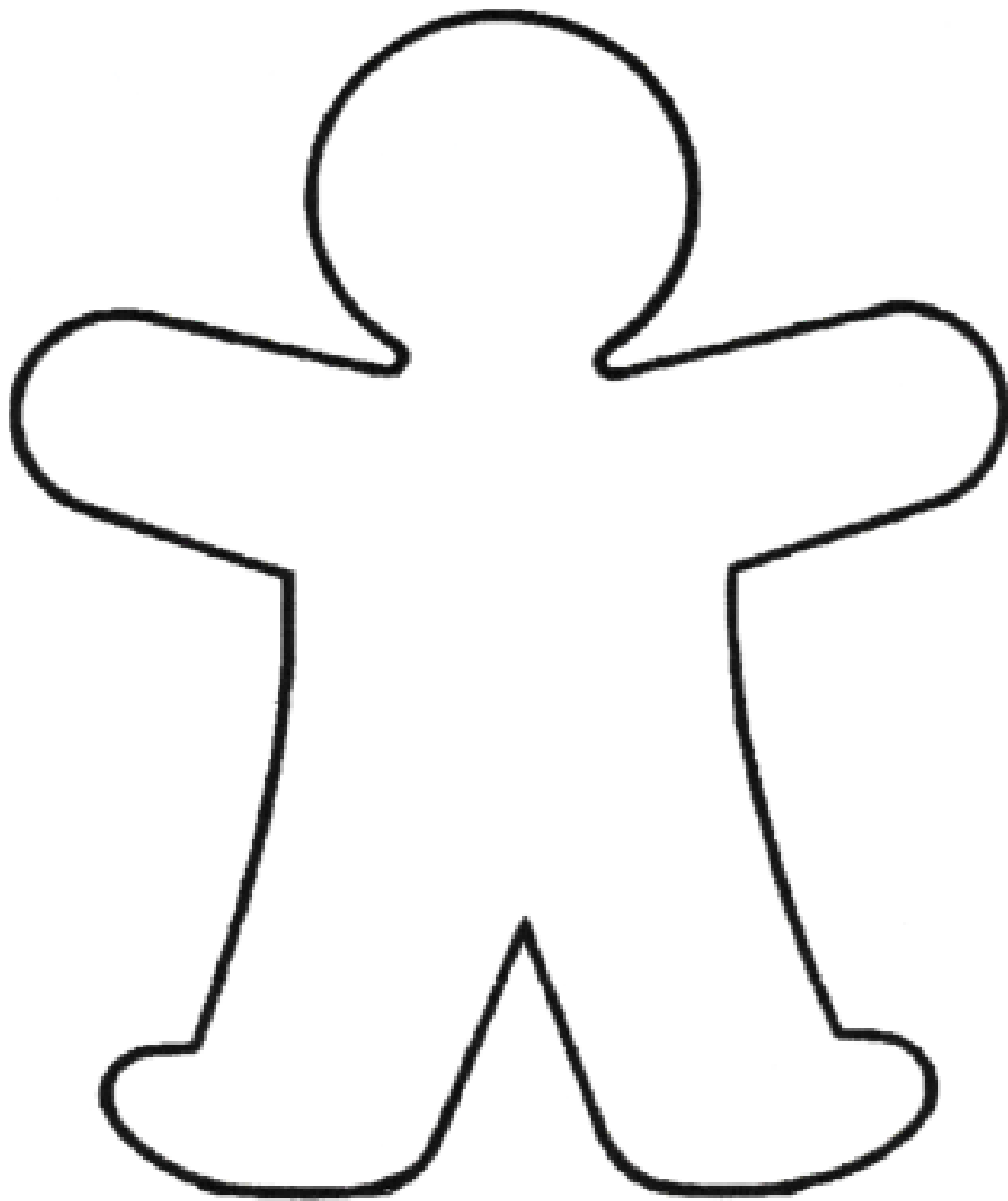
How do you handle bouncing back?

Answer the following questions/finish the sentences:

1. I have shown 'grit' when...
2. I need to show more determination when...
3. How do you handle making a mistake?
What is your reaction?
4. Think of a time when you made a mistake.
Were you kind to yourself?

What does 'work hard' and 'be kind' mean?

Fill in the person outline with all the things that you can do to show you are working hard.



Now think about what you can do to be kind.

How many of these things do you do already?

Highlight the ones that you would like to do more of!

All About _____

The Facts

This is me!

The things I love most

When I grow up I
want to be...

Something
interesting I have learnt
this year:

Three awesome things to know about me:

1.

2.

3.

Year 6 Memories

What fond memories spring to mind when you think of your time at Oldbury Park?

Do you remember your teachers or teaching assistants doing something WOW or funny?

What trips did you enjoy the most? (Here are some Miss Moule can remember. Year 3: All Things Wild, Year 4: Thinktank Year 6: RESIDENTIAL)

Are there any other experiences you can remember taking part in at Oldbury park?

What are your favourite memories that you will remember forever?

What will you miss the most?

What are you most proud of achieving during your time at Oldbury Park?