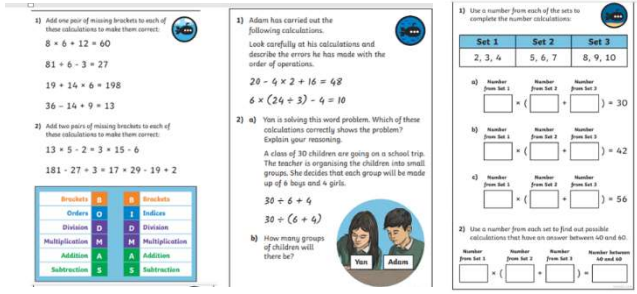






## Learning pack 4 – 19.10.2020

Year 6

## All Things Viking!

SUBJECT	DESCRIPTION OF TASK	RESOURCES
Reading	<p>Complete a question from your reading journal based on either your school reading book or your own book from home. Remember to be a responsible reader – read for at least 10 minutes each day.</p> <p>Log on to Oxford Reading Buddy and choose a book to read online. Complete the tasks to go with the book – can you move up to the next stage?</p>	<p>Reading journal. Reading book.</p> <p>Oxford Reading Buddy log in. If you don't have yours from last year, please email either Miss Hamflett or Mrs Callaghan.  <a href="mailto:m.hamflett200@stp-conssett.co.uk">m.hamflett200@stp-conssett.co.uk</a>  <a href="mailto:c.callaghan100@stp-conssett.co.uk">c.callaghan100@stp-conssett.co.uk</a></p>
Spelling	<p>The -ly suffix.</p> <p>Complete the spelling tasks by using your knowledge of -ly as a suffix.</p>	Spelling task attached as part of the pack.
Maths	<p>This week in Maths we are looking at Order of Operations. This follows the rule of BIDMAS, where, in a task, you have to complete the calculations in a certain order:</p> <p><b>B</b>rackets  <b>I</b>ndices  <b>D</b>ivision  <b>M</b>ultiplication  <b>A</b>ddition  <b>S</b>ubtraction</p> <p>Continue to complete tasks set on MyMaths and use Times Table Rockstars to practise your times tables.</p>	<p>Use the BIDMAS rule to complete the activities below</p>  <p>My Maths and TTRS log ins.</p>
Maths puzzle	Balloon bursting – which balloons are left?	Maths puzzle sheet attached to complete.
Writing	 <p>Answer the attached questions about the picture above. Can you draw what you think each species will look like as a fully grown dragon?</p>	<p>Larger image attached below.</p> <ul style="list-style-type: none"> <li>Describe an egg and see if a partner can guess it.</li> <li>Which dragon do you think is the most dangerous? Why?</li> <li>Which dragon do you think will be the friendliest? Why?</li> <li>Which species could survive in cold temperatures? How do you know?</li> <li>Which dragon egg would you like to find?</li> <li>What would you do if you came across a Norwegian Ridgeback egg?</li> <li>Can you plot the origins of these species on a map?</li> </ul>



<p>Punctuation &amp; grammar</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zkbf4j/articles/zbm8scw">https://www.bbc.co.uk/bitesize/topics/zkbf4j/articles/zbm8scw</a></p> <p><b>Crystal Explorers</b></p> <p>Play as one of our brave, intrepid explorers on an adventure through five fantastic maze worlds.</p> <p>Collect the crystal shards as you go, unlocking the challenges and using your knowledge of grammar, punctuation and spelling to solve the fiendish puzzles.</p> <p>Watch out for baddie Salty Dan, he is determined to steal your crystals and use them for his evil plan! Can you work your way through the levels to unlock golden crystals in every level and topic, and stop him in his tracks?</p>	 <p><i>Play the challenge mode to test your grammar, punctuation and spelling skills.</i></p>
<p>Science</p> <p><b>Living things and their habitats</b></p> <p>Answer the discussion questions below (attached as part of pack). You could create a poster or a fact file including pictures, words and sentences.</p>	<p>RE</p> <p><b>vocation and commitment</b></p> <p>Read Mark 1:9-11 (see below). Read John 1:35-41 (see below)</p> <ol style="list-style-type: none"> <li>1. Analyse the Call of the Disciples (see sheet below)</li> <li>2. Using the Scripture below, think about the difference the call of Jesus made to the apostle Simon Peter's life. Think about what had happened in his life, what his response was to Jesus call and how it had changed him. (see sheet below)</li> </ol>

WIDER CURRICULUM	
History	Art
<p><a href="https://www.dkfindout.com/uk/history/vikings/viking-children/">https://www.dkfindout.com/uk/history/vikings/viking-children/</a></p> <p>Research what life was like for Viking child of your age. Write a diary entry as if you were a Viking child – include your feelings, emotions and actions.</p>	<p><b>Viking Longboats</b></p> <p>Design your own <b>Viking figure head</b> for a Viking longboat and then incorporate it into a design of your own Viking Long ship.</p> <p>See sheet below for some design ideas. Remember...the figurehead was supposed to scare off possible attackers...so the scarier the better!</p>
Music	In the news...
<p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-4-thor-sing-us-a-saga/zh89cqt">https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-4-thor-sing-us-a-saga/zh89cqt</a></p> <p><b>Viking Saga Songs. 4: Sing us a Sags</b></p> <p>Time to meet Thor, god of thunder. The song celebrates storytelling...and in the first part of our saga - Thor and the giants - Thor and Loki are on their way to Jotunheim when they stop at the home of a humble villager...and Loki finds a new way to cause trouble.</p> <p>Loki says that great stories need great characters - and that Thor is a character who makes for a great story, because</p>	<p>Find out about some World News from this week. You might find it by reading on your phone, watching the television, asking family or watching some videos on Newsround.</p> <p>You could write a list of all the things you find out or even create a poster of World News from this week.</p>



everything he does is that little bit 'different'. Thor is a sworn enemy of the giants of Jotunheim and in this story he ventures into the frozen home of the giants, taking Loki with him for company, intent on challenging the giants to a contest.

In the first part of the story Thor and Loki go as far as Midgard, where they spend the night with a humble villager. Thor slaughters his two goats for meat, warning Loki and the villager during their meal to keep all the bones safe. Loki - up to his tricks again - whispers to the villager to ignore Thor and break a bone or two if he wishes.

In the morning Thor brings the goats back to life with a magic spell - but there's a problem...one of the goats is limping.

## Spelling Task

### The '-ly' suffix

1

There is \_\_\_\_\_ a place available in sewing club.  
currently      currently

I will \_\_\_\_\_ be able to get a dog.  
eventually      eventually

She treated him \_\_\_\_\_.  
favourably      favourably  
favourabley

She \_\_\_\_\_ hid behind her mum.  
shily      shily      shiily

### The '-ly' suffix

2

\_\_\_\_\_, I didn't spill my tea when I tripped.  
luckily      luckily      luckilly

\_\_\_\_\_, the puppy didn't survive.  
tragicy      tragically      tragicaly

He \_\_\_\_\_ opened the letter.

immediatly      immediatly  
immediatley

### The '-ly' suffix

3

He \_\_\_\_\_ put his phone back in his pocket.  
hastily      hastily      hastilly

I'm \_\_\_\_\_ sorry about this!  
Awfully      awfully

You are \_\_\_\_\_ the best brother ever!  
Simpley      simply

I have \_\_\_\_\_ finished all my work.

Completely      completley

### The '-ly' suffix

4

Add the correct suffix to these words.

loving -> \_\_\_\_\_

immediate -> \_\_\_\_\_

gradual -> \_\_\_\_\_

believable -> \_\_\_\_\_

magic -> \_\_\_\_\_

considerate -> \_\_\_\_\_

sleepy -> \_\_\_\_\_

### The '-ly' suffix

5

Add the correct suffix to these words.

definite -> \_\_\_\_\_

angry -> \_\_\_\_\_

careful -> \_\_\_\_\_

glad -> \_\_\_\_\_

cheery -> \_\_\_\_\_

clumsy -> \_\_\_\_\_

clever -> \_\_\_\_\_

### The '-ly' suffix

6

Some of the words in these sentences are spelt wrong. Correct any mistakes that you find.

He worriedley approach the teacher's desk.

I think the answer might actual-ly be 15.

The class chattered noisyly.

He predictably forgot to pick up milk- like always!



## Maths Task

- 1) Add one pair of missing brackets to each of these calculations to make them correct:

$$8 \times 6 + 12 = 60$$

$$81 \div 6 - 3 = 27$$

$$19 + 14 \times 6 = 198$$

$$36 - 14 + 9 = 13$$

- 2) Add two pairs of missing brackets to each of these calculations to make them correct:

$$13 \times 5 - 2 = 3 \times 15 - 6$$

$$181 - 27 \div 3 = 17 \times 29 - 19 + 2$$



Brackets	B	B	Brackets
Orders	O	I	Indices
Division	D	D	Division
Multiplication	M	M	Multiplication
Addition	A	A	Addition
Subtraction	S	S	Subtraction

- 1) Use a number from each of the sets to complete the number calculations:



Set 1	Set 2	Set 3
2, 3, 4	5, 6, 7	8, 9, 10

a)  $\begin{array}{c} \text{Number} \\ \text{from Set 1} \end{array} \times \left( \begin{array}{c} \text{Number} \\ \text{from Set 2} \end{array} + \begin{array}{c} \text{Number} \\ \text{from Set 3} \end{array} \right) = 30$

b)  $\begin{array}{c} \text{Number} \\ \text{from Set 1} \end{array} \times \left( \begin{array}{c} \text{Number} \\ \text{from Set 2} \end{array} + \begin{array}{c} \text{Number} \\ \text{from Set 3} \end{array} \right) = 42$

c)  $\begin{array}{c} \text{Number} \\ \text{from Set 1} \end{array} \times \left( \begin{array}{c} \text{Number} \\ \text{from Set 2} \end{array} + \begin{array}{c} \text{Number} \\ \text{from Set 3} \end{array} \right) = 56$

- 2) Use a number from each set to find out possible calculations that have an answer between 40 and 60.

$\begin{array}{c} \text{Number} \\ \text{from Set 1} \end{array} \times \left( \begin{array}{c} \text{Number} \\ \text{from Set 2} \end{array} + \begin{array}{c} \text{Number} \\ \text{from Set 3} \end{array} \right) = \begin{array}{c} \text{Number between} \\ \text{40 and 60} \end{array}$

- 1) Adam has carried out the following calculations.



Look carefully at his calculations and describe the errors he has made with the order of operations.

$$20 - 4 \times 2 + 16 = 48$$

$$6 \times (24 \div 3) - 4 = 10$$

- 2) a) Yan is solving this word problem. Which of these calculations correctly shows the problem? Explain your reasoning.

A class of 30 children are going on a school trip. The teacher is organising the children into small groups. She decides that each group will be made up of 6 boys and 4 girls.

$$30 \div 6 + 4$$

$$30 \div (6 + 4)$$

- b) How many groups of children will there be?

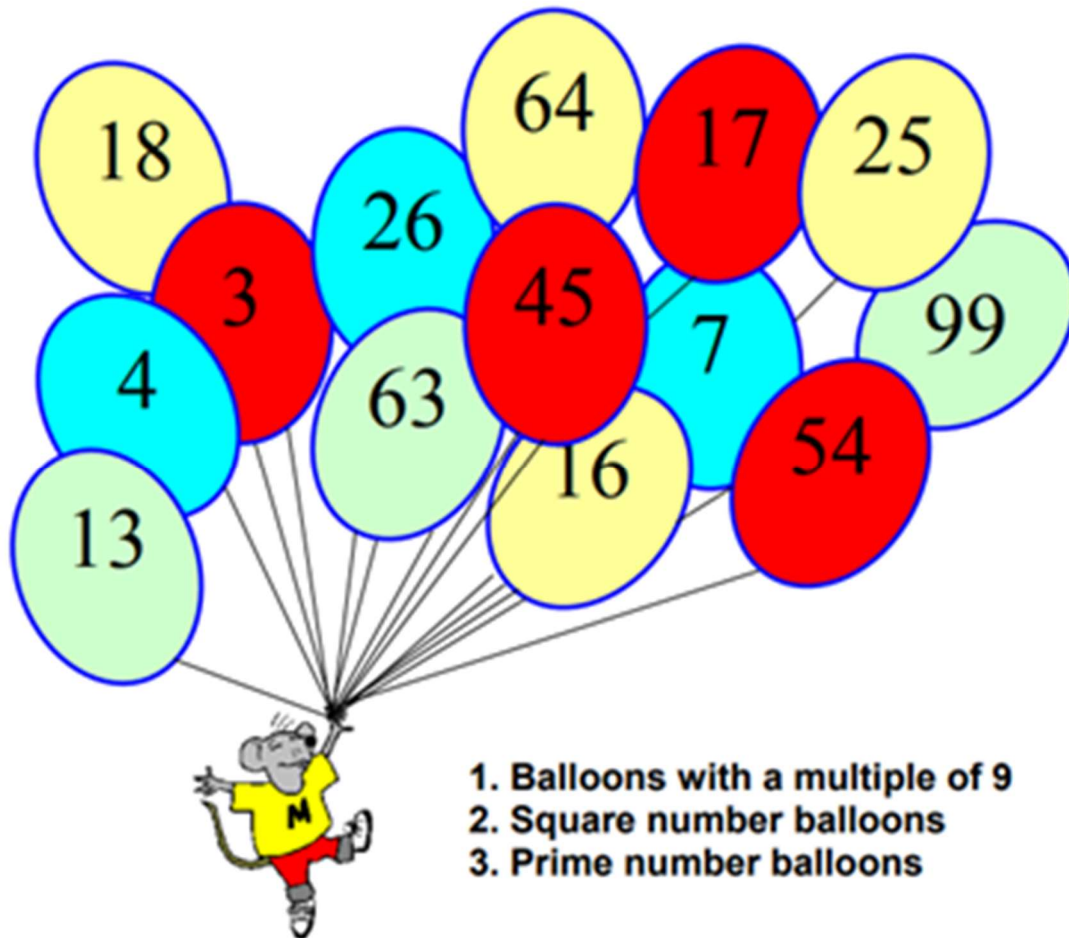


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**Maths puzzle****Puzzle time****Balloon bursting**

If a number in one of the balloons is included in the answers to the four problems below then that balloon will fly away.

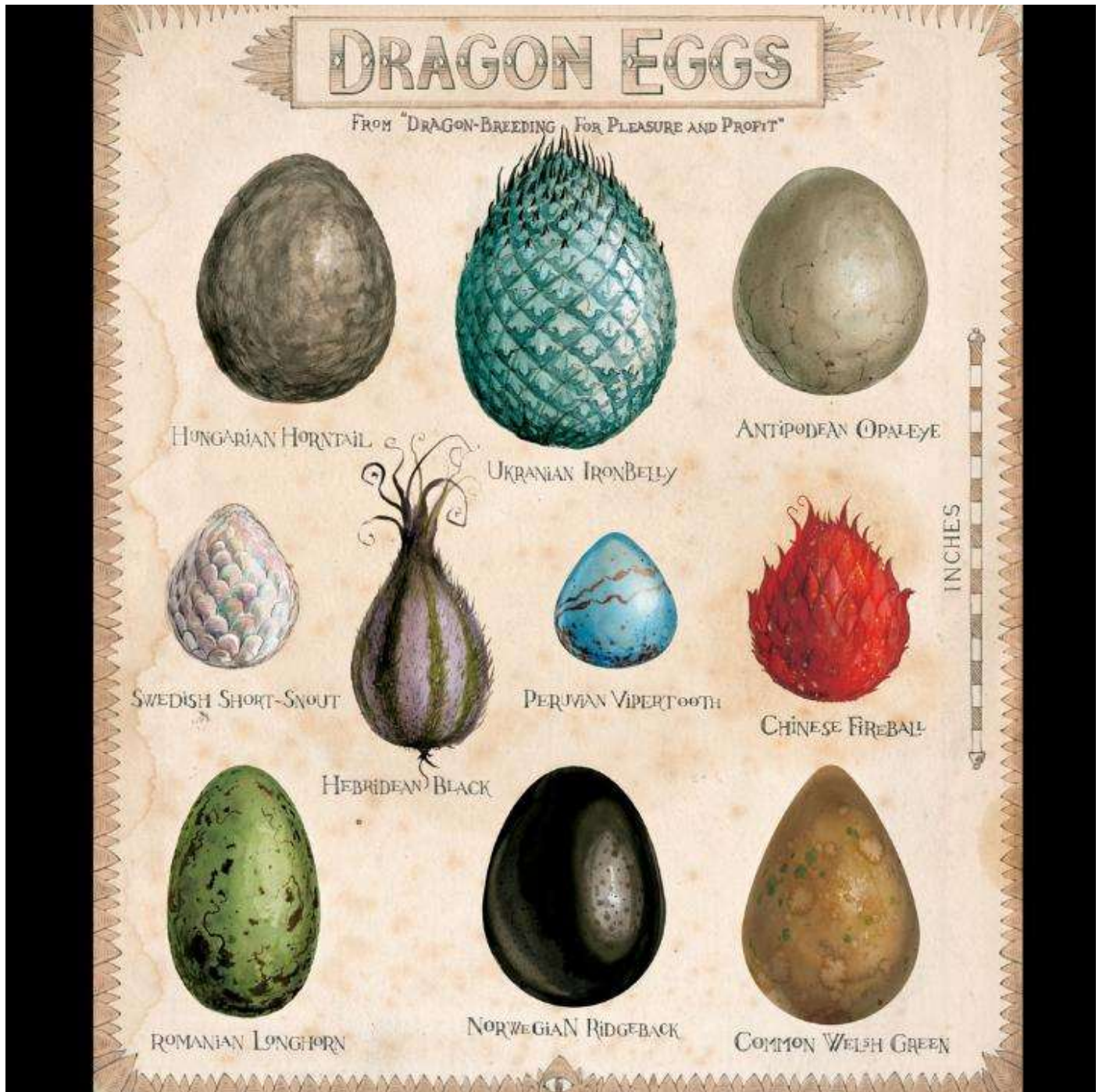


1. Balloons with a multiple of 9
2. Square number balloons
3. Prime number balloons

**WHICH BALLOON IS LEFT?**



## Writing Task







## science task

### Living things and their habitats

Where might you find bacteria or other microorganisms in your home? Which of these are useful to us?

List all the living things you can find in your home or can see from your window. Try classifying these into a range of groups. You could think about whether they are vertebrates or invertebrates, plants or animals, or mammals, fish, birds, insects, amphibians or reptiles. Try creating a classification key to help other identify these animals.

## RE TASKS

### Being called

As Jesus began to prepare for his mission, he was first baptised by John the Baptist. Read what happened in Mark 1: 9-11.

“Not long afterward Jesus came from Nazareth in the province of Galilee and was baptised by John in the Jordan. As soon as Jesus came up out of the water, he saw heaven opening and the Spirit coming down on him like a dove. And a voice came from heaven,

*‘You are my own dear Son. I am pleased with you’.*”

This reassurance from God his heavenly Father, gave Jesus the courage to begin his mission. In order to help him spread the Good News of God's love he called people to be his apostles.

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Read the story of Jesus calling Andrew and Simon in John's Gospel:

### John 1:53-41

“The next day John the Baptist was standing there again with two of his disciples when he saw Jesus walking by.

*‘There is the Lamb of God!’* he said.

The two disciples heard him say this and followed Jesus. Jesus turned, saw them following him, and asked, ‘What are you looking for?’ They answered, ‘Where do you live Rabbi?’ (*This word means ‘Teacher’*)

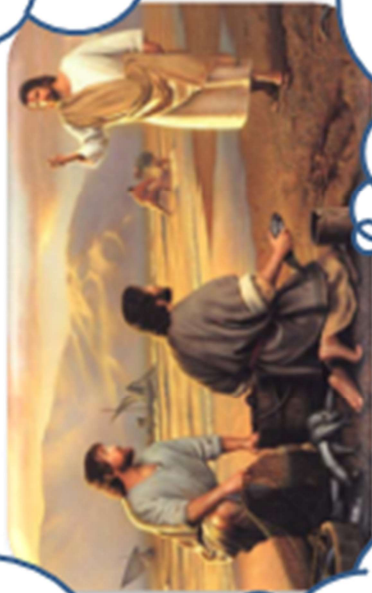
*‘Come and see,’* he answered. (It was then about four o’ clock in the afternoon.)



What is God calling  
them to do?

Analyse the Call of the  
Disciples

How can they do it?



What challenges  
might they face?

How can they  
overcome these challenges?





# How Jesus changed my life

## by Simon Peter

### Before

(remember to include thoughts, feelings about your life—did you feel the need for change? If so, why?)

### After

(remember to show how your decision was influenced by your beliefs and values and how that may have an impact on others)



## MUSIC TASK

### Sing us a Saga

1 Sing us a saga,  
Tell us a story,  
Tales full of hammers and dragons and stones.  
Sing us a saga,  
Tell us a story,  
Sing us a saga.

2 Sing us a saga,  
Tell us a story,  
Viking adventures and battles and ships.  
Sing us a saga,  
Tell us a story,  
Sing us a saga.

3 Sing us a saga,  
Tell us a story,  
Journeys through fjords and mountains and ice.  
Sing us a saga,  
Tell us a story,  
Sing us a saga.

4 Sing us a saga,  
Tell us a story,  
Tales full of Goblins and Giants and Gods.  
Sing us a saga,  
Tell us a story,  
Sing us a saga.

(CODA, in two groups:)

Sing us a saga, Tell us a story, Sing us a saga.  
Sing us a saga, Tell us a story, Sing us a saga.  
Shhhh, Shhhh, Shhhh, Shhhh,  
Shhhh, Shhhh, Shhhh, Shhhh,  
Shhhh, Shhhh.



## Art Task

