




Learning pack 6

Year 6 09 11 20

| SUBJECT | DESCRIPTION OF TASK | RESOURCES |
|--------------|---|--|
| Reading | <ol style="list-style-type: none"> Complete the Reading Task activity attached below – The Tomb of the Unknown Warrior – read the text and then complete the questions. The second text is a narrative, with SATs style questions to accompany it. 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. 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>2 Reading texts below</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. m.hamflett200@stp-consett.co.uk c.callaghan100@stp-consett.co.uk</p> |
| Spelling | <p>The -ed suffix.</p> <p>Complete the spelling tasks by using your knowledge of -ed as a suffix.</p> | Spelling task attached as part of the pack. |
| Maths | <p>This week we are continuing with Word Problems, identifying and completing the correct calculation. All 5 tasks are attached below.</p> <p>Continue to complete tasks set on MyMaths and use Times Table Rockstars to practise your times tables.</p> | <p>Maths activity sheets attached</p> <p>My Maths and TTRS log ins.</p> |
| Maths puzzle | <ol style="list-style-type: none"> Counter problem – can you solve the puzzle? Can you crack the code and figure out where the numbers go? How many triangles can you see? | Maths puzzle sheet attached to complete. |
| Writing | <ul style="list-style-type: none"> What can you see in the picture? What do you think has happened? Why is the fallen soldier painted in pale shades of colour? Why are there poppies growing? What do you think the poppies represent? Could they represent more than one thing? Discuss the contrast between the barbed wire and the poppies. What is 'remembrance'? | <p>Larger image attached below.</p>  |



| | | |
|--|--|---------------------------------------|
| | <ul style="list-style-type: none"> • Why is important to remember events from the past? • Why do we hold a silence to remember events? • What if we don't remember anything of the event (if we weren't alive at the time)? What should you think about during a minute/two minute silence? • Why do people wear poppies? • What can we learn from the events of World War One? What can we apply to our own lives today? <p>Find out more here: http://www.bbc.co.uk/newsround/15492752</p> | |
| Punctuation & grammar | <p>1.Complete the SPAG facts sheet attached below.</p> <ul style="list-style-type: none"> • Give examples of each word class. • Name the punctuation. • Add 'a' or 'an.' • Complete the contractions. • <p>2.Complete the mixed skills questions</p> | SPAG sheets attached as part of pack. |
| Science | RE | |
| <p>https://www.bbc.co.uk/bitesize/topics/zwd66yc</p> <p>Use the videos in the above link to learn more about the heart.</p> <p>Create a diagram of the heart, label each part and describe the function of each part (labelled picture of the heart attached to use as a guide).</p> | <p><u>JUDAISM</u></p> <p>This week we take try to deepen our knowledge and understanding of two important celebrations within the religion of Judaism – Rosh Hashanah and Yom Kippur</p> <p><u>Rosh Hashanah – making a new start</u></p> <p>1. How often have you thought that you would make a new start? Perhaps at the beginning of a New Year or when you go into a new class. It's good to look back and think it is possible to start again and try better.</p> <p><u>Key Questions</u></p> <p>When have you decided to make a new start? What helped you and how did you feel? How did it work? Did you do it with others? Illustrate an example of this.</p> <p>2. Read the history of Rosh Hashanah and what happens now in Jewish homes. (see attached sheet)</p> <p>Copy each question and underneath write a short paragraph explaining each answer.</p> <p>1. Explain what Rosh Hashanah is. 2. How is Rosh Hashana celebrated? 3. What foods are eaten at this time and why?</p> <p>Design a Rosh Hashanah card for a Jewish friend and include in it a blessing for the New Year. (see examples of images on attached sheet)</p> | |

**Yom Kippur**

Read together history of 10 days between Rosh Hashanah to Yom Kippur and what happens now in Jewish homes. (see attached sheet)

Key Questions

1. Sometimes these ten days are called Days of Awe, can you think why?
 2. What do you think are the signs of a really human person, one made in God's image?
 3. Why do you think this time is called returning?
 4. In what ways is a person responsible for their behaviour?
 5. Find out what 'atonement' means and write out a meaning in your own words, giving an example of atonement in everyday life.
 6. What are the signs that people are really sorry?
 7. How do you think Jewish people feel on this day, especially as they receive God's forgiveness?
-
1. Describe the experience of a Jewish child during the day of Yom Kippur, what they do and how they might feel. (Note: children over the age of 9 will fast like the adults.)
 2. Create a timeline of events using the activity sheet below

WIDER CURRICULUM**History**

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/znhrj6>

Use the link above to find out about the reasons World War One began.

Create a mind map/fact sheet of the events which started World War One.

Which reason do you think was the main cause? Why? Are any of the causes linked?

Art

Using the pictures below as inspiration, create a modern 'Poppies' picture/ collage, using strong, vibrant colours.

**Music**

Research and make a list of the different songs that were made popular by soldiers during World War 1. They often had a particular beat or rhythm.....1 , 2, 3, 4.

Think about the reasons behind this (it definitely wasn't for dancing!!)

In the news...

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.

You could write a list of all the things you find out or even create a poster of World News from this week.



Reading Task 1

The Tomb of the Unknown Warrior

On November 7th, 1920, in strictest secrecy, four unidentified British bodies were exhumed from temporary battlefield cemeteries at Ypres, Arras, the Asine and the Somme. The soldiers who did the digging were not told why. The bodies were taken by field ambulance to GHQ at St-Pol-Sur-Ter Noise. There the bodies were draped with the union flag. Guards were posted and Brigadier-General Wyatt and Colonel Gell selected one body at random. A French honour guard was selected and stood by the coffin overnight. On the morning of the 8th, a specially designed coffin made of oak from the grounds of Hampton Court was brought and the unknown warrior placed inside. On top was placed a crusader's sword and a shield on which was inscribed 'a British Warrior who fell in the GREAT WAR 1914-1918 for King and Country'.

On The 9th of November, the unknown warrior was taken by horse-drawn carriage through guards of honour, through the sound of tolling bells and bugle calls to the quayside.

On the quay, it was saluted by General Marechal Foch and loaded onto HMS Vernon bound for Dover. The coffin stood on the deck covered in wreaths and surrounded by the French honour guard. On arrival at Dover, the unknown warrior was greeted with a 19 gun salute, normally only reserved for field marshals. He then travelled by special train to Victoria Station London. He stayed there overnight and on the morning of the 11th of November, he was taken to Westminster Abbey.

The idea of the Unknown Warrior was thought of by a Padre called David Railton who had served at the front during the great war and it was the union flag he used as an altar cloth at the front, that had been draped over the coffin.

It was his intention that all relatives of the 517,773 combatants whose bodies had not been identified could believe that the unknown warrior could very well be their lost husband, Father, brother or son.

At the going down of the sun, and
in the morning, We will remember
them

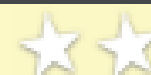
The Literacy Shed 2018



| Question | Your Answer |
|---|-------------|
| Can you write a definition in your own words for the verb 'exhume'? | |
| Which four battlefields were the unknown soldiers exhumed from? | |
| Why do you think so much secrecy was needed throughout the process? | |
| Can you think of any other synonyms for the word warrior? (Use a thesaurus if needed) | |
| What type of vehicle was HMS Vernon? Give three pieces of evidence to support your answer. | |
| What is a wreath? Do you know when wreaths are used? | |
| How many unidentified British bodies were there at the end of the war? | |
| How often is Remembrance Day and when is it held? | |
| Why is the Tomb of the Unknown Soldier important? | |

**Reading Task 2**

SATs Practice



Happy Land

The old amusement park at the end of Heachom Drive has laid dormant for nearly half a century. I've seen photographs of it from back in its heyday, and it looks wonderful. Bright flashing letters spell out its name above the entrance gate: Happy Land. Thousands of delighted faces crowd around carousels and Ferris wheels and stuff their faces with fluffy candy floss. Everywhere you look in the pictures, you see people enjoying themselves. Somewhere down the line, the people started to drift away until, eventually, the doors slammed shut for the last time.

For as long as I can remember, there have been rumours that a curse was cast on the park towards the end. Allegedly, a strange man came into town from the hills but was turned away for reasons unknown. In a fit of anger, he pulled a staff from under his cloak and muttered foul words under his breath. From that moment on, things began to go wrong.

At first, the rides failed and rusted quicker than they could be fixed. Then, people gave up and left. In the end, the owner disappeared and was never seen again. At least, that's what people at school said. Until now, nobody knew for sure what had happened. Me and my friend Alice were determined to find out.

Ahead of us, the tall gates creaked and twisted in the wind. Most of the framework had rusted through, and some of the letters lay on the floor. Heachom Drive itself was deserted, the homeowners had sold up as soon as the park started to fail: nobody wanted to live near to the wreckage.

Alice insisted on heading through the gate first. I followed closely, not wanting to lose sight of her. Inside the high walls, the park looked oddly normal. The rides looked well-maintained and even exciting. The paths were clean and the patches of lawn well-mowed. Somebody was caring for the park in the absence of any guests.

I led the way along the path. We wandered past an old runaway mine train that was built to resemble the Old West. As we walked past, one of the carts barrelled around the track, startling us. I grabbed hold of Alice to check she was alright, though I needn't have bothered. She's a lot tougher than I am. There were a couple of young children in it, shouting and whooping. Alice and I looked at each other. There was definitely something odd afoot.

Past the bumper cars and the arcades, we finally found our answers. There was a unit of three or four huts that had once served food and drink. They'd been patched up to form one big house. Sat on the front porch, for want of a better word, was a surprised looking man. I reckon he was probably no older than 40, but he looked older with snow-white hair and a face as wrinkled as a walnut.

"Who're you?" he asked us when we approached. We introduced ourselves and said that we'd come to see what happened to the park after it closed. The man thought for a second, before continuing, "We don't want any trouble. Or any interference."

"Are you ghosts?" Alice asked. She'd always had a much more vivid imagination than I had. It was one of the many things I liked about her.

The man laughed at the suggestion and smiled warmly. "No, young lady, we aren't ghosts. When the park closed and people started to sell their houses, we had nowhere to go. I used to work here maintaining the rides. I couldn't just let it fall apart. I loved this place like my own home. When nobody bought the land, I took it upon myself to make sure it was always here and ready for when somebody did."

"What about the curse?" I asked. Perhaps I was as fanciful as Alice, sometimes.

"There's no curse, of course. Don't be daft. The old man who owned the place ran out of money and didn't want to waste any more fixing the rides. Once it started to fall apart, it was only a matter of time before the people went away. Terribly sad."



SATs Practice



"Is there anything we can do to help?" Alice asked.

"Leave us alone, unless you want to buy the park," he said. "I don't exactly own it myself, so I'd appreciate it if you didn't let people know we're here. They might come and kick us out, then it really will go to scrap."

We nodded and agreed to keep it quiet. When we left the park that day, Alice and I made a pact that we would save up our money and, one day, re-open Happy Land. Who knows, maybe you will be able to visit one day?

1

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

| | True | False |
|--|------|-------|
| The amusement park has <i>always</i> been rundown. | | |
| The main character in the story visited the park alone. | | |
| Lots of people live near the park. | | |
| When they entered the park, it looked like it was cared for. | | |

2 marks

2

Look at the paragraph beginning: *Ahead of us, the tall gates creaked...*

Find and **copy** a phrase that tells you there was nothing in the area leading up to the park.

1 mark

3

a) Who is the character's friend?

1 mark

b) How does the character feel about their friend? Use evidence from the text to support your answer.

2 marks



SATs Practice



4

When we left the park that day, Alice and I made a pact that we would save up our money...

What does **pact** mean in this sentence?

1 mark

5

Read the text through.

Complete the table below with **one** piece of evidence from the text to support each statement.

| | Evidence |
|--|----------|
| The man cares for the park. | |
| The man doesn't want people to visit the park. | |

2 marks

6

Where in the park were the man and his family living?

1 mark



Spelling Task

The '-ed' suffix

1

Mason _____ on the trampoline.
jumbled jumpd jumped

Simon _____ across the playground.
skipd skipped skiped

Maisie _____ the toys into
different colours.
grouped grouped groupd

He _____ out the wrong answer.
rubbed rubed rubbd

The '-ed' suffix

2

She _____ her grandma last
night.
caled called calld

He _____ really cross!
lookked lookd looked

He _____ onto the plane.
hopped hoped hopd

She _____ and fell over..
triped tripped tripted

The '-ed' suffix

3

There are some spelling mistakes
in these sentences. Correct any
mistakes that you find.

I clamped my mouth shut so I
wouldn't give away the answer!

She stopped writing when she was
told to.

I droped the ball when Charlie
threw it to me.

The '-ed' suffix

4

There are some spelling mis-
takes in these sentences. Correct
any mistakes that you find.

She plantd the flowers in March.

Mary spotted a mistake in her
work.

I splashed through the puddles.

The '-ed' suffix

5

Add the correct ending, deciding
whether to double the last con-
sonant or not.

Mop____

Land____

Jump____

Dip____

Help____

Link____

Hint____

The '-ed' suffix

6

Add the correct ending, deciding
whether to double the last conso-
nant or not.

Hop____

Drip____

Poke____

Trip____

Jump____

Climb____

Smile____

**Maths Task 1**

Multistep Word Problems

I can decide which operation to use and explain why.



Complete these multi-step problems by selecting the correct operations to complete the calculations.

- 1) Six pencils cost £1.92. Three pencils and one rubber cost £1.21.
What is the cost of one rubber?

- 2) A stack of 40 identical toy boxes is 1000cm tall. Markus takes three boxes off the top of the pile. How tall is the stack now?

- 3) Mrs Tunnicliffe is making jam to sell at the county fair. Blackberries cost £5.50 per kg. Sugar costs 65p per kg. 15 glass jars costs £5.85. She uses 16kg of blackberries and 10kg of sugar to make 15 jars of jam. Calculate the total cost to make 15 jars of jam.

- 4) A school orders 12 boxes of dice. Each box contains six bags of dice. Each bag contains 35 dice. How many dice do the school order in total?

- 5) Mikel thinks of a number. He multiplies the number by 100, divides it by eight then adds 6.50. The answer is 1206.5. What was his starting number?

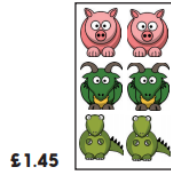
- 6) Eight small bricks have the same mass as three large bricks. The mass of one small brick is 1.5kg. What is the mass of one large brick?





Maths Task 2

John buys one toy and one pack of stickers.



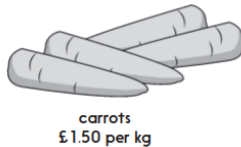
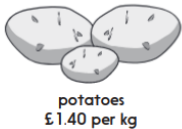
He pays with a £10 note.

How much change does John get?

Show
your
method

£

Maths Task 3



Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

How much change does he get from £5?

Show
your
method

£

Maths Task 4

There are 25 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 250 millilitres of orange juice for every pupil.



How much orange juice is left over?

Show
your
method



Maths Task 5

Word Problems Challenges

Solve Problems Involving the Calculation of Units of Measure

1. A joiner needs 12 lengths of wood measuring 245mm and 6 pieces measuring 582mm. The wood is sold in lengths of 3m.

Calculate how many lengths of wood are needed, and how best to cut the lengths so the longest piece is left over.



Solve Problems Involving the Calculation of Units of Measure

2. A tin contains 425g baked beans in sauce. The tin itself weighs 60g.

How much will a pack of 6 tins weigh in kilograms?



Solve Problems Involving the Calculation of Units of Measure

3. A box of 12 tins of condensed soup weighs 4.02kg. The tin itself weighs 40g.

How much does the soup in each tin weigh in grams?



Solve Problems Involving the Calculation of Units of Measure

4. A supermarket sells branded mineral water in a pack of 8 × 500ml for £1.99 and its own brand mineral water in packs of 6 × 500ml for £1.40.

Explain why the own brand is cheaper per bottle.



Solve Problems Involving the Calculation of Units of Measure

5. One brand of cola – CoFizz- is sold in packs of 4 × 500ml for £2.50. Another brand – Colo - is sold in packs of 10 × 330ml for £2.

Which brand is more expensive per litre?



Solve Problems Involving the Calculation of Units of Measure

6. Bags of penny sweets cost £1 per 120g. How much will it cost Sam if he buys 0.660kg of sweets?



Solve Problems Involving the Calculation of Units of Measure

7. A long distance runner usually runs 30km in 5 hours. If he runs at an even pace throughout, how many metres should he have run after 75 minutes?



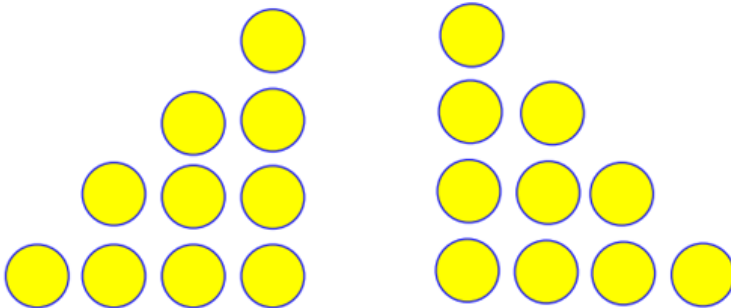


Maths PUZZLE 1

Sometimes the easiest things are the most annoying - when you can't do them! Have a go at this:

change

into



Sounds easy - eh!
But there is a snag!

You can only move
three counters!!



Maths PUZZLE 2

Where do they go?

Put the numbers into the correct circles...

- The two ones should be separated by one other digit
- The two twos should be separated by two other digits
- The two threes should be separated by three other digits
- The two fours should be separated by four other digits

1 2 4 4

3 2 1 3

Maths PUZZLE 3

Tremendous Triangles

How many triangles can you see in the picture below?

Writing Task



SPAG TASK 1



Vocabulary Ninja SPaG Facts

| | | | |
|-----------------------|--|------------------------------|------------|
| noun | | poss. pronoun | |
| verb | | sub. conjunction | |
| adjective | | co-ord conj. | |
| adverb | | proper noun | |
| pronoun | | collective noun | |
| article | | abstract noun | |
| determiner | | concrete noun | |
| preposition | | quantifier | |
| Name the punctuation. | | Choose if it is 'a' or 'an.' | |
| , | | | fox |
| . | | | decision |
| ? | | | soft toy |
| ! | | | arch |
| () | | | feeling |
| --- | | | discussion |
| : | | | umbrella |
| don't | | can not | |
| won't | | does not | |
| couldn't | | would not | |

SPaG TASK 2

Mixed skills

1

Add in the missing capital letters and full stops

- 1) today is sunday the 23rd of march
- 2) my teacher is called mrs jones she is strict
- 3) the cat is chasing toby and lucy

Question, statement, command or exclamation?

- 1) Pass me the ladle.
- 2) Could you find me a cloth?
- 3) What a delicious cake!

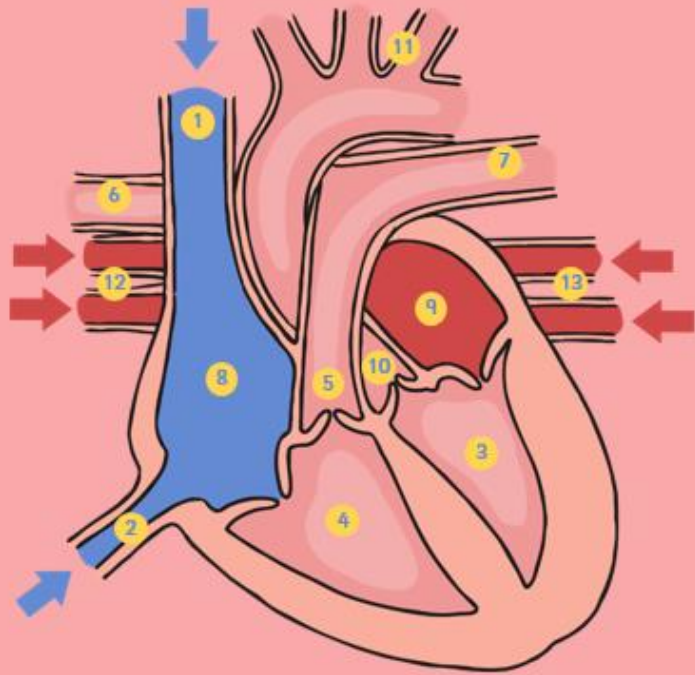
Change these sentences to Standard English

- 1) We wasn't doing anything!
- 2) He done it all wrong.
- 3) They drawed me a bear.



**science task**

- 1 Superior vena cava
- 2 Inferior vena cava
- 3 Left ventricle
- 4 Right ventricle
- 5 Pulmonic valve
- 6 Pulmonary artery (right)
- 7 Pulmonary artery (left)
- 8 Right atrium
- 9 Left atrium
- 10 Aortic valve
- 11 Aorta
- 12 Right pulmonary veins
- 13 Left pulmonary veins





RE TASK – Rosh Hashanah HELP sheet

Rosh Hashanah is the Jewish New Year festival. It lasts two days.

It commemorates the creation of the world.

Rosh Hashanah is also a judgement day, when Jews believe that God balances a person's good deeds over the last year against their bad deeds, and decides what the next year will be like for them.

It's a time for people to think about their priorities in life and to reflect on what has been achieved in the past year.

It's a time of asking for forgiveness for wrongdoings (sins)

It's a chance for Jews to ask questions about their actions throughout the year. Questions considered during Rosh Hashanah include:

- What's the most meaningful thing in my life?
- Who in my life means the most to me? How often do I let them know this?
- What are the most significant things I've achieved in the past year?
- What do I hope to achieve next year and in my life generally?

In the synagogue

A lot of time is spent in the synagogue during Rosh Hashanah.

One of the synagogue rituals for Rosh Hashanah is the blowing of the **Shofar**, a ram's horn trumpet. A hundred notes are sounded in a special rhythm.

The sound of the shofar starts a ten-day period known as the 'Days of Awe', which ends with the solemn festival of **Yom Kippur**.

🔊 [Listen](#) to a demonstration of the shofar

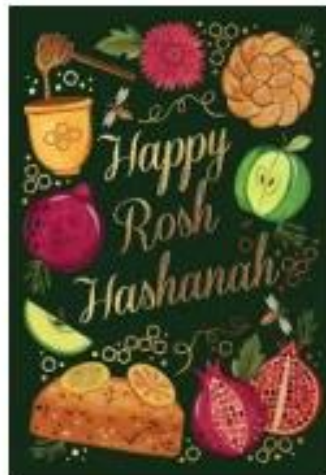
After the service a **special meal** is eaten at home, including:

- apples dipped in honey, a symbol of the sweet New Year that each Jew hopes lies ahead
- a sweet carrot stew called a **tzimmes** is often served
- Hallah (or Challah) bread in a round loaf, rather than the plaited loaf served on the Sabbath, so as to symbolise a circle of life and of the year
- often a pomegranate on the table because of a tradition that pomegranates have 613 seeds, one for each of the commandments that a Jew is obliged to keep.
- At Rosh Hashanah, Jews greet each other with 'L' Shanah Tovah!' which means 'Have a good year!'





RE TASK – Images for Rosh Hashanah card

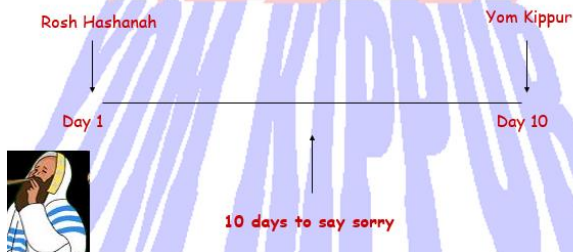




RE TASK – YOM KIPPUR HELP sheet

What is Yom Kippur?

Yom Kippur is 'The day of Atonement'



Rosh Hashanah and Yom Kippur

- Rosh Hashanah is the day of the new year. Jewish people believe that God writes who has been good and bad that year in a special 'book'.
- On Yom Kippur which is 10 days AFTER Rosh Hashanah, God SEALS the book and His decision becomes final.
- There are ten days between Rosh Hashanah and Yom Kippur. These are the Ten Days of Repentance. During these ten days Jews ask for forgiveness from other people and God for the bad things they have done, so that they can have good things written for them in the coming year.

What happens on Yom Kippur?

The special day is marked by Jews in several ways:

- * They abstain (stay away from) from food and drink for 24 hours
- * They do not wear perfume
- * They don't wash
- * They don't wear leather shoes

In the synagogue

The most important part of Yom Kippur is the time spent in the synagogue. Even Jews who are not particularly religious will want to attend synagogue on Yom Kippur, the only day of the year with five services.

Timeline



- **Day 1:**
 - Rosh Hashanah begins
 - Afternoon - The shofar (special horn) is sounded.
 - Evening - Feast.
- **Day 2-8:**
 - A time to ask for forgiveness from God and from people, and praying to God.
 - Money is given to charity.
- **Day 9:**
 - Yom Kippur Eve
 - Before sunset - Ritual bath (Mikveh) and feast
 - Sunset - The fast begins and lasts 24 Hours.
 - Prayers.
- **Day 10**
 - Yom Kippur
 - 5 special prayers at the synagogue: including one symbolizing the locking of the doors to heaven. Jews believe the book of deeds is now finished and closed. The fast ends with the blowing of the shofar:



RE TASK – Yom Kippur Time Line activity

Activity

- Draw a timeline.
- Put the activity in the correct place on your time line.

