READING

Week commencing: 04.01.21	Year group: 6	Teacher: MH/CC

Monday – Literacy Shed

Teaching points

Read the explanation text below. Highlight any words or phrases you are unsure of. Discuss with an adult or use a dictionary to see if you can find the definition.

Answer the questions below – remember to highlight answers in the text.

Questions

Quick fire questions

1) What did Charles Darwin suggest in 'On the Origin of Species'?
2) When do scientists think that life began separating into different species?
3) Which group do all living things belong to?
4) What is the name of the system which divides and categorises all living things?

Additional questions below.

Resources

Common Descent text and diagram
Additional questions

Common Descent

In On the Origin of Species, Charles Darwin suggested that all life on Earth descended from one common ancestor. This means that every species - from a human to an oak tree - all started off as the same thing billions of years ago. That means that your DNA shares a very small similarity with that of an oak tree, as well as everything else that lives today.

This wasn't a new idea. Since 1740, scientists have speculated that this might be the case. It wasn't until recently, though, that scientists discovered how far back we have to go to find the point where life started to separate into different species. That point was roughly 3.8 billion years ago. Scientists think that the point where plants and animals diverged and became what are known as separate kingdoms was around 1.5 billion years ago.

All living things are divided by a system called the Linnaean classification system. This is named after the scientist who created it, Charles Linnaeus. Until he created his system in the 1700s, scientists could call animals whatever they felt like, which made it very difficult to compare findings. Linnaeus's system split the living world into groups.

Kingdom

This is the first grouping for a living thing. The kingdoms are animal, plant, fungi, bacteria and protists (very simple organisms). All living things fall into one of these.

Phylum

This grouping divides living things further based on some of their key physical characteristics. Some examples are chordata (animals with a backbone), molluscs (snails etc) and arthropods such as insects. At this point, a cat, a shark and a snake are all together.

Class

A living thing's class divides into groups that we are more likely to recognise. These include mammals, reptiles, amphibians and fish.

Order

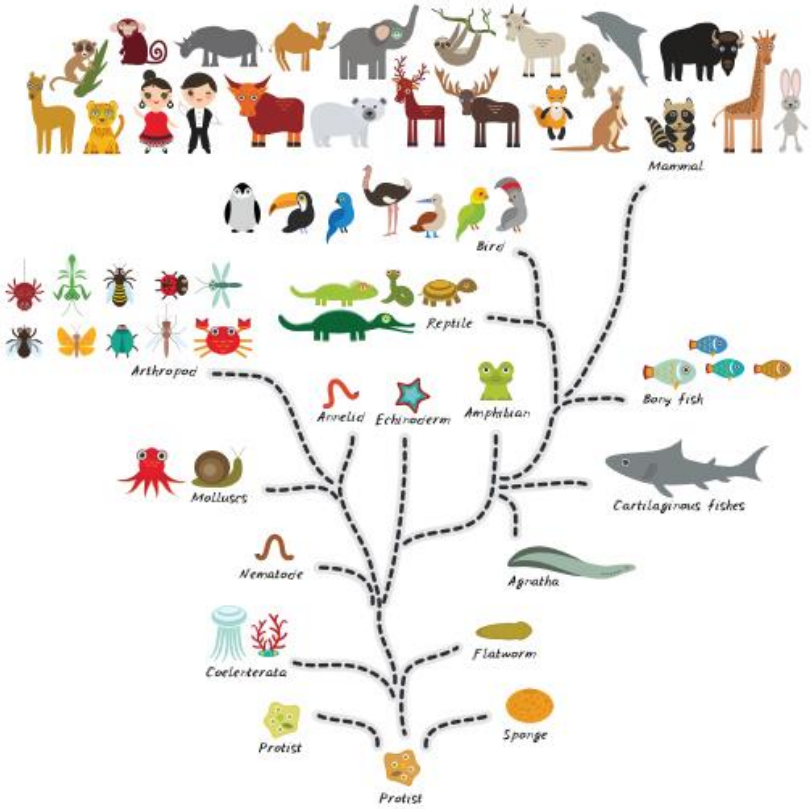
Within each class, living things are sorted into orders. These might be something like cetacea (whales and dolphins) or primates.

Family

This splits things even further within their category. So far, a cat and a dog would still be in the same group. At the family level, they would split into feline and canine groups.

Genus and species

This is the final grouping and is used to explain a specific species. For instance, the human genus is homo and the species is sapiens. That's why we refer to ourselves as homo sapiens.



RETRIEVAL FOCUS

1. How many different categories are their for living things?
2. What else split off at the same time as molluscs?
3. If a dog is a canine, which family would a cat be under?
4. When did animals and plants separate?
5. Who developed the naming system?

VIPERS QUESTIONS

V	Which word means that animals and plants went separate ways?
S	What is used to sort living things into their phylum?
E	What effect does the illustration have on the reader, in this text?
V	Find a word or phrase that is a synonym of "thought".
S	Why is it important to have a clear naming system for living things?

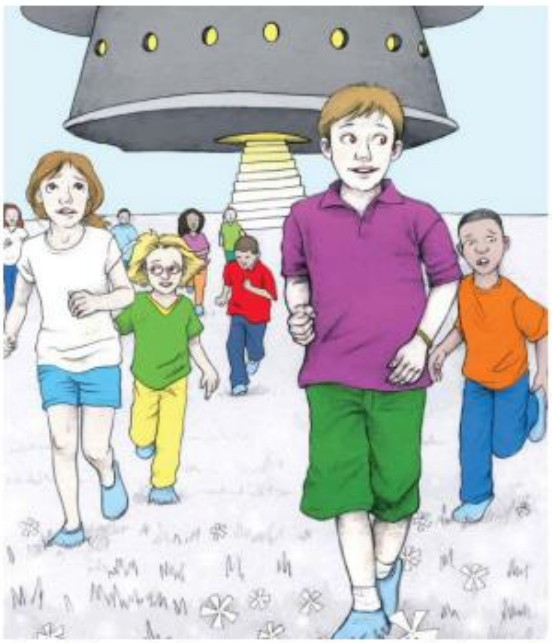
Tuesday – Cracking Comprehension

Teaching points
Our text today is from Shine by Jill Paton Walsh. In this extract, a spaceship of Earth children has just landed on a new planet called Shine to see if it would make a good place to live. Read texts thoroughly before answering questions – discuss any unknown words or phrases. Highlight key words in questions. Read each question carefully. Highlight key words, vocabulary and answers in the text while you are answering questions.

Always check!
Questions
Questions attached below.
Resources Shine text Questions to answer

Shine by Jill Paton Walsh

Planet Earth is dying. Some children have been evacuated on a spaceship and have arrived on the planet Shine, which is to be their new home. The children ran forward over the open expanse of land before them, shouting.



And at once we were limping, crying, and hopping back. We were still wearing the soft ship slippers we had been given to keep down the noise in the corridors of the spacecraft, and the pretty grey grass and flowers had cut through the thin leather at once, and cut our feet. The Guide ordered the crate of boots to be brought from the store and unpacked. Someone fetched ointment and sticking plaster. Meanwhile, we stopped and picked the sharp plants, which broke easily in our fingers when gathered; they seemed to be made of glass, sharp and shining like jewels.

But as soon as we all had boots on, we could walk over them safely, for the growth was crushed beneath the soles as fragile and crunchy to walk on as the frost-stiffened grass of winter on Earth.

We all walked over the crisp and sparkling frost plain, down toward the shores of the lake. It took an hour to reach it. The lake shore was a wide silver beach, made of soft, bright sand, like grains of worn-down glass. And all the time we walked toward the lake, it did not move, or ruffle, even enough to shake the curtains of reflected mountain and reflected sky that hung in it. And though the air smelled good and sweet to breathe, it was windless, and as still as the air in a deep cave underground. Only the little rivulet that followed us across to the lake to the crag valley where the ship had lodged moved; it chuckled gently from stone to stone, and sparkled as brightly as the glass leaves and grass.

When we got to the beach, Pattie went to look where it joined the lake, to see if it would make some splash or ripples for just a little way, but it seemed to slide beneath the surface at once and made only the faintest ripple ring, quickly dying in the brilliant mirror of the lake.

'I think we may be lucky,' said the Guide. 'I think this place is good.'

1 What was unusual about the grass and flowers?

_____

2 Why do you think the children ran at the beginning of this extract?

_____

3 "*the open expanse of land before them*"
Choose **one** word that is closest in meaning to "*expanse*" in this context.

- width ☐
- universe ☐
- growth ☐
- area ☐

4. What do you think made the Guide say, "*I think we may be lucky. I think this place is good*" (paragraph 5)?
Explain **two** ideas, using evidence from the text to support your answer.

_____

_____

_____

5 In the book, the children name the planet "*Shine*". Give **two** reasons from the text why that is appropriate.

_____

_____

6 The language used to describe Shine is very positive, but there are some subtle indicators that it may not all be perfect. Identify **two** of them.

_____

_____

Wednesday – Reading Journal

Teaching Points
Ask your child to choose a book from home, it may be a story book, a poetry book, a non-fiction book, a comic or a magazine. Enjoy reading and sharing their chosen book.
Activity
When your child is reading the text, ask them the meaning of certain words and question what is happening in the text. When they have read for at least 30 minutes, ask your child to complete an activity from their school reading journal.
Resources Reading book. Reading journal.

Thursday – Cracking Comprehension

Teaching Points
Today's text is All Summer in a Day by an American sci-fi author called Ray Bradbury. It describes the experience of childhood in an experimental station on Venus. Read texts thoroughly before answering questions – discuss any unknown words or phrases. Highlight key words in questions. Read each question carefully. Highlight key words, vocabulary and answers in the text while you are answering questions. Always check!
Activities
Questions attached below.
Resources All Summer in a Day text Questions to answer

All Summer in a Day

Ray Bradbury

"Ready?"

"Ready."

"Now?"

"Soon!"

"Do the scientists really know? Will it happen today? Will it?"

"Look, look; see for yourself."

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet of Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilisation and live out their lives.

"It's stopping, it's stopping!"

"Yes, yes!"

Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold, or a yellow crayon, or a coin large enough to buy the world with. She knew that they thought they remembered a warmness, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always woke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forest, and their dreams were gone.

1 What information does the word "*concussion*" give you in the following sentence?

"and the concussion of storms so heavy they were tidal waves come over the islands."

_____

2 Do you think "*the endless shaking down of clear bead necklaces*" (paragraph 6) is a good description? Yes ☐ No ☐

Explain your answer.

_____

_____

3 Why are these children living on Venus?

_____

4 Tick the statements that we know are true in the story.

The children are excited.	☐	Margot is older than the children.	☐
The children remember seeing the sun before.	☐	The children think the sun is like a coin.	☐

5 **Find** and **copy two** different types of rainfall from the paragraph beginning: "*It had been raining for seven years*" (paragraph 4).

_____

6 **Find** and **copy** a metaphor for the sun and one for the rain in the final paragraph.

_____

_____

7 Why were the children's dreams always destroyed?

_____

_____

8 The final paragraph refers to "*the stunned world*". What does this mean?

_____

_____

9 How can we tell the children are excited about the possibility of the sun shining?

Give **two** ways, using evidence from the text to support your answer.

_____

_____

Friday – SATs Style Questions

Teaching points
Read texts thoroughly before answering questions. Highlight key words in questions. Read each question carefully. Highlight key words, vocabulary and answers in the text while you are answering questions. Always check!
Activities
1. Read the first line of the poem. What causes the dog to look up? 2. Which direction does the whistle come from? 3. How do you think the dog feels at the end of the poem? *Reluctant, upset, tired or excited.* 4. What evidence is there in the poem that the dog is obedient? Give **two** examples. 5. *'Straining himself to hear, to feel, to see.'* What does the word **straining** mean in this line? 6. *'and rushes at a call to meet the one.'* What does the word **rushes** tell you about the way the dog moves?
Resources Lost Dog poem

Lost Dog

by Frances Rodman

He lifts his hopeful eyes at each new tread,
Dark wells of brown with half his heart in each;
He will not bark, because he is well-bred,
Only one voice can heal the sorry breach*.
He scans the faces that he does not know,
One paw uplifted, ear cocked for a sound
Outside his sight. Only he must not go
Away from here; by honor he is bound.
Now he has heard a whistle down the street;
He trembles in a sort of ecstasy*,
Dances upon his eager, padding feet,
Straining himself to hear, to feel, to see,
And rushes at a call to meet the one
Who of his tiny universe is sun.

breach — gap ecstasy — great happiness

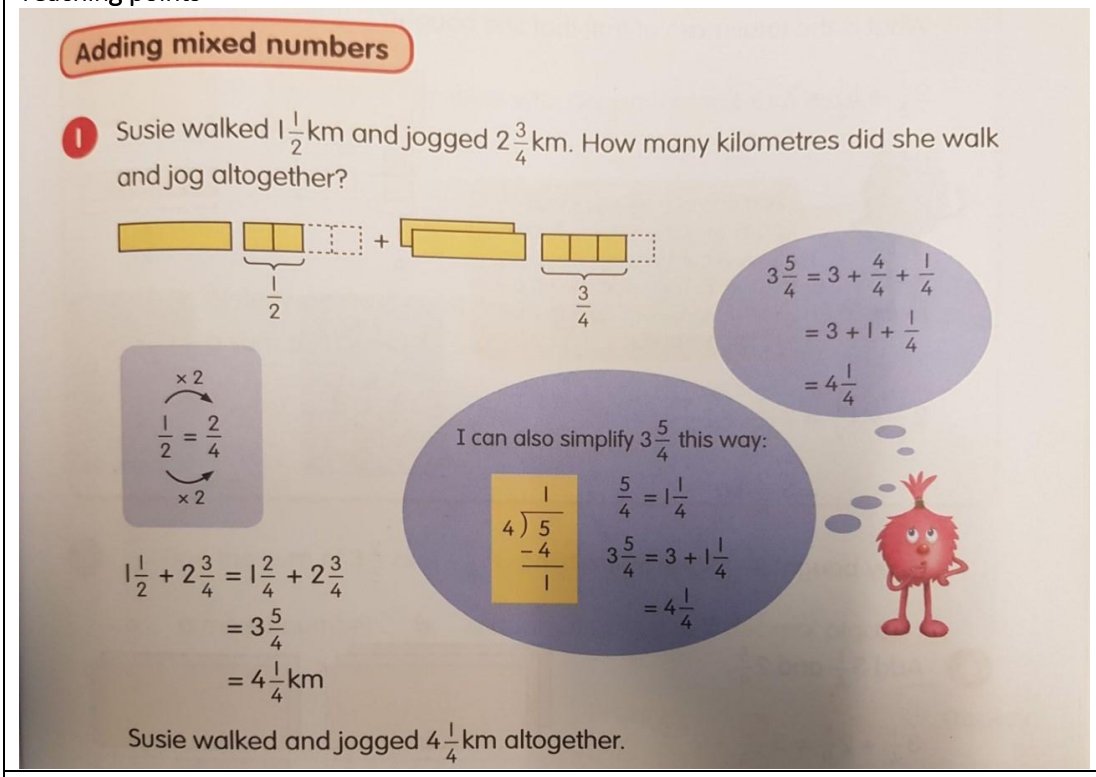
MATHS

Week commencing: 04.01.21	Year group: 6	Teacher: MH/CC

Learning focus: Adding and subtracting mixed numbers

Monday

Teaching points



Activity

Find the sum of 2 2/3 and 3 5/9.

Ruby bought 2 1/5 kg of pears. She also bought 1 ½ kg of grapes. What is the total mass of fruit she bought?

Add 3 ¼ and 2 5/9.

Resources

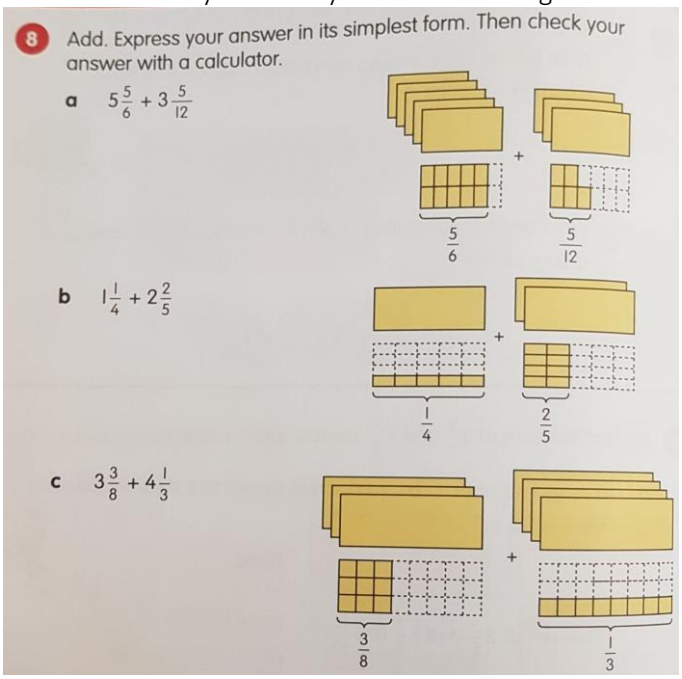
Tuesday

Teaching points

Recap teaching from previous lesson.

Activity

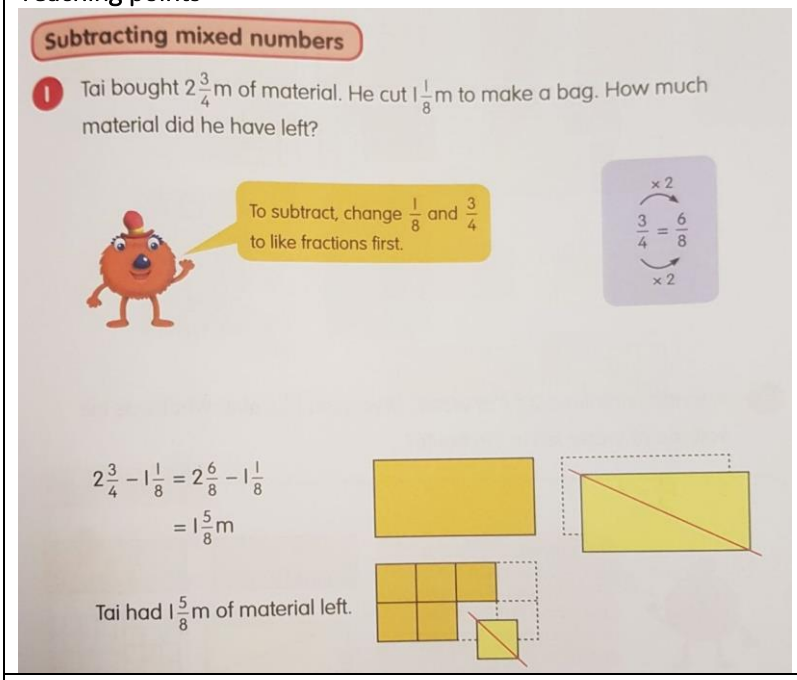
It is not necessary to check your answers using a calculator.



Resources

Wednesday

Teaching points



Activity

Find the difference between 4 5/9 and 3 5/6.

A bottle contained 3 3/8 litres of water. Miya used 1 1/3 litres of it. What was the volume of water left in the bottle?

5 5/9 – 2 1/3.

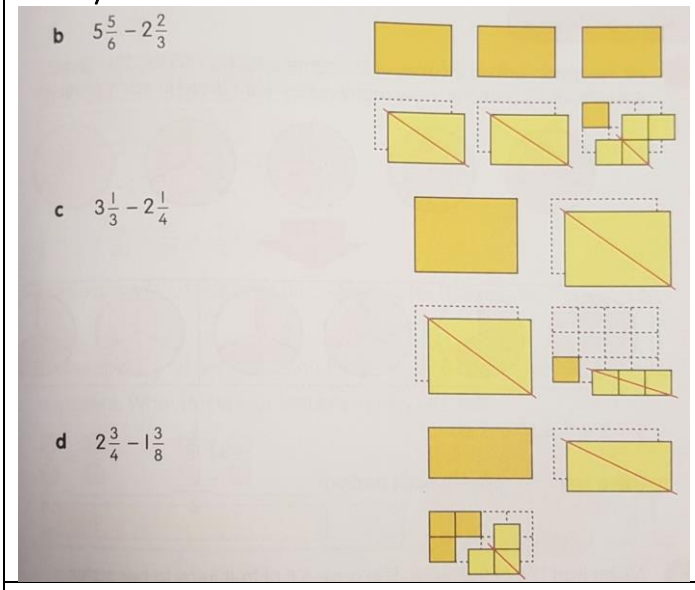
Resources

Thursday

Teaching points

Recap teaching from previous lesson.

Activity



Resources

Friday

Teaching points

Recap teaching from previous lessons.

Activity

Practise adding and subtracting mixed numbers. Can you explain the methods used to someone else? Have a go at creating a poster someone else could use to add and subtract mixed numbers.

Resources