

**Learning Menu**  
**Week Beginning: 2020**  
Year 6

*This menu has been designed to enable you to pick and choose activities to suit your preference and family situation, but we have introduced a five activity structure to enable your child to work through designated daily activities if you prefer. The **English, Maths and Topic/ Creative/ Explore** sections will also be posted daily on TEAMS to provide an online replication of this document. We are sympathetic to the fact that in these unusual circumstances parents may have work and family commitments to balance with child care and that this may place pressures on the time available to support your child with this. Please just do as much as is manageable and take time out to relax and take care of yourself.*

Dear parents,

It has been a strange time to be both in and out of school and this is a few months that will be remembered for many years to come. Thank you for all your support and help and support and thankyou to the children too, who have, as usual, been brilliant. There are no formal maths and English tasks this week and the activities reflect some PSHE with a focus on transition and keeping positive. The aim, as usual, is to have fun and enjoy and to reflect on the messages and learning. We hope you have a wonderful summer,  
Mrs Cross and Miss Downing.

**Daily Activities**

**Spelling list:**

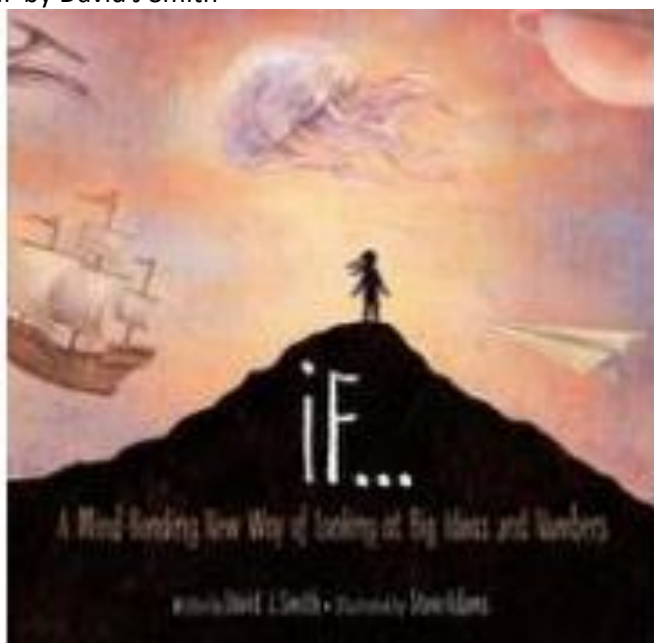
We have created new spellings for this term; the table is attached below. We have two levels of spellings:

1. This is a revision list of Y6 spelling words – majority of children should be using this list.
2. The second option is for anyone who finds spellings tricky (you may have been part of Mrs Burn's spelling group), it is aimed at anyone who needs to consolidate their knowledge of everyday spelling words in preparation for secondary school.

Please ask someone to test you on Friday and write the spelling words in a made up sentences to ensure you know how to apply the spelling words. (Please contact us if you are unsure on which spelling list to learn)

**Our term 5 book is:**

IF by David J Smith



**Daily reading:**

Please read every day, this includes newspapers, comics, magazines, picture books, chapter books etc...

Please record this in your reading record and write an extended book review for every book you complete.

**Doodlemaths:**

Please use Doodlemaths everyday as usual and try to stay in the green target zone.

You should be earning 40 stars a week – at least 😊

**Times tables:**

Please practice all of the times tables ensuring you know the inverse operation for each (e.g. divide). You can do this on Doodletables, using the speed table template below or any other method of your choice.

**1. A Secondary School Game.**

Think about a board game you could play with friends that would help you to get to know your new school. The picture in the resources might help you generate some ideas. You could include “What to do if..” scenarios, or maybe the actual board could be a map, to help you to learn where everything will be. It can be any board game style, Monopoly, Ludo, Snakes and Ladders, but should be based on your secondary school destination.

**2. Design your perfect school.**

- The government have pledged a lot of money to help renovate school buildings and to build extra classrooms. Imagine that you are on one the architects on the planning committee and design your perfect school. Think about the facilities it will have: sports’ grounds, swimming pool, outdoor equipment, a pottery! What would be important to you? Think about the layout of your school so that it is inclusive to all abilities. Think about whether you think the impact of Corona virus should impact on design: should classrooms be bigger and more spacious? Should there be more outdoor learning space?
- Draw a careful plan of the layout of the school and label it carefully and neatly.
- Think about the core values of your school; what will the motto be? Design a logo that will go on letter headings and school uniforms.
- Think about the school rules. How do you want the students to behave? How will this be enforced? What will the three most important school rules be?
- Finally, think about the timetable. Will that stay the same or change, and if so how and why? Could there be later start times for example and again, will the effects of coronavirus have an impact on your timetabling?

**3. Remember Year Five**

This time last year you had just had your shuffle-up day and were (hopefully) looking forward to starting year six.

Draw a poster or write a letter to the current year fives who are in the same position now and explain the highlights and insights to year six. Think about what you wish you could have known and pass on this advice. What would you have done differently if you could go back? What are you glad that you did? What was the best advice you were given at the time and did you follow it?

**4. PSHE**

With secondary school on the horizon many of you may have some worries and anxieties about “What to do if...” scenarios. This is quite normal, and everyone will be feeling the same, however there are things you can do that will help you stop worrying about these things. Often it is about positive thinking and turning setbacks into positive ways of thinking. This PowerPoint will guide you through some ways to tackle minor setbacks in your new school so that you cope brilliantly and without worrying.

Work through the Moving to Secondary School PowerPoint and complete the activities. There are two versions of the challenges and opportunities sheet and you can choose one to colour in if you wish.

**5. A Time Capsule!**

Well it has been a strange time to be at school, or not to be at school, and it will always be remembered. This will definitely be something that you will discuss with your grandchildren so today’s final task is to get ready for that. Find an empty plastic bottle and fill it with things that have been significant during this time. It could be some photographs, some diary extracts, or perhaps how you have felt and coped with the lockdown. Maybe you have learned a new skill you could describe or show pictures of. You could include some wrappers of things you have eaten, or some newspaper pages. When you have made your collection, seal the top tightly and (with permission) bury it deep in your garden somewhere. In years to come someone will find it and have some first- hand evidence of these strange and extraordinary times.



Community Chest

Chance

# MONOPOLY



Beechen cliff

EST. roof	SCHOOL TRIP FEE	Shed	CLASS 4	STAFF 100	MATHS	SCHOOL TRIP FEE	Toilet
£30	£100	£24	£200	£20	£12	£50	£10

St/ collect house

CHANGE

COMMUNITY CHEST

£150  
 £130  
 £120  
 £200  
 £100  
 £90

£70

£60

£200

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NCE

£95

£250

CHANGE

£300

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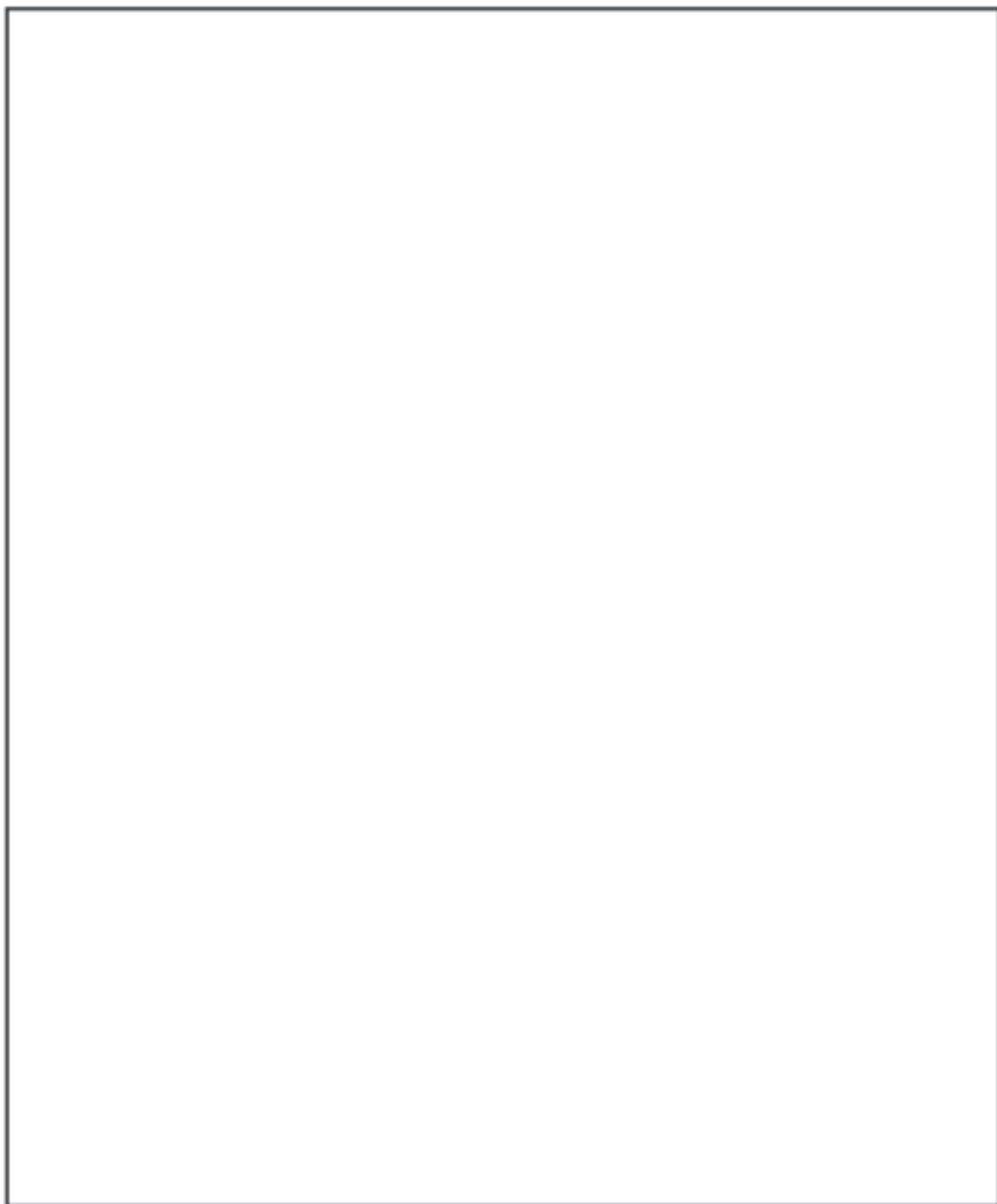
£700

COMMUNITY CHEST

£800



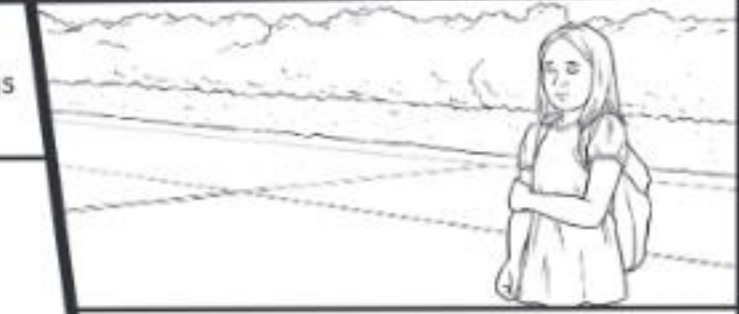
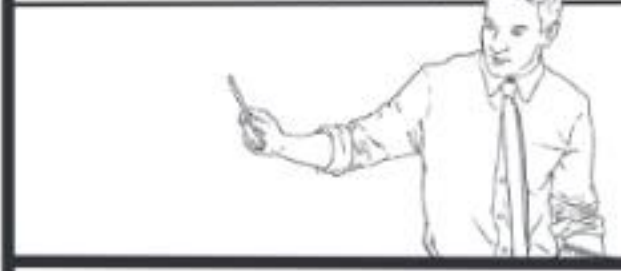


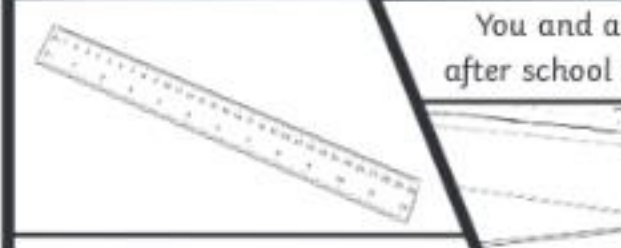

# Top Tips for Surviving Secondary School

Create a poster containing some of your top tips for surviving the transition to secondary school. You can use words and pictures. Try to make it colourful and informative.

A large, empty rectangular box with a thin black border, intended for students to create a poster about surviving secondary school. The box is currently blank.

# Turning Problems into Opportunities

Look at the 'problems' below. See if you can think positively and turn them into an 'opportunity' – a chance to learn something new or have a positive experience.

	<p>The lunchtime club you signed up to is full this term so you don't get a place.</p>
<p>When you get on the school bus, there's only one empty seat next to a child in the year above you.</p>	
<p>In your tutor group, the teacher asks you all to stand up and say a few things about yourself.</p>	
	<p>At breaktime, you can't see the one person you know from your primary school.</p>
<p>In art class, you sit next to someone who is a lot better than you at drawing.</p>	
	<p>On your first day, you are told that you are in the group learning German even though you put Spanish as your preference.</p>
	<p>You and a few other children from your year miss the bus after school so you have to wait half an hour for the next one.</p>
<p>In maths, you realise you have forgotten your ruler.</p>	

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In art class, you sit next to someone who is a lot better than you at drawing.



On your first day, you are told that you are in the group learning German even though you put Spanish as your preference.

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In maths, you realise you have forgotten your ruler.



## Additional Online Learning

Here is a list of websites which span the curriculum:

The first link will give you access to lots of brilliant resources across the curriculum. Log on as a teacher to access.

<https://connect.collins.co.uk/school/Portal.aspx>

Username: [parents@harpercollins.co.uk](mailto:parents@harpercollins.co.uk)

Password: Parents20!

Phonics play have also opened up their whole site for free:

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (The children enjoy playing Buried Treasure)

Oliver Jeffers will be reading books for children at 2pm and 6pm every day and talking about his stories:

<https://www.oliverjeffers.com/books#/abookaday/>

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.mathshed.com](http://www.mathshed.com)

[www.bbc.co.uk/learning.schools](http://www.bbc.co.uk/learning.schools)

[www.scratch.mid.edu/explore/projects/games](http://www.scratch.mid.edu/explore/projects/games)

[www.natgeokids.com](http://www.natgeokids.com) – National Geographic Kids

[www.mysteryscience.com](http://www.mysteryscience.com)

[www.oxfordowl.co.uk/for-home](http://www.oxfordowl.co.uk/for-home)

[www.theimaginationtree.com](http://www.theimaginationtree.com)

Twinkl: <https://www.twinkl.co.uk/> For the next month, all teachers and parents can have free access to all the resources on this website.

**Term 6 Spelling List 1**

*Term 6 Spellings*

<b>WEEK 1</b> -ent - ant - igh sound Test date: Friday 5 <sup>th</sup> June	<b>WEEK 2</b> – s sound spelled sc and ou sound Test date: Friday 12 <sup>th</sup> June	<b>WEEK 3</b> – Double consonants and Homophones Test date: Friday 19 <sup>th</sup> June	<b>WEEK 4</b> –sure /-ture sound and –sion/ -tion sound Test date: Friday 26 <sup>th</sup> June
<ol style="list-style-type: none"> <li>1. assistant</li> <li>2. confident</li> <li>3. decent</li> <li>4. frequent</li> <li>5. hesitant</li> <li>6. independent</li> <li>7. intelligent</li> <li>8. obedient</li> <li>9. observant</li> <li>10. tolerant</li> <li>11. vein</li> <li>12. weigh</li> <li>13. neighbour</li> <li>14. sleigh</li> <li>15. convey</li> </ol>	<ol style="list-style-type: none"> <li>1. ascend</li> <li>2. crescent</li> <li>3. descent</li> <li>4. fascinate</li> <li>5. muscle</li> <li>6. scenery</li> <li>7. scented</li> <li>8. science</li> <li>9. scientifically</li> <li>10. scissors</li> <li>11. countries</li> <li>12. cousin</li> <li>13. encourage</li> <li>14. enough</li> <li>15. flourish</li> </ol>	<ol style="list-style-type: none"> <li>1. apprehensive</li> <li>2. common</li> <li>3. excellent</li> <li>4. opposite</li> <li>5. pollution</li> <li>6. professional</li> <li>7. slippery</li> <li>8. successful</li> <li>9. referee</li> <li>10. foul</li> <li>11. fowl</li> <li>12. heard</li> <li>13. herd</li> <li>14. our</li> <li>15. are</li> </ol> <p align="center"><i>Please practice by correctly using the homophones a sentence and create your own sentence during the test too.</i></p>	<ol style="list-style-type: none"> <li>1. enclosure</li> <li>2. pleasure</li> <li>3. pressure</li> <li>4. nature</li> <li>5. creature</li> <li>6. furniture</li> <li>7. collision</li> <li>8. complication</li> <li>9. confusion</li> <li>10. decision</li> <li>11. division</li> <li>12. frustration</li> <li>13. infiltration</li> <li>14. invasion</li> <li>15. television</li> </ol>
<p align="center"><b>WEEK 5 -</b> <b>K sound written ch and silent letters</b> Test date: Friday 3<sup>rd</sup> July</p> <ol style="list-style-type: none"> <li>1. ache</li> <li>2. anchor</li> <li>3. chemist</li> <li>4. chemistry</li> <li>5. chorus</li> <li>6. chaos</li> <li>7. echo</li> <li>8. monarch</li> <li>9. orchestra</li> <li>10. scheme</li> <li>11. stomach</li> <li>12. column</li> <li>13. doubt</li> <li>14. thistle</li> <li>15. solemn</li> </ol>	<p align="center"><b>WEEK 6</b> -i before e except after, and Prefix dis, un, over, im Test date: Friday 10<sup>th</sup> July</p> <ol style="list-style-type: none"> <li>1. piece</li> <li>2. sieve</li> <li>3. ceiling</li> <li>4. conceive</li> <li>5. perceive</li> <li>6. receiver</li> <li>7. receipt</li> <li>8. neigh</li> <li>9. dissatisfied</li> <li>10. dissimilar</li> <li>11. unnecessary</li> <li>12. overrule</li> <li>13. overreact</li> <li>14. impatient</li> <li>15. immobile</li> </ol> <p align="center">Each have a particular meaning: dis - reverse; un - not; over - above/more; im - opposite)</p>	<p align="center"><b>WEEK 7 -</b> <b>Suffixes (more than one syllable) and Homophones 'cg' and 'se'</b> Test date: Thursday 16<sup>th</sup> July</p> <ol style="list-style-type: none"> <li>1. disobeyed</li> <li>2. forgetting</li> <li>3. forgotten</li> <li>4. gardening</li> <li>5. limitation</li> <li>6. preferred</li> <li>7. regretting</li> <li>8. advice</li> <li>9. advise</li> <li>10. practice</li> <li>11. practise</li> <li>12. licence</li> <li>13. license</li> <li>14. device</li> <li>15. devise</li> </ol>	



**Term 6 Spellings List 2**

Term 6 Spellings

**Mrs Burrn's spelling group**

Anyone who finds spelling quite tricky, please use this spelling list to build your confidence in everyday spelling words

<u>WEEK 1</u>	<u>WEEK 2 –</u>	<u>WEEK 3 –</u>	<u>WEEK 4</u>
<b>Test date: Friday 5<sup>th</sup> June</b> 1. water 2. bear 3. find 4. these 5. live 6. away 7. can't 8. more 9. began 10. say 11. good 12. again 13. I'll 14. boy 15. soon	<b>Test date: Friday 12<sup>th</sup> June</b> 1. want 2. round 3. animals 4. night 5. over 6. long 7. tree 8. never 9. narrator 10. how 11. things 12. magic 13. next 14. small 15. new	<b>Test date: Friday 19<sup>th</sup> June</b> 1. shouted 2. first 3. after 4. work 5. couldn't 6. going 7. wanted 8. other 9. lots 10. three 11. where 12. eat 13. food 14. need 15. head	<b>Test date: Friday 26<sup>th</sup> June</b> 1. would 2. everyone 3. that's 4. king 5. our 6. through 7. baby 8. town 9. took 10. two 11. way 12. I've 13. school 14. gave 15. around

<u>WEEK 5 -</u>	<u>WEEK 6</u>	<u>WEEK 7 -</u>
<b>Test date: Friday 3<sup>rd</sup> July</b> 1. think 2. mouse 3. every 4. home 5. something 6. garden 7. who 8. take 9. fast 10. didn't 11. thought 12. door 13. may 14. only 15. right	<b>Test date: Friday 10<sup>th</sup> July</b> 1. many 2. know 3. found 4. laughed 5. lived 6. suddenly 7. told 8. across 9. another 10. great 11. why s 12. coming 13. cried 14. morning 15. eyes	<b>Test date: Thursday 16<sup>th</sup> July</b> 1. liked 2. each 3. jumped 4. friends 5. once 6. because 7. please 8. even 9. along 10. different 11. stopped 12. before 13. pulled 14. clothes 15. inside





### And finally..!

[www.actionforhappiness.org](http://www.actionforhappiness.org) have produced a series of posters and resources to help promote happiness and mental wellbeing. The information predates the Corona virus epidemic but is still very helpful.

The ten keys for happier living are based on the government 'Five Ways to Wellbeing' and are still pertinent.

This is a list of some activities and suggestions as part of the Action for Happiness GREAT DREAM.

#### **PLEASE don't try to do all of them! It's a menu you can choose from.**

1. **Giving** – do something for someone else. Keep your room clean or help with unpacking shopping. What else can you think of?
2. **Relating** – connect with someone –write a letter, make a phone or video call. Design a poster to stick in your window to cheer your neighbours up! Write a thank you note for the recycling teams and stick it to your recycling.
3. **Exercising** – even though we can only go outside once a day, make sure you still keep active. There are lots of online exercise videos sessions you could use.
4. **Awareness** – live mindfully. What can you notice? How can you slow down? Count back from 100 in 2s! Think of a topic and list it alphabetically eg an A-Z of animals, countries or food! Stare out of the window – what can you see, hear or smell? Have you noticed something you have never noticed before?
5. **Trying out** – keep learning. (Do the 'Create something! Anything! activity!')
6. **Direction** – make some goals to look forward to for when life returns to normal.
7. **Resilience** – find ways to bounce back. Here are some ideas: if you get stressed, angry or anxious, take some deep breaths; ask for help and talk to an adult if you're worried; do a physical activity or do something which will take your mind off your worries. Think about another time you were worried – what did you do to help you then? Make a board game of resilience snakes and ladders for the family to play! Make a resilience ideas book mark. Draw a comic strip to show how someone bounced back from a difficult situation. **Take a look at Go Noodle for some physical activities and mindfulness ideas.**
8. **Emotions** – focus on what's good. Can you identify something good that has happened every day?
9. **Acceptance** – it's okay to feel the way you do and you are doing really well! You are amazing!
10. **Meaning** – be part of something bigger. You're already doing that! Perhaps you could join an online workout or choir? Does your local community have a group on a social network your family could join? What else can you think of?

[family.gonoodle.com](http://family.gonoodle.com) – an American site so the educational videos aren't quite relevant but it has some nice physical activities and guided mindfulness videos.