Year 6

Home-learning

Thursday

7th May 2020

Start

Ysgol Gelliswick School

Gelliswick Church in Wales
VC Primary School

Welcome to today's home learning for Year 6
Croeso i ddysgu adref heddiw am Blwyddyn 6

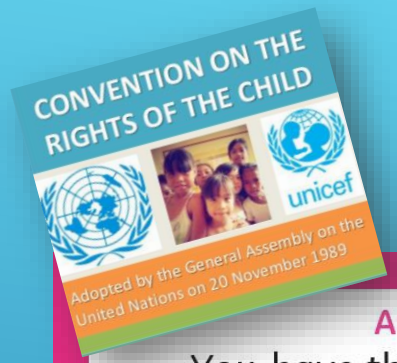
Check-in

Home learning

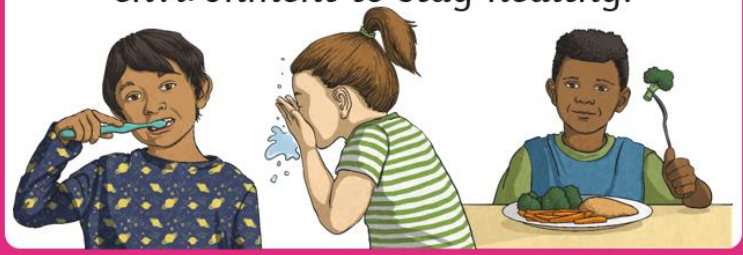
Staying safe

Class Dojo

Staying safe



Article 24:
You have the right to the best possible health. You should have good quality health care, clean water, nutritious food and a clean environment to stay healthy.



Article 19:
You should be kept safe from all forms of violence, abuse, neglect and bad treatment by parents or anyone else who looks after you.

Online safety:

If you are worried about something, speak to a **grown-up** at home, if you can.

If you cannot speak to someone at home, you can call **ChildLine** for free.

ChildLine 0800 1111

If you can't speak to a grown-up at home, click on the worry box.

Home

Year 6 – Thursday 7th May 2020 – Keeping you safe

Your learning for today

Click on the links below to find your learning for today.

- *Learning should not take more than 2 hours per day*
- *Please upload your learning to your Class Dojo portfolio to get feedback from your teacher.*

Reading

Maths

Literacy

Topic

Year 6 – Thursday 7th May 2020 – Home Learning Menu

Reading

Home

Home learning

Task

Resources

Reading

Year 6 – Thursday 7th May 2020 – Reading Menu

Reading Task

This is a skimming challenge. It is a very tricky text to read. Look at the list of words below. Put a tick or a cross next to each word if it is in the text or not. If it is in the text write how many times it is in there!

eruption	
Everest	
mountains	bubbles
crater	material
lava	rock
water	hot
explosive	magma

Extra challenge:

What is an adverb?

What adverbs are used?

How and why are the adverbs used in the text?

Hint: Think about how the adverbs create the feelings and mood of the text.

(Adverb is a ly word!)

Answer

Resources

How Volcanoes Erupt

Volcanoes are like openings on the Earth's surface. All volcanoes can eject lava, rocks, gas or ash, which can cover the surrounding land. When this happens, it is called a volcanic eruption.

There are five main parts of a volcano: the magma chamber, the main vent, the crater, the cone and sometimes there are some smaller vents. The magma chamber is a large space where magma is stored. It is connected to the surface by the main vent and smaller vents. The crater is located above the magma chamber and the outside of the volcano is referred to as the cone.

Just before an eruption, the magma chamber is filled with molten rock from the mantle. After a short period of time, the pressure increases and, as a result, the magma rises through the vent towards the crater. Magma contains bubbles of gas, which grow larger and larger as the pressure increases. This leads to the volcano erupting magma on to the surface of the earth. As the gas bubbles in the magma escape into the atmosphere, the hot molten rock changes to lava. There are two main types of eruptions: explosive eruptions and effusive eruptions. An explosive eruption is when the volcanic material is ejected from the crater violently and dramatically. By contrast, in an effusive eruption, the lava gradually oozes out of the crater. The type of eruption is determined by the amount of gas and the mineral content in the magma. All volcanic eruptions cause significant changes, both positive and negative, to the surrounding land.

As the lava cools, it solidifies and becomes a type of igneous rock, such as basalt and granite. Volcanic eruptions are part of a continual process called the rock cycle. Eruptions occur daily around the world and new rock is constantly being formed through this process.

Year 6 – Thursday 7th May 2020 – Reading challenge

Maths

Task Explanation

Activities and Resources

Maths

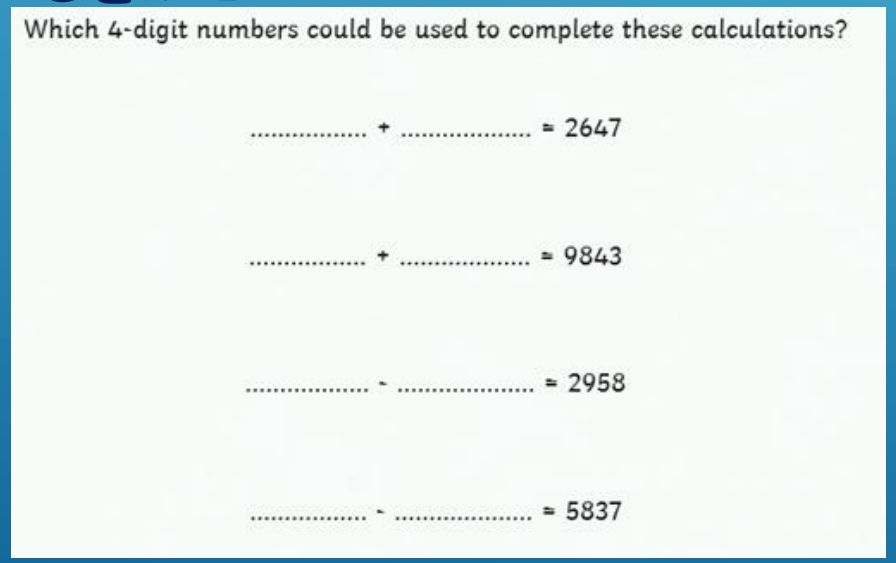
Maths Task

Today there will be a selection of challenge cards. Choose the ones that you think you can answer.

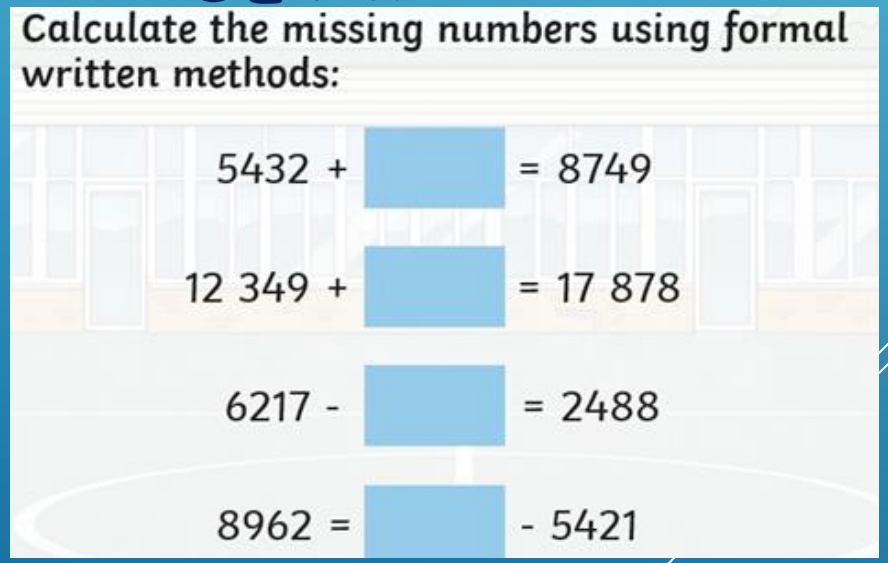
MATHS: Subtraction

Warm up:

SET 1



SET 2



Answer

Maths Activities

Home

Home learning

Maths

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards 1

On Sunday, Jacob spent 86 minutes on his maths homework and 37 minutes reading. On Tuesday, he spent 69 minutes on his project.

What calculations will you use to find the difference between the time spent on homework on Sunday and Tuesday?

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards 2

Jacob received £25.90 for his birthday. He spent £8.99 on a book and £7.50 on a computer game. Show three different calculation steps you could use to find how much money he has left.

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards 3

At the beginning of the day, a grocer has 239 apples. He receives another 144 from his supplier and sells 307 during the day.

Khalid calculates how many apples the grocer has by the end of the day:

307 – 239 = 68, 68 + 144 = 212 apples left.
Explain the mistake Khalid has made.

Come up with your own word problem with a mistake for a partner to spot.

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards 4

Alisha has £18.35 in her purse. Her father gives her £5 pocket money. She buys a book for £7.99 and a bag for £13.49. How much will she have left?

Naomi says Alisha has £1.87 left.
Jack says Alisha has £3.13 left.
Who is correct and what mistakes have been made?

What other errors might be made?

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards 5

A pizza shop makes 176 pizza bases before opening. Over the evening, they sell 247 pizzas. During the evening, they make another 80 pizza bases. How many pizza bases will be left at the end of the evening?

Bailey says they have 151 pizza bases left.

Ashleigh says they have 9 pizza bases left.

Who is correct and what mistakes have been made? What other errors might be made?

Maths Mastery Addition and Subtraction Multistep Problems Challenge Cards 6

Write a word problem for which this calculation is used to find the answer.

$$456 + 237 - 598 = 95$$

Check your problem with a partner.
What mistakes might someone make when trying to solve the problem?

Year 6 – Thursday 7th May 2020 – Maths Resources

Literacy

Task Explanation

Activities and Resources

Challenge yourself

Literacy

Year 6 – Thursday 7th May 2020 – Literacy Menu

Literacy Task

Home

Home learning

Literacy

LITERACY: **Dydd Iau, Mai 7/Dydd Gwener, Mai 8**

HOT WRITE- Instruction writing – Recipe

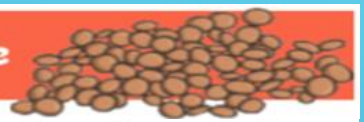
The end of the week task (Thursday and Friday) is all about using your research, toolkit and plan to write our own instructional recipe. Look back to yesterday's work to recap on the features you need to include from the toolkit and read carefully through your plan.

TOP TIP: Stick closely to the structure of the model text as this will help in your own writing. Why not 'magpie' some words and phrases that you would like to include? Do not try and write 'off the top of your head' as it will affect the quality of your writing and please no copying an existing recipe (I will be able to tell!)

Answer

Literacy Resources - Model Text

Moroccan Vegetable Tagine Recipe



Moroccan food is very varied due to the country's links with many other nations and cultures throughout their history: there are European, Asian and North African influences, which all add something different to the flavours of Moroccan cuisine.

Spices are used widely across Moroccan cooking. Saffron, mint and lemons are grown in Morocco whereas many other spices are bought from abroad, including:

- cinnamon;
- cumin;
- turmeric;
- ginger;
- paprika.

Two popular spice mixes are:

- Harissa – a fiery paste of garlic, chillies, olive oil and salt;
- Ras el Hanout – a dried spice mix with between 12 and 100 spices. Each cook creates their own secret recipe!

Moroccan families share food at a relaxed pace for a sociable time. Mint tea is shared after most meals. It is usually served very sweet with sugar added.

The Tagine is a traditional Moroccan meal made in a pottery dish, also known as a tagine. This slow-cooked meal will often be served with couscous, which is like a very fine pasta that becomes light and fluffy when cooked.

This gluten-free vegetable tagine is packed with healthy ingredients like lentils and chickpeas.

Ingredients

- 1 tbsp olive oil
- 1 finely sliced onion
- 2 thickly sliced leeks
- 2 finely sliced garlic cloves
- 2 tsp ground coriander
- 2 tsp ground cumin
- ½ tsp dried chilli flakes
- ¼ tsp ground cinnamon
- 400g can of chopped tomatoes
- 1 red pepper cut into chunks
- 1 yellow pepper cut into chunks
- 400g can of chickpeas
- 100g dried split red lentils
- 375g sweet potatoes cut into chunks
- juice of 1 large orange, plus peel thickly sliced
- 500g toasted, chopped mixed nuts (optional)
- 400ml water
- small bunch chopped coriander
- natural bio-yoghurt (optional)

Did You Know...?

For some dishes, Moroccans eat with their hands using bread as a utensil.

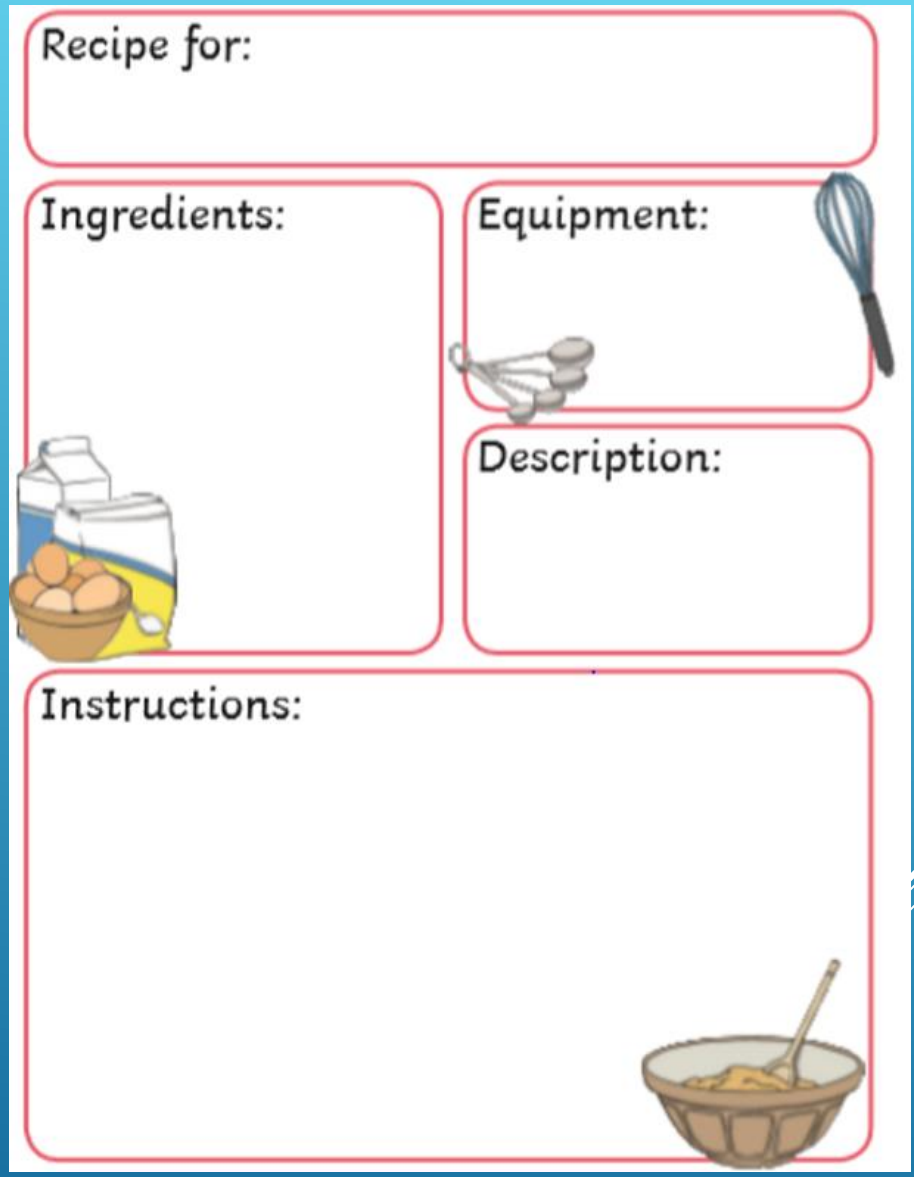
Method

1. Preheat the oven to 190°C/170°C Fan/Gas 5.
2. Use a sharp knife to carefully chop the vegetables. Make sure you have an adult to supervise you.
3. Heat the oil in a large saucepan and gently fry the onion and leeks for 10-15 mins until soft, stirring occasionally.
4. Add the garlic and cook for 2 mins more.
5. Stir in the ground coriander, cumin, chilli and cinnamon. Cook for 2 mins.
6. Season with ground black pepper.
7. Add the chopped tomatoes, peppers, chickpeas, lentils, orange peel and juice, sweet potatoes and half the nuts.
8. Cover and transfer to the oven for 15 minutes.
9. Add water and stir well before re-covering and returning to the oven for up to 30 minutes more. The tagine should be thick and the potatoes soft but not breaking apart.
10. Remove the pan from the oven carefully (ask an adult to help you) and ladle the tagine into bowls. Scatter with coriander and the remaining nuts. Top with yogurt, if using.
11. You could also serve this dish with freshly cooked couscous.

Year 6 - Thursday 7th May 2020 - Literacy Resources

Literacy Resources – Example and template

Here is a basic recipe template to give you ideas for your layout. This does not include the introduction and information section so you will need to think about that. Use the model text for ideas too.



Literacy Higher Challenge (2 pages)

Home

Home learning

Literacy

Moroccan Vegetable Tagine Recipe

Moroccan food is very **diverse** due to the country's links with many other nations and cultures throughout their history. There are Mediterranean (South European), Arab (West Asian), Berber (North African) and Moorish (North African) influences, which all add something unique to the flavours of Moroccan cuisine.

Spices are used widely across Moroccan cooking; saffron, mint and lemons are grown in Morocco whereas many other spices are **imported** including, cinnamon, cumin, turmeric, ginger and paprika. Two popular spice mixes are:

- Harissa – a fiery paste of garlic, chillies, olive oil and salt.
- Ras el Hanout – a dried spice mix combining between 12 to 100 spices, with each and every cook creating their own secret blend!

Moroccan mealtimes are very sociable, with food shared at a relaxed pace by the family. Mint tea is shared after most meals – it is usually served very sweet, with sugar chipped off a **sugarloaf.**

The Tagine is a traditional Moroccan meal – this slow-cooked stew is made in an **earthenware** dish, also known as a tagine. This meal will often be served with couscous, which is a combination of fine and superfine semolina flour rubbed together that becomes light and fluffy when steamed.

This **gluten-free** vegetable tagine, made simply in one pot, is packed with healthy ingredients like lentils that are full of **iron** and chickpeas which contain plenty of **fibre**.

Here's what you'll need:

Ingredients

- 1 tbsp olive oil
- 1 medium onion, peeled and finely sliced
- 2 thin leeks, trimmed and cut into thick slices
- 2 large garlic cloves, peeled and finely sliced
- 2 tsp ground coriander
- 2 tsp ground cumin
- ½ tsp dried chilli flakes
- ¼ tsp ground cinnamon
- 400g can of chopped tomatoes
- 1 red pepper, deseeded and cut into chunks
- 1 yellow pepper, deseeded and cut into chunks
- 400g can of chickpeas, drained and rinsed
- 100g dried split red lentils
- 375g sweet potatoes, peeled and cut into chunks
- juice of 1 large orange, plus peel thickly sliced
- 500g mixed nuts, such as brazils, hazelnuts, pecans and walnuts, toasted and roughly chopped (optional)
- 400ml water
- small bunch of coriander, chopped
- natural bio-yoghurt (optional)

Did You Know...?
Depending on the dish, Moroccans either eat with a fork, knife and spoon or with their hands – they will use bread as a utensil.

Year 6 – Thursday 7th May 2020 – Literacy Challenge

Literacy Higher Challenge (page 2)

Home

Home learning

Literacy

Method

1. Preheat the oven to 190°C/170°C Fan/Gas 5.
2. Using a sharp knife, carefully chop all the ingredients. Make sure you have an adult to supervise you.
3. Heat the oil in a large flameproof casserole or saucepan and gently fry the onion and leeks for 10-15 mins until well-softened, stirring occasionally.
4. Add the garlic and cook for 2 mins more.
5. Stir in the ground coriander, cumin, chilli and cinnamon. Cook for 2 mins, stirring occasionally.
6. Season with plenty of ground black pepper.
7. Add the chopped tomatoes, peppers, chickpeas, lentils, orange peel and juice, sweet potatoes and half the nuts.
8. Cover and transfer to the oven for 15 minutes.
9. Add water and stir well before re-covering and returning to the oven for up to 30 minutes more. The tagine is cooked when it is thick and the potatoes are soft but not breaking apart.
10. Remove the pan from the oven carefully (with an adult's help) and ladle the tagine into bowls. Scatter with coriander and the remaining nuts and top with yogurt, if using.
11. You could also serve this dish with freshly cooked couscous.

Glossary

cuisine: A style of cooking from a particular country.

diverse: Showing a great deal of variety.

earthenware: Clay pottery that is glazed to contain liquids.

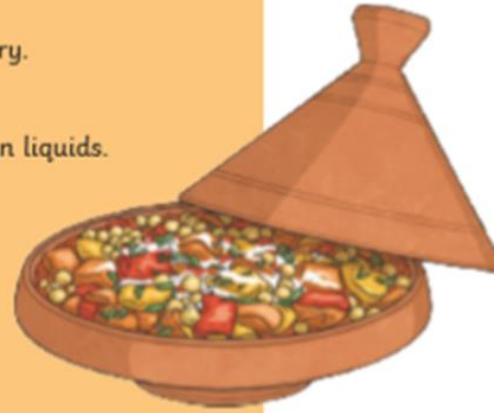
fibre: Dietary material essential to humans.

gluten-free: A food not containing gluten.

imported: Bought from abroad.

iron: A mineral essential to humans.

sugarloaf: A moulded cone of sugar.



This dish is suitable for freezing; in fact, freezing will strengthen its flavours. To freeze, allow to cool completely before ladling into a freezer-proof container. It will keep in the freezer for up to 2 months. To use, defrost overnight in the fridge before heating well in a suitable container.

Year 6 – Thursday 7th May 2020 – Literacy Challenge

Literacy Higher Challenge (page 2)

Here is a basic recipe template to give you ideas for your layout. This does not include the introduction and information section so you will need to think about that. Use the model text for ideas too.

Recipe for:

Ingredients:

Equipment:

Description:

Instructions:

Year 6 – Thursday 7th May 2020 – Literacy Challenge

Topic grid

Home

Home learning

Topic

What a Wonderful World

Language, literacy and communications		Mathematics and numeracy		Science and technology	
Rewrite the lyrics to 'What a Wonderful World'. Years 3 & 4	Rewrite the lyrics to 'What a Wonderful World'. Years 5 & 6	Tallest buildings/ monuments/ mountains Years 3 & 4	Tallest buildings/ monuments/ mountains Years 5 & 6	Construct a famous landmark Years 3 & 4	Construct a famous landmark Years 5 & 6
Expressive Arts		**Humanities**		**Health and well being**	
Design a new flag for a country Years 3 & 4	Design a new flag for a country Years 5 & 6	What makes Milford Haven wonderful? Create a mind map / fact file. Years 3 & 4	What makes Milford Haven wonderful? Create a mind map / fact file. Years 5 & 6	Choose a country and research its national sport. Years 3 & 4	Choose a country and research its national sport. Years 5 & 6

Click on the task for ideas and extra help. Choose one task each day.

Topic Task 1 – Language, literacy and communications

Home

Home learning

Topic

WAGOLL Years 5 & 6: Get creative!
Write new lyrics for a famous song.

This was two years after Ms Evans was born- so can you work out how old she is now?

In 1967, Louis Armstrong sang a song called 'What a Wonderful World'. The lyrics (words used in a song) are beautiful and make us think of the joys and wonders of the World. Click here to see and hear him sing this lovely song.
https://www.youtube.com/watch?v=CWzrABouyeE

Can you write new lyrics to go with Louis Armstrong's music – words which are thoughtful and thankful?

EXTENSIONS:
- **Maybe you could record your song version.**
- **Maybe, if you play a musical instrument, you could learn the tune.**
- **Could you add extra verses of your own?**
- **You could illustrate (draw pictures) to go with each of your verses.**

SIMPLER OPTIONS:
- **Draw pictures to go with Louis Armstrong's verses. Make sure that you read the words carefully and that you show ALL the things that he wrote about. Go on, have a go! Have fun! Louis Armstrong's lyrics are below:**
- **Change two of the verses and keep two the same. You can choose your favourite, two verses to stay the same.**

This is the WAGOLL for the simpler activity

What A Wonderful World By Louis Armstrong

I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world.

I see skies of blue and clouds of white
The bright blessed days, the dark sacred night
And I think to myself what a wonderful world.

The colours of the rainbow so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying how do you do
They're really saying I love you.

I hear babies crying, I watch them grow
They'll learn much more than I'll ever know
And I think to myself what a wonderful world
Yes I think to myself what a wonderful world

OH YEAH!

This is the WAGOLL for the main activity

What a fantastic world! (my version)

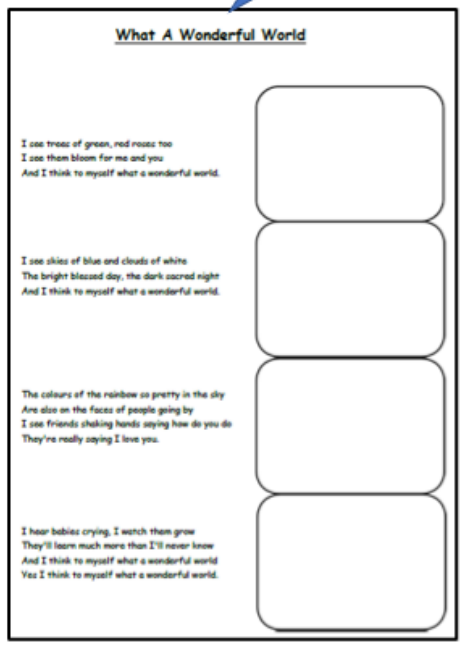
I hear birds that sing, they make me smile,
Up in the sky, I stop for a while
And I think to myself what a fantastic world!

I feel grasses tall, they touch my skin.
The seeds tickle me- a path where I've been.
And I think to myself what a fantastic world!

The blossom in the hedges so pretty to the eye,
Paint drops from mother nature for people passing by
I see bees buzzing past searching high, searching low,
How they keep going, I'll never know!

I see rivers flowing, down to the sea,
Full to the brim, life still ever free,
And I think to myself what a fantastic world,
Yes I think to myself what a fantastic world,

OH YEAH!



Year 6 – Thursday 7th May 2020 – Topic Task 1

Topic Task 2 – Mathematics and numeracy

Home

Home learning

Topic

Mathematics and numeracy

Tallest buildings/ monuments/ mountains WAGOLL

Years 5 & 6

Top Ten Investigation

World's Tallest Statues? World's Tallest Mountains? World's Tallest Buildings?

I chose: **The Top 10 Longest Rivers in the World**

1. Choose a top 10 of the world's longest, tallest or widest man-made or natural wonders.

2. Research your top 10 and record the list and each measurement to compare them.

3. Put the data into j2Office Spreadsheet on Hwb and make a graph to show what you've found.

4. Create a poster (j2e5), PowerPoint presentation or animation to display some facts you found out about the tallest buildings, monuments or mountains.

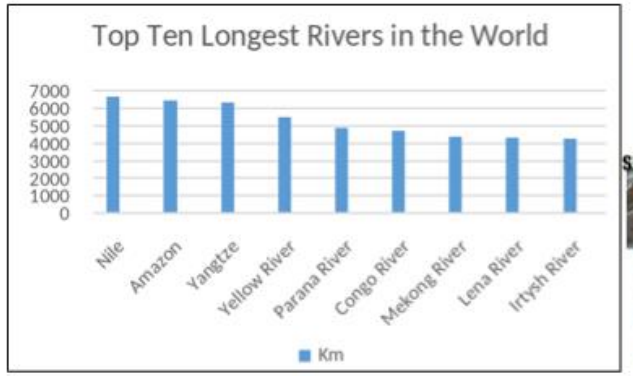
Hwb

Just2easy

Spreadsheet

j2office

	A	B	C
1	River	Km	Continent
2	Nile	6650	Africa
3	Amazon	6400	South America
4	Yangtze	6300	Asia
5	Yellow River	5464	Asia
6	Parana River	4880	South America
7	Congo River	4700	Africa
8	Mekong River	4350	Asia
9	Lena River	4294	Asia
10	Irtysh River	4248	Asia



Just2easy

j2e5

Topic Task 3 – Science and technology

Home

Home learning

Topic

Science and technology Years 5 & 6 Instructions and WAGOLL

Construct a famous landmark

1. Research a famous landmark from a country of your choice.

2. Construct your own version of the landmark using materials you can find from around the house. (This can include anything from milk bottles to kitchen rolls)

3. Be as creative as you can!

4. Write a brief instruction text on how to make the model (include equipment needed and step to step guide on how to make it).

Instruction Text Example

How to make the Big Ben

You will need:

- A cardboard box
- A kitchen roll
- Sellotape
- Half of a straw
- A split pin
- Felt tip pens
- Am image of a clock head

Method:

1. First, decorate your cardboard box with large windows.
2. Next, stick your kitchen roll into the left-hand side of the box.
3. Then, cut your straw to make two clock hands, one must be longer than the other.
4. Next, pierce the split pin into the end of each straw piece, then pierce the pin into the centre of the clock face.
5. Next, stick the clock face to the top of the kitchen roll.
6. Finally, cut out a triangular shape and attach it to the top of the clock.

Topic Task 4 – Expressive arts

Home

Home learning

Topic

Expressive Arts Years 5 & 6 Instructions and WAGOLL

Design a new flag for a country

1. Choose a country.
2. Research and include some national symbols? For example, animal, flower, tree, etc.
3. Make sure you do your neatest colouring!
4. Write a short paragraph explaining your design.

I chose Canada – which country will you choose?

I chose this design for the new Canadian flag because I wanted to include the national animal (beaver) and the national flower (bunchberry). I kept part of the original flag design by including a leaf from the national tree (red maple) and using the same colours of red and white.

Topic Task 5 - Humanities

Home

Home learning

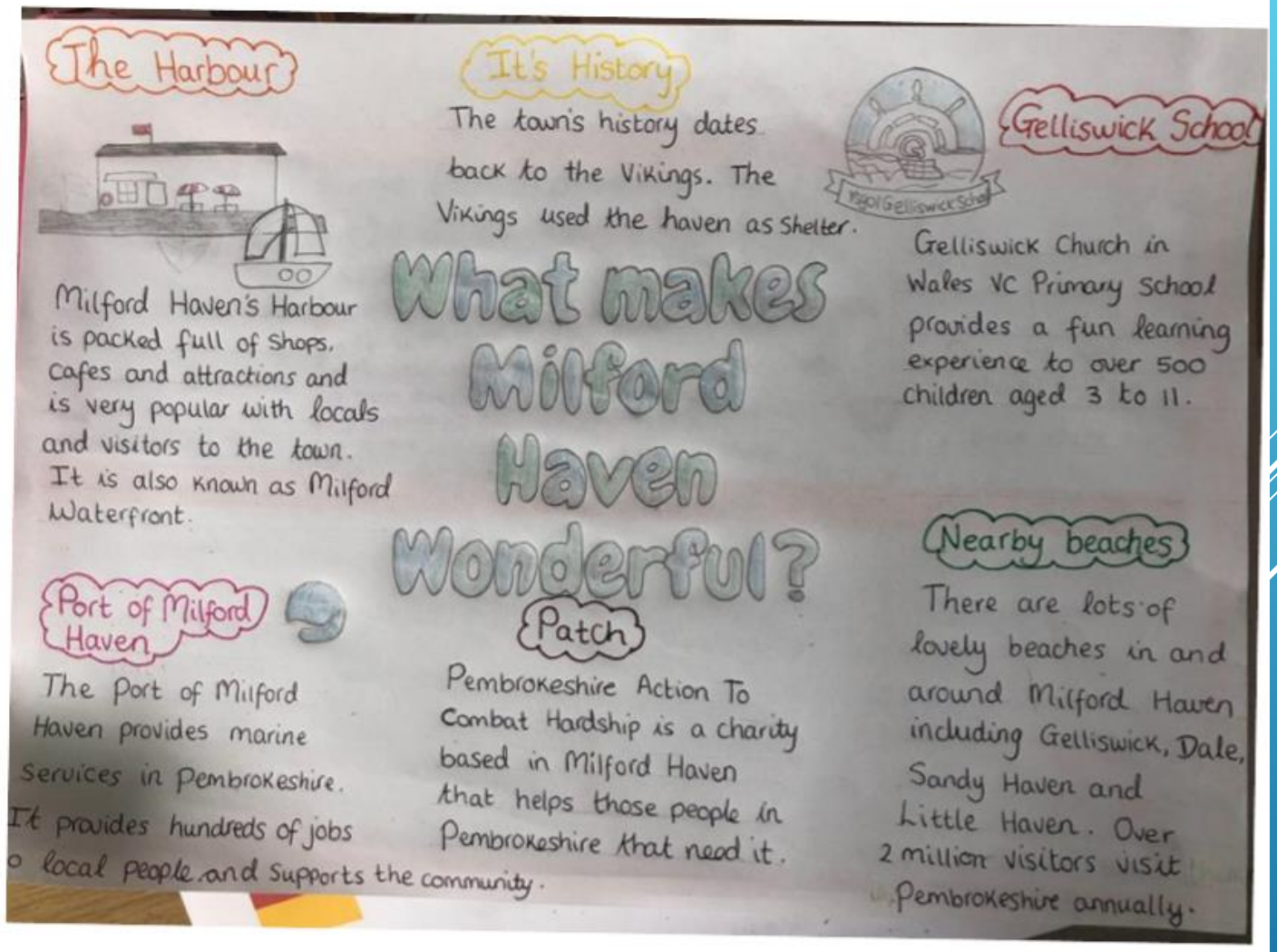
Topic

Humanities Years 5 & 6 Instructions and WAGOLL

What makes Milford Haven wonderful?

Create a mind map or fact file, describing the different things that makes our town wonderful. Explain why these things make it wonderful and who this would be important to.

Think about:
the landscape, history and what you know Milford Haven to be today.



Topic Task 6 – Health and wellbeing

Home

Home learning

Topic

Health and Wellbeing – Years 5 & 6 WAGOLL

National Sport of…

Task 1-

Choose a country of your choice (I have chosen China) and research its national sport.

Things to include:

- Name of the sport
- Equipment needed (if any)
- Rules of the game
- Any interesting facts
- A famous ping pong player
- Who is ranked no1?

You can represent your findings as you please. Below are some examples:

- Mind map
- Fact file
- Poster
- Using ICT

Task 2

If possible, have a go at playing your chosen sport!

National Sport of China

Name of sport: Ping Pong

Equipment: You will need a ping pong ball, racket or paddle, ping pong table and a net.

No.1-ranked player in the world: Ma Long from China.

Rules: The aim of the game is simple; hit the ball over the net onto your opponent's side. A point is won by you if your opponent is unable to return the ball to your side of the table (e.g. they miss the ball, they hit the ball but it misses your side of the table, or the ball hits the net), or if they hit the ball before it bounces on their side of the table.

The winner of the game is the first to 11 points. There must be a gap of at least two points between opponents at the end of the game though, so if the score is 10-10, the game goes in to extra play until the players have gained a lead of 2 points.

Famous player: Wang Liqin. At 6-1, his height gives him more leverage for acceleration, thus his more powerful shots. Many call his forehand as one of the most powerful in the sport.

This shakehand grip player started table tennis at age 6 and was part of the Chinese Men's National team at the age of 15. Wang Liqin was the world's #1 player for most of 2004-2006. He is also a three-time World Champion.

Interesting Facts:

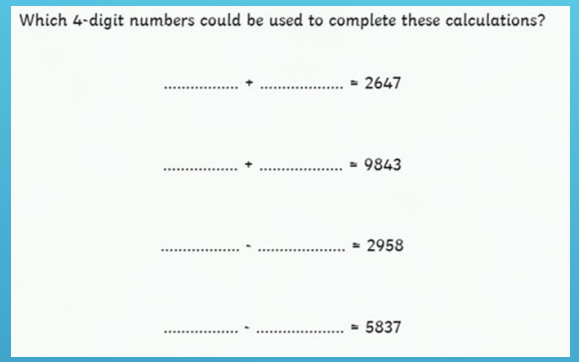
- Ping pong first began in England.
- It's most popular in Asia.
- It has been an Olympic sport since 1988.
- It has had several different names, including 'whiff-whaff'.
- Ping pong is a game of speed.
- You can play men and women's singles, men's doubles and women's doubles.

Reading Answers

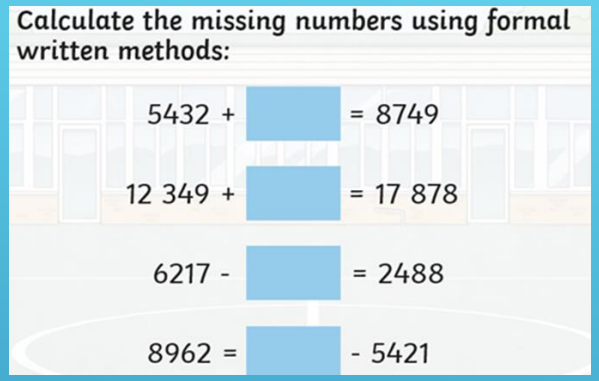
The words in the text are:
Eruption
Crater
Lava
Bubbles
Explosive
Material
Rocks
Magma

Adverbs include dramatically and violently. They show how powerful and intense volcanoes are.

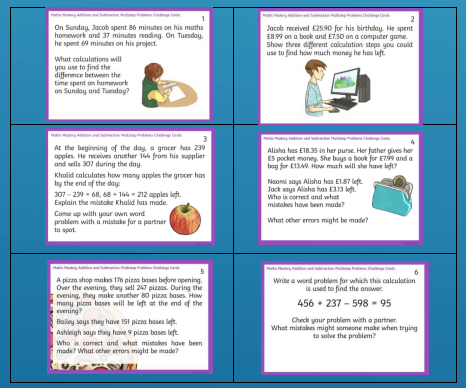
Maths Answers



Mark these yourself.



1. 3317
2. 5529
3. 3729
4. 4541



1. Add together the 2 Sunday times. Subtract the Tuesday time to find the difference. (54 mins)
2. £25.90 - £8.99 £16.91 - £7.50 = £9.41
3. Should be: 239 + 144 = 383. 383 - 307 = 76 apples
4. Naomi is correct.
5. Ashleigh is correct.
6. Lots of answers

Year 6 – Thursday 7th May 2020 – Maths Answers

Literacy Answers

Home

Home learning

Literacy

Individual writing task to be uploaded to teachers to be marked.