

Work should be completed on the sheets provided.

For maths work

Search - primarysite prod year 6 sats or Mr Hammonds Maths - AWS – in google and select Mr Hammonds Maths - AWS

Week 6	READING – resources linked	ENGLISH (GPS)	MATHS– Follow guidance at the bottom of the page. Complete topics selected.	OTHER
Day 1	Watch Newsround and discuss what is happening in the wider world.	Ask your child to write a blog post summarising the events from the day/week. Encourage them to think about how the language they use may be more informal.	Bodmas + order of operations	Using a variety of media (this could be materials from around the house such as cloth, newspapers or magazines, felt, etc.), ask your child to create animal prints for a mammal, an insect, an amphibian, a reptile and a bird of their choice. After, they can create a collage of the animal prints they have made. They could always use a pencil or pen to sketch the animal prints!
Day 2	Home coming Text and activities	Your child will be composing an email or writing a formal letter to a 12 year child from a country of their choice. Ask them to describe what is happening in the world at the moment. They can then compose a reply. How does each world differ?	Decimals	Your child can research music from the decade their parents, grandparents or other older family members were born. What were the most popular bands or singers during this time? Ask them to perform a song from this decade and create their very own dance routine.

				Encourage them to explain how they need to improve their performance in order to achieve their personal best.
Day 3	On repeat Text and activities	<i>People should be able to express their opinion on social media platforms.</i> Do you agree/disagree? Your child can write a discussion about this statement.	Division	Direct your child to take portrait photographs of their family members considering light and textures. Following this, they can then use the photographs to draw portraits in pen considering light and tone.
Day 4	Rise machine Text and activities	Ask your child to design a setting for a story genre of their choice. They can think about any settings that they have encountered in stories before. They must then write a short description including expanded noun phrases.	Factors, prime numbers, square numbers	Ask your child to design a classification key based on the simple physical features of their family. They can then test out the keys on each member of their family. Only use 'yes' or 'no' questions.
Day 5	Sea wall Text and activities	Your child can now invent a new character for their very own story. They must think about the setting they created last week and how their character would fit in to this. They must also consider the audience they want their story to appeal to.	Fraction adding	Speak to your child about their appearance, their personality and their dreams for the future. How much of this do they believe is determined by their genes? How much of this is determined by their family/upbringing? Ask them to decide which traits are due to nature and which traits are

				due to nurture e.g. hobbies and interests or sense of humour. Try this out on other family members.
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Week 7	READING	ENGLISH	MATHS– Follow guidance at the bottom of the page. Complete topics selected.	OTHER
Day 1	Watch Newsround and discuss what is happening in the wider world.	They've now created a setting and character for a story genre of their choice. Talk to your child about what is going to happen in their story? Ask them to plan their story thinking about a book of the same genre. Whose viewpoint are they going to write the story from?	Fraction, decimal, percentage equivalence	Digbeth is the home to its own Graffiti Art Walk, but has graffiti always been seen in a positive light? How have attitudes towards graffiti changed over time? Is all graffiti good? Discuss these questions with your child and then ask them to design their own graffiti art using paper and crayons or felt tips.
Day 2	Surreal dream Text and activities	Your child now has an in-depth story plan. They can begin to write their story considering the devices needed for their genre. How will the dialogue convey their character and advance the action?	Fraction of a quantity	The Cadbury family had and still have a significant impact on Birmingham, in particular Bournville. Your child can create a timeline detailing the history of the company. Remind them to include dates and details of significant events. How did Cadbury

				<p>impact the local area positively in the 1800s? How does Cadbury impact the local area positively now?</p>
Day 3	<p>Taking shelter Text and activities</p>	<p>Your child has now written the opening of their story. They can continue writing their story thinking carefully about the range of conjunctions, pronouns and adverbials that are most suitable.</p>	<p>Fractions of shapes</p>	<p>Tell your child that a visitor from another country is coming to stay in the city for a week. They really need to impress them by showing them the most interesting places in their local area. Where would they take them each day? Plan the itinerary for each day detailing the transport that will be taken to each location, how long will be spent there, what will be eaten and any activities that may take place.</p>
Day 4	<p>The golden key Text and activities</p>	<p>Your child may be coming towards the end of their story. Ask them to start to think about how to conclude their story. Will the problem be solved? How has their main character changed and how will they show this through their language choice?</p>	<p>Negative numbers</p>	<p>Give your child the task of designing a new building/structure to inspire the residents of their local town or city. They must research, plan, design and then make a model of it using materials from around the house. Ask them to create a criteria for success and then evaluate their model against this.</p>

Day 5	The invasion Text and activities	As your child has now completed their draft version of their story, ask them to use this time to proofread their writing for any spelling or grammar errors. Following this, ask them to make sure the tense is consistent throughout and that the word choices they have made to convey meaning to the reader.	Percentages	Is good more powerful than evil? Is it worse to fail at something or never attempt it in the first place? Is it more important to be liked or respected? Ask your child to choose a question to answer, write a speech and use real - life examples to justify their opinion.
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Week 8	READING	ENGLISH	MATHS– Follow guidance at the bottom of the page. Complete topics selected.	OTHER
Day 1	Watch Newsround and discuss what is happening in the wider world.	<i>Children should only be allowed to watch TV for one hour a day.</i> Do you agree/disagree? Write a discussion about this statement.	Rounding	How did Martin Luther King and Rosa Park's actions and views shape society today? Challenge your child to compare and contrast viewpoints from then and now on people's race, culture and religion. How has this improved society's attitudes towards those who are different to ourselves?
Day 2	Tiger Samurai Text and activities	Ask your child to write a diary entry/newspaper report summarising the events from the day. This time, this must be the events for another family member.	Multiply and divide 10, 100, 1000	Your child can research famous viewpoints from around the world (e.g. The Eiffel Tower). Ask them to draw what they think they would see from this viewpoint. After this, they can design and create a miniature scale of the landmarks that give these

				viewpoints. Encourage them to evaluate their creations.
Day 3	Tree of life Text and activities	Encourage your child to put themselves in their Mum's or another family member's shoes. Can they write a poem about how they might be feeling with what is happening in the world currently?	Place value	<p>Ask your child to locate on a world map where different animals originate from and research why they live in these environments. Things for them to consider when researching why they originally lived in these countries are:</p> <ul style="list-style-type: none"> ○ Food sources ○ Climate ○ Weather ○ Terrain <p>After doing this, ask them to think about how the animals they have selected have adapted so that they are able to live in the UK. Present your findings as a poster or in a PowerPoint presentation if they have access to a PC.</p>
Day 4	Unwanted visitors Text and activities	<i>Animal's hearts should be cut up for science experiments.</i> Do you agree/disagree? Ask your child to write a discussion about this statement.	Multiplying multiples	Your child can describe how animals such as Emperor Penguins, chimpanzees and orcas have adapted to suit their environment. They can do this by writing a short summary after carrying out some research. After this, ask them to design a new

				wondrous animal that has evolved to suit its environment considering the environmental changes it has had to face over recent years.
Day 5	Volcano Text and activities	Your child can write a biography about David Attenborough. Remind them to include information about his life, how he has helped the environment and the positive impact he has had on global changes.	Multiplication long	Who was Charles Darwin? Ask your child to research the scientist's theory on evolution. Where are the Galapagos Islands? What species did and do still live there? What makes these animals unique and extraordinary? Write a biography about the life of Charles Darwin.

Story starter!



They had been away for so long, but now they had returned. This was their homecoming, and they had not expected it to be like this.

A fork of crystal-blue lightning licked across the sky, sending a shower of dust and rubble to the frozen ground as it struck a distant building.

He pulled the sledge behind him, its blades screeching and squeaking and scraping as he pulled it through the glistening, crunching snow behind him. His arms ached. Muscles screaming in defiance at the burden they must bear. They had been walking for so long. They couldn't give up now, not now they were so close.

The last time he was here, things were very different. It was almost unrecognisable now...

Question time!



- ▶ Who do you think the people are in the picture?
- ▶ Where have they been?
- ▶ How do you think they are feeling about their homecoming?
- ▶ What do you think might have happened to the city?
- ▶ What will the people do next?

Sentence challenge!

Can you write 3 contractions in the sentences below?

- ▶ He could not stop going. They had travelled for so many days now. He had not had a decent meal for weeks.



Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ He pulled the sledge through the snow.
- ▶ There was lightning in the sky.
- ▶ The air was cold.



Perfect picture!

These people have had to move home, carrying their belongings in a sledge. If you had to move home, but could only take 10 items with you, what would they be? Draw or list them!



Image by: Vitali Alexius

Story starter!



Image by: Igor Morski

Every night he had the same dream. Every night he was stuck in the same cycle, doing the same thing, night after night.

In his dream he kept on walking. Round and round in circles he would go, trudging along the same, never-ending pavement again, and again, and again. It was like he was stuck on an enormous hamster wheel!

When he awoke each morning, startled by the feeling of being trapped that he experienced night after night, he would ask himself 'why do I keep having the same dream again and again?', but then it would dawn on him: his dreams were on repeat because it felt like his life was on repeat. Something had to change...

Sentence challenge!



Image by: Igor Morski

Can you use a series of questions in your writing? Remember to use a question mark!
E.g. Why was he having these dreams? Did something in his life have to change? What could he do to break the cycle?



Image by: Igor Morski

Why is the man having the same dreams again and again?

What do you think he means when he says it feels like his life is 'on repeat'?

How is the man going to change this cycle that he's in?

Why do you think there are birds and trees without leaves in his dream?

Why does it always rain on him in his dream?

Look at the surroundings. Where do you think his dream takes place?

How will the man make this dream disappear from his life?

Do you think the birds in his dream are also dreaming themselves?

Have you ever had a dream that you think might have a meaning?



Image by: Igor Morski

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

The man walked on the pavement. A flock of birds went past him. It was raining.



Can you draw a picture
of what your perfect



Image by: Jokerry

As the cogs began to turn once again, a flicker of light sparked from within. Watching, waiting, anticipating its first move, the rise of the machine was imminent...



Image by: Jokerry

A parenthesis is a word or a phrase put into a sentence to give it more information.

Sometimes a parenthesis is in italics, sometimes it is in (brackets), sometimes there is a dash – and sometimes it has 'inverted commas' around it.

Parentheses are used to:

Explain what a difficult word means.

Show someone's thoughts to add extra information to help the reader and/or emphasise a point.

Can you use brackets to add extra information?

E.g. Staring vehemently at the enemy ahead, The Eye (adjusting to its new surroundings) prepared a visual perimeter scan.



Image by: Jokerry

What kind of machine can see?

What do you think this machine is thinking?

How do you think this machine has been awoken?

If you could control this machine, what would you do with it?

Apart from being a machine, what else do you think this might be?



Image by: Jokerry

These sentences are 'sick' and need help to get better. Can you help?

The Eye looked around. It was big and colourful. It was made out of metal.



Can you invent The Eye's enemy?

Draw/describe what The Eye's enemy is Like.

Story starter!



Image by: Lewis Moorhead

Time seemed to be standing still.

Frost covered the top of the submarine like icing on a cake. Something strange had been brewing under the water for days. Something terrible. Something powerful.

With an almighty roar, like a helicopter taking off, the sea all around the vessel began to rise up. Up and up and up it rose, forming menacing walls of darkness all around him. The Captain felt powerless. His fate, and the fate of his crew, lay in the hands of the mighty ocean. All he could do was watch. And wait.



What thoughts are going through the Captain's mind?

What do you think has caused the enormous waves? Is it a storm, or something more sinister?

How do you think fish feel in a storm? Do you think they notice?



Can you write a sentence containing a relative clause?

E.g. The sea, which was crested with frothy, white waves, seemed to be rising up around him.

It splits the main clause.

The clause begins with 'who', 'which' or 'with'.

It must supply an extra bit of information to the sentence.

Commas should surround the relative clause.



These sentences are 'sick' and need help to get better. Can you help?

The Captain stood on top of the submarine. Scared fish went away from the waves.



Imagine that the picture is a video that has been paused. If you were to press the play button, what would the picture look like if you paused it again after one minute?

Draw/describe what you have imagined.



Image by: Caras Ionut

Am I asleep, or am I dreaming?

This was the question that rang out in her head.

She looked down at her hands. Then her feet. Then her clothes. Why was she so small?

Amy had gone to bed that night as a 13 - year-old girl, yet in her dream she was tiny again. She had not worn these clothes since she was 2 years old! What was going on?

She had been to this place before, she was certain. It all seemed familiar. Carrying the metal lantern in her fingertips, she waddled slowly through the night, not being able to see further than a few feet in front of her due to the thick wisps of fog that blanketed her vision.

Feeling the warm breeze caress her face, Amy inhaled. The air smelled damp, like it had just finished raining, but she couldn't remember it having done so. Lanterns, as big as post boxes, swayed in the wind, shedding a feeble, hazy glow across the never-ending blackness.

She shivered. Something was wrong. Surely dreams couldn't feel this real?



Image by: Caras Ionut

Have you ever had a dream that has felt incredibly realistic?

Have you ever had a dream about something that has come true?

If you could design the perfect dream what would it be like?

Why do you think you only remember some of the dreams you have and not all of them?

What do you think our brains do when we are sleeping?



Image by: Caras Ionut

Fronted adverbials

A fronted adverbial goes at the beginning of a sentence.

It describes the verb in the sentence.

It describes where, when or how.

E.g. During the day, she had felt fine.

After sunset, dreams become reality.

Can you try to use one today?



Image by: Caras Ionut

These sentences are 'sick' and need help to get better. Can you help?

**The girl walked
through the fog.
Lanterns blew
in the wind.**





It was another stiflingly humid day in the rainforest. The rain was a welcome and refreshing break from it. Dylan could hear a rumble of distant thunder: a sure sign that this was just the beginning of the storm. Holding a large leaf over himself, he sat comfortably on the tree stump. Raindrops drummed on the flat surface of the leaf like impatient fingertips, but Dylan didn't mind.

He stared into the forest, wondering when his companions would return...



What kind of animal can you see in the photograph?

How is the animal similar/different to a human?

Who are Dylan's companions, and where have they gone?

Why does Dylan like it when it rains?

What do you think it's like to live in the rainforest?

How is the weather in a rainforest different to where you live?

How old do you think Dylan is?



Can you find examples in the story starter where I have used my senses to describe?

Can you use your senses to describe what it is like to be in a storm?



These sentences are 'sick' and need help to get better. Can you help?

He held the leaf. It was raining. He could hear the storm. He could see lightning.



Can you draw a picture of the worst kind of weather imaginable?

Story starter!

She had been chasing it all day.
Now, the crow had it.

Time was ticking. Time was running out. She tiptoed towards the creature, seeing the precious key it held precariously in its sharp, cruel beak. It let out an irritating, throaty cackle, its soot-black wings ruffling gently as it manoeuvred itself on top of the clock; it was ready to take flight.

Knowing she might only have a few seconds before her opportunity disappeared, she took another cautious step forward. Time seemed to slow, her body tingled in excitement and her heart thudded in her chest. It was now or never...

Can you continue the story?



Question time!



- ▶ What do you think the key is for? Why do you think the girl is so desperate to have it?
- ▶ Why do you think the crow has taken the key?
- ▶ How did the clock get there? Is it significant in the story?
- ▶ What do you think the crow is thinking?
- ▶ Where have all the leaves on the ground come from?

Sentence challenge!

A determiner specifies a noun as known or unknown.

Can you identify the determiner(s) in the sentence below?

There wasn't much time left before the crow would fly away, so she took a step forward.



Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ The crow sat on top of the clock.
- ▶ It had the key in its beak.



Perfect picture!

Imagine the object that the key fits into. Can you draw or describe it?



Image by: Caras Ionut



They were never far away from one another, the tiger and the Samurai. Their fates were surely bound together, hand in hand. It had been this way for as long as she could remember.

As they entered the cave, she wondered when they would see sunlight again...



Look at the writing. Who do you think 'she' is making a reference to?

Who are the tiger and Samurai? How are their futures linked?

How do you think the two communicate with each other?

What do the two hope to find inside the cave?

What will actually be inside the cave?

When will they see the light of day again?



Can you write a complex sentence containing a main clause and a subordinate clause?

Can you separate the clauses using a comma? Can you use one of the following conjunctions to link your clauses: but, or, yet, so?

e.g. They strolled confidently towards the cave, yet there were unsure what lurked inside.



These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

The Samurai carried a stick. The Samurai had a sword. The Samurai wore a hat.



Imagine you are inside the cave, and that you are holding a torch.

Can you draw what it might look like inside?

Is there anything strange lurking in there?

Story starter! (1 of 2)



Many years ago, when I was just a small boy, we had found a mysterious object washed up on the beach. It was a sort of silver-grey colour, and looked like a finger, only much, much larger.

My friends and I had huddled together on the beach around the thing, holding our hands up to our faces to shield our eyes from the dazzling sun, talking excitedly about what it could be. Some hours later, after we had all made up wild stories about the origin of our new toy, we dragged the colossal item that was the size of our dining table up to the village.

As we made our way slowly over the sand dunes, and the long, wispy grass that marked the end of the beach and the start of the fields, a crowd seemed to be gathering. Women and young children were leaving their houses, young lads were leaving tools and ploughs unattended in the fields, and rosy-cheeked men were stumbling out of the smoke-filled tavern, all hurrying with increasing urgency towards us ...

Story starter! (2 of 2)



... Over the next days, weeks, months and years, stories were told of how our land was in danger from some kind of threat. There was fretful talk of giants, and frantic warnings about unearthly automatons come to take our lands from us. For years, people had looked over their shoulders, fearful that they were being watched, fearful that something unexpected and terrible was about to occur. For years, unsatisfied farmers had complained about their disappointing harvests, prophesising that the end of the world was near!

Of course, none of us believed them, and none of us thought anything as sinister as the end of the world was just around the corner. But, we did seem to know in our heart of hearts that something was amiss. Something wasn't quite right...

15 Years later...

I stand on the edge of my lands, grasping my spear firmly in my steady hands. A determined grimace spreads across my face. This is the moment we had all feared. All feared, but never dared to take seriously. Well, now we would have to take it seriously. We would have to take them seriously.

They had arrived...

Question time!



- ▶ Who/what are these things that are approaching?
- ▶ Are the people right to be wary?
- ▶ Do you think the new arrivals mean harm or do they come in peace?
- ▶ How many of them do you think they are?
- ▶ Where have they come from?
- ▶ Who is the character telling the story?
- ▶ How will people deal with this 'threat'?
- ▶ Who controls the airships?

Sentence challenge!

Good writers always try to start sentences in different and interesting ways. Can you write a sentence that begins with a noun?

E.g. The warrior, who was nervous at the site that greeted him, gripped his spear tightly.

A comma always follows the noun, and the sentence contains a relative clause in the middle.

- ▶ The warrior, who
- ▶ The horse, who
- ▶ A robot, with



Sick sentences!

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

- ▶ The big scary giants were walking.
- ▶ They had massive, big hands and their eyes were shining.



Perfect picture!

Can you design your own giant robot? It could be friendly/helpful, or it could be evil and wicked!



Image by: Kerem Beyit

Story starter!



She held hope in her outstretched hands. Kneeling gently on the ground, she prepared herself for what she knew she must do. The cool water trickled through her muddy fingers, and the soft, black earth felt comfortably warm on her palms.

Planting the tree of life would mean a new beginning. The opportunities were endless...

Feeling the excitement course through her quivering body, she lowered the tree of life into the small hole she had prepared. It was time...



Image by: Vitali Alexius

Question time!

- ▶ Is the tree small or is the person large?
- ▶ What do you think will happen after the tree is planted?
- ▶ If you could start a new world, how would it be different to ours?
- ▶ Where do you think the tree has come from?
- ▶ Who might the person holding the tree be?
- ▶ Where has the water come from?

Sentence challenge!



- ▶ Nouns name people, places, and things. One class of nouns is abstract. Your five senses cannot detect this group of nouns. You cannot see them, hear them, smell them, taste them, or feel them.
- ▶ Can you find any abstract nouns in my writing? Can you use some in your writing today?



Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ She held the small tree in her hands.
- ▶ The water went down onto the ground.



Image by: Vitali Alexius

Perfect picture!

Imagine the tree has been planted and it's now a month later. Draw/describe what the tree would now look like.

Story starter!



They had arrived out of the blue, catching everyone completely unaware.

Striding through the vast expanse of ocean as if it were nothing more than a shallow puddle, the trolls provided the gathering crowd on the cliff tops with a menacing spectacle. They were enormous! Grotesque!

The whole cliff shook as one of them crunched a meaty, clumsy hand the size of an elephant into the rock face...

Can you continue the story? Try to describe the trolls' appearance. Look closely at what's growing out of their heads!

Question time!



- ▶ Do you think the trolls are friendly or do they pose a threat?
- ▶ How will people feel about seeing the trolls?
- ▶ How will the trolls feel about seeing people?
- ▶ Where do you think the trolls have travelled from?
- ▶ Why do you think they have come here?
- ▶ How would you deal with the trolls if you had to?

Sentence challenge!

Can you place the missing bracket in the sentence below?

The troll whose nose was the size of a double decker bus) sneezed, covering people in a blanket of green snot!

Can you use brackets in your writing today?



Sick sentences!

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

- ▶ The trolls walked through the water.
- ▶ They were really big.



Perfect picture!

Can you draw a picture of what you think the trolls' house would look like?



Image by: Gediminas Pranckevicius

Story starter!



It was the moment they had been dreading for decades: the volcano had finally erupted. The earth shook, as torrents of golden death cascaded over the helpless landscape. Clouds of ash swarmed over the countryside, enveloping everything in their path. Chaos reigned as the beast that had been sleeping for years, now awoken, smote his fury upon the world.

In the distance a flash of silvery lightning licked across the sky: a snake's forked tongue lashing out in fury to strike its prey. The world was on fire. It was nature's turn to take its revenge.

Can you write your own description/short story about the volcanic eruption?

Can you include personification and metaphors?

Question time!



- ▶ What do you think it means by 'nature taking its revenge'?
- ▶ What do you think is the most dangerous part of a volcano?
- ▶ Do you know of any active volcanoes around the world?
- ▶ Do you know what causes a volcano to erupt?
- ▶ There is a famous volcano called Vesuvius, which erupted in Roman times to destroy the citizens of Pompeii. How do you think people felt thousands of years ago when they saw a volcanic eruption? How do you think people explained where the lava came from? Remember, people used to think the Earth was flat!

Sentence challenge!

Verbs are action/doing words.

Which sentence(s) contains two verbs?

- ▶ The volcano erupted an oozing, orange lava.
- ▶ Lava exploded out of the volcano, bubbling over the landscape.
- ▶ A streak of lightning shot across the sky.
- ▶ The ash-cloud shot over the land, rising high up into the sky.

Can you use interesting verbs in your writing today? How about some of these:

- ▶ shot dashed exploded
erupted crept bubbled
frothed oozed smashed
smothered



Sick sentences!

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

- ▶ Lava went over the ground.
- ▶ There was lightning in the sky.
- ▶ It was a scary sight.



Perfect picture!

Can you draw your own volcanic eruption? You could label it with some adjectives or even sentences to describe what is happening.



Image by: One Big Photo