

Year 6 Home Learning – Week 2

WRITING

Use the Egyptian Narrative Inspiration sheet (attached below) as your guide this week. Each day write a paragraph of a story; try to use a variety of sentence as suggested on the sheet.

Alternatively, using Egyptians as inspiration to create an informative piece of writing. (Recapping Year 4 learning) Each day write a paragraph to create your report.

SPAG

SPAG.COM

I can see how well you did and who completed it. Well done to those that completed the task.

Check your login for this week's task.

SPAG SUPPORT:

Use the SPAG mats to help you.

www.bbc.co.uk/bitesize/topics/zwwp8mn (Grammar)

www.bbc.co.uk/bitesize/topics/zvwxnb (Punctuation)

RE

Thinking Beads

Buddhists use thinking beads to help them focus during pray.

Your task this week is to design your own set of thinking Beads.

The first block of beads represents, something you are thankful for.

The second set, something you are sorry for.

The third set, a wish for the community.

The final set, something you are thinking about.

Make each section different from the last to show they have different meanings.

READING COMPREHENSION

<https://www.lovereading4kids.co.uk/extract/12477/The-Jungle-Book-by-Rudyard-Kipling.html>

Read this extract and answer the following questions in your book.

1. Describe the setting of the story as Chapter One begins.
2. Why did Father Wolf believe it was wrong to hunt man?
3. What did Bagheera mean by the term 'Red Flower'?

DAILY READING

There is still an expectation that children will read as much as possible. This is a great opportunity to read some good books and enjoy them.

FRENCH

Produce a non-chronological report (information report) on France.

Different paragraph ideas:

Food

History

Paris

Other major cities

Rivers and Mountains

MATHS

Try these two problems out. You can play them on the computer or complete in your book.

<https://nrich.maths.org/squareit>

<https://nrich.maths.org/6342>

<https://whiterosemaths.com/homelearning/>

Follow the link above, click on the Year 6 block and work through the unit. There are lesson videos to support and each booklet has answers. Use your book to write your answers in and then download the answers and see how you got on. I look forward to seeing your books when we get back.

MATHS SUPPORT:

www.bbc.co.uk/bitesize/subjects/z826n39 has many guides to help you.

Times Tables

Complete daily, Times table rock stars, go on and try to beat your score.

Geography

Why is Elhaji cleaning shoes on the streets of Banjul?

Please find attached some information about Elhaji. On the next sheet are some clues about Elhaji's life and family. Read them and discuss with someone in your house what you have found out.

Can you answer the question, why is Elhaji cleaning shoes on the streets of Banjul?

SCIENCE

Animal and Plants topic

The Platypus

<https://www.youtube.com/watch?v=QNoQvilmGdk>

<https://www.nationalgeographic.com.au/videos/platypus-worlds-strangest-creature/the-incredible-platypus-3735.aspx>

Watch the videos above, what did you find out? You can complete some extra research if you like. Display your knowledge as creativity as you like. It could be a report, a PowerPoint, a diagram labelled with facts or a comic strip of information to name but a few.

PE

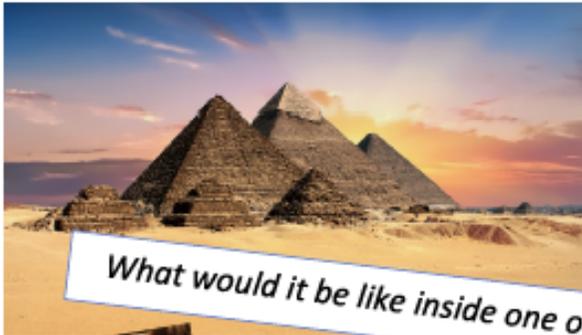
Joe Wicks Workouts (9am daily workout)

www.youtube.com/watch?v=d3LPrhI0v-w

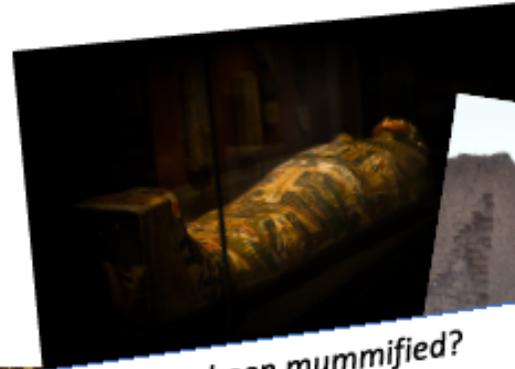
Super Movers workouts

<https://www.bbc.co.uk/teach/supermoves>

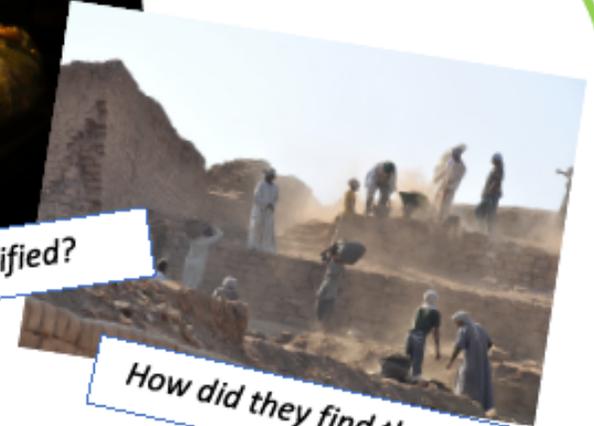
Select a piece of music and create a dance routine to go with it. Get the whole family to try your routine out.



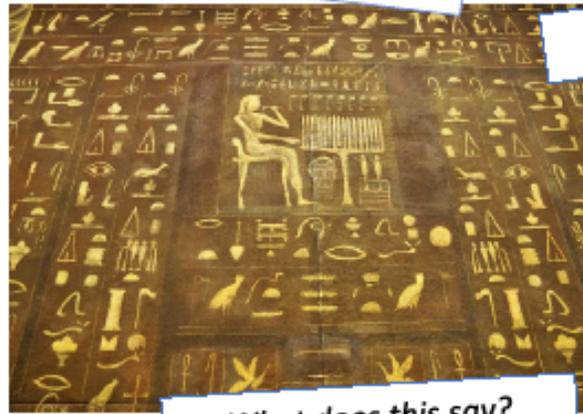
What would it be like inside one of these?



Who has been mummified?



How did they find the tomb?



What does this say?

It was the hottest part of the day, and we had been working since before dawn. The air was thick with dust which stuck in our throats and made us cough, constantly. I was digging in an area to the east of the river, where the maps revealed there had once been a large temple, when the tip of my pick-axe clipped something unusual. I stopped and crouched to get a better look.

Prompts

1. Use a double verb pair to open a sentence.
2. Use a simile.
3. Use a fronted adverbial of time.
4. Describe the opening of the tomb in detail.
5. Use a semicolon accurately.
6. Use repetition of a comparative adjective.

Egyptian Narrative Inspiration Station

<i>archaeology</i>	<i>afterlife</i>	<i>site</i>	<i>remains</i>	<i>modern</i>
<i>pharaoh</i>	<i>hieroglyphics</i>	<i>chronology</i>	<i>artefact</i>	<i>ancient</i>
<i>pyramid</i>	<i>obelisk</i>	<i>papyrus</i>	<i>curse</i>	<i>deteriorated</i>
<i>tomb</i>	<i>sarcophagus</i>	<i>mummified</i>	<i>evidence</i>	<i>craftsmanship</i>
<i>excavate</i>	<i>reveal</i>	<i>discover</i>	<i>confirmation</i>	<i>adorned</i>

DADWAVERS! Openers

Description- The shaft was narrow and around fifteen feet in length, though it was the stale, musty air which made it a most unpleasant environment to be in.

Action- Without warning, a huge slab of stone fell from the top of one of the columns and smashed beside us, just inches from our feet.

Dialogue- "What does it say?" Nakhti asked me, to which I replied that I was unsure as to its entire meaning; however, it was definitely a warning or curse of some kind.

Where- Beyond the doorway, I could see a long corridor and several smaller rooms, or chambers.

Adverb- Steadily sliding the lid of the sarcophagus, we caught a glimpse of the bandaged body which lay inside.

Verb- Heaving the stone slab from its resting position was far more difficult than we had anticipated, and it took several attempts before we saw the first glimpse of what it had been hiding.

Estimation of time- Sometime around midday, I called for water and gulped it back in the glare of the burning sun.

Rhetorical Question- Was it really the curse?

Simile/Metaphor – The eyes on the sarcophagus seemed to follow him, like a hawk watching his every move.



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Why is Elhaji cleaning shoes on the streets of Banjul?

Elhaji spends most of his time cleaning shoes rather than at school. Why do you think Elhaji is spending all day on the streets of Banjul and not at school or at home with his family?

Elhaji lives in The Gambia. It is the smallest mainland African country by area and surrounded by Senegal on three sides with the Atlantic Ocean making up the fourth border. At its widest, point it measures only 48 km from north to south. Elhaji's family live in the village of Njar on the north bank of the River Gambia close to the border with Senegal over 150 km from Banjul.

During the past decade, places such as Njar along the north bank of The Gambia River have suffered from increasing unreliability of rainfall during the wet season. This unreliability causes long droughts, crop failures and great poverty and hardship in a country where most people rely on farming for their livelihoods. The wet southwesterly rain-bearing Trade Winds that blow over the Atlantic Ocean before reaching The Gambia can no longer be relied upon to give the country the rainfall it requires

Elhaji's mother has sold household furniture to raise money to buy food from other farmers at the village market

When the soil is completely eroded then land will slowly become a desert – a process called desertification

Elhaji's mystery can be solved by analysing the information on the cards. Read each of the cards and sort the information into the following categories:

- Information about Elhaji and the life that he now lives in Banjul;
- Information about the life of his mother and sisters in Njar;
- Information that provides background about the geography of The Gambia;
- Information that helps to explain why Elhaji is living and working in Banjul.

Why is Elhaji cleaning shoes on the streets of Banjul?

For the past two years Elhaji's mother has had to rely on aid donations of rice from the government of The Gambia

All but two of the village hand-dug wells around Njau have dried up since 2012

As well as selling eggs at the market Elhaji's sisters also collect and sell firewood

Elhaji's father died five years ago

The Gambia has a sub-tropical climate with two very distinct seasons a year

Between November and May is normally the dry season with on average of only 450 mm of rain

Because the soil is so dry and dusty at Njau it is easily eroded by the wind

70% of the 2 million people who live in The Gambia are small scale subsistence farmers – relying on what they grow to eat and survive

Between June and October is normally the wet season with an average of 2700 mm of rain

The rain that comes in the wet season is vital for Elhaji's mother to be able to grow her crops

Elhaji's mother grows millet, maize, groundnuts and vegetables on a plot of farmland at Njau

Although his sisters attend school they also rear chickens and help their mother on the farm

The number of months that the rainy season lasts has become very unreliable – it cannot be predicted from one year to the next

When the rains fail in the wet season droughts set in causing crops to die in the fields and widespread hunger and poverty