



## A message from your teachers...



Hello Year 6,

*Thank you all for sending in your wonderful Yearbook entries this past week; we can't wait to put these together for you! We have loved reading about your proudest moments and favourite memories. We have so many favourite memories of each and every one of you and countless moments when you have all made us incredibly proud, like you continue to do so.*

*This week, just as before, you will find slides organised into Maths and English activities for you to complete as well as an art project we would love you to get involved with. We would also love for you to send in recorded parts which we can use for a 'virtual leavers' assembly'. As always, try your very best with the work and we look forward to speaking with you on the phone to see how you are getting on.*

With love,

*Miss Doughty, Miss Reddington, Mrs Godfrey, Mrs Wear and Mrs O'Doherty x*

### English

Please remember to keep logging onto **Reading Plus** for 45 minutes each day to keep improving your reading comprehension skills.

### Maths

Please remember to log onto **Times Table Rockstars** and **Top Marks Maths** daily to keep improving your mental arithmetic skills.



## PSHE: Transition to secondary school

As your time in Y6 will soon be coming to an end and you are getting ready to take the next big step in your life, over the coming weeks we want to talk about the feelings you may experience when moving on from primary to secondary school. You may have many mixed emotions about going to a new school which are completely normal and to be expected. Lots of you will be excited about the new opportunities your new school may bring, but you may also feel a little nervous about the unknown.

It is a very exciting time for you all but undoubtedly there may be feelings of worry or thoughts about challenges you feel you will have to face. We will look at ways in which we can tackle these challenges and identify sources of support and information available to you.

**Your task:** There are lots of ways that the challenges of secondary school can be managed. On Resource Card One you will find a list of challenges you may or may not encounter when you move on to secondary school.

Your task is to complete the table by thinking about how you could manage these particular challenges **NOW** e.g. look at the new school website. You will also consider how you could manage these challenges in the **FUTURE**. e.g. talk to a teacher at your new school.

Add your solutions to the respective columns of the table.

# Maths - Algebra: Substitution

Substitution means replacing a letter, shape or object with a number. Just like making a substitution on the sports field, we make substitutions by swapping letters or objects with a given value. By doing this we can then solve the equation.

**REMEMBER:** A number and a letter next to each other mean they are multiplying each other. E.g.  $3a = 3 \times a$

- 1) Find the value of the symbols and then check if you are right by using the same value in the question alongside it.

a  $\diamond \times \diamond = 81$

$\diamond = \square$

$\diamond \times \triangle = 36$

$\triangle = \square$

b  $\bigcirc + \star + \star = 29$

$\bigcirc = \square$

$\bigcirc \times \star = 60$

$\star = \square$

- 2) If  $a = 3$  and  $b = 6$  find the value of:

a)  $3a + 2b$

b)  $3b - 2a$

c)  $ab$

- 3) If  $m = 5$  and  $n = 2$  find the value of:

a)  $2m - 5n$

b)  $mn + 4$

c)  $2mn - 15$

## Problem solving

Substitute into the following expressions when,

$w = 3 \quad x = 5 \quad y = 2.5$

•  $w + 10$

•  $w + x$

•  $y - w$

•  $w + x + y$

•  $w - x - y$

•  $y + y + y$

## Use Your Head!

$x = 2c + 6$

Joe says,



$x = 12$  because  $c$  must be equal to 3 because it's the 3<sup>rd</sup> letter in the alphabet

Is Joe correct?

Derek says,

When  $c = 5$  the answer is 31



Is Derek correct?

# Maths - Algebra: Identifying pairs of values

## Quick recap

Now we will use our understanding of substitution to consider what possible values a pair of variables can take.

We can do this most effectively by working systematically. The easiest way to do this is begin with the smallest integer value of 0 and work upwards. See Task 1 for an example of how this can be done.

However, sometimes there are conditions that must be satisfied first. *E.g.  $a + b = 8$  where  $a$  is greater than 4 and  $b$  is an odd number.*

*Work systematically but within the parameters set by the question. Only accept answers where both values satisfy the conditions.*

When  $a = 5$ ,  $b = 3$  which is odd. ✓

When  $a = 6$ ,  $b = 2$  which is not odd. ✗

When  $a = 7$ ,  $b = 1$  which is odd. ✓

**Task 1:** Find as many different possible pairs of values to satisfy the following equations. In each case, integers are greater than 0.

Example:

$$a + b = 6$$

a	b
0	6
1	5
2	4
3	3
4	2
5	1
6	0

1.  $a + b = 11$

2.  $ab = 18$

3.  $x + y = 25$

4.  $xy = 24$

5.  $3d - e = 12$

6.  $19 = gh + 7$

**Task 2:** Calculate the value of each letter using the information given.

$ef = 21$	$e + f = 10$	$e < f$
$g - h = 3$	$g + h = 9$	
$i \div j = 4$	$ij = 16$	$i > j$

$e =$     $f =$

$g =$     $h =$

$i =$     $j =$

## Use Your Head!

$x$  and  $y$  are whole numbers.

- $x$  is a one digit odd number.
- $y$  is a two digit even number.

$$x + y = 25$$

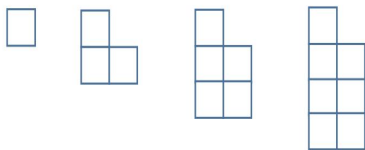
Find all the possible pairs of numbers that satisfy the equation.



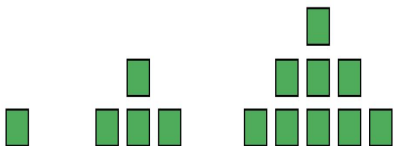
# Maths - Algebra: Sequences

## Task 1:

- 1.) Draw the next two terms in this sequence. Describe the sequence.



- 2.) What would the 5th term in this sequence look like?



- 3.) How might this sequence continue?



Describe the ways in which your sequences are similar and how they are different.

## Quick recap

A number pattern which increases or decreases by the same amount each time is called a **linear sequence**. The amount it increases or decreases by is known as the **common difference**.

In **non-linear sequences**, the difference is not always common but does always follow a pattern.

Each value in a sequence is known as a **term**.

Task 2: Find the stated terms for these linear number sequences.

- 1.) 6, 8, 10, 12 ...

5<sup>th</sup> term =

6<sup>th</sup> term =

- 2.) 4, 7, 10, 13 ...

5<sup>th</sup> term =

8<sup>th</sup> term =

- 3.) 6, 11, 16, 21 ...

6<sup>th</sup> term =

8<sup>th</sup> term =

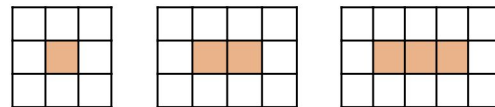
- 4.) 10, 9, 8, 7, 6 ...

8<sup>th</sup> term =

10<sup>th</sup> term =

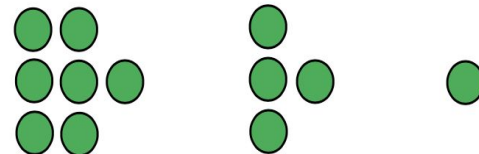
## Problem solving

How many white squares would there be in the 5th term of this sequence?



## Use Your Head!

Zena says it is impossible to draw the next term in the sequence. Is she right? Why?



# Monday Literacy - Model text

World famous monster expert Professor Behemoth is putting together a *Monsterology* of different types of monsters and beasts. He has spent years researching all sorts of weird and wonderful monsters and has a wide variety for his encyclopedia. Your job, is to provide the professor with another entry for his book by writing an information text about a made up monster or beast. To get us started, let's read a fictional information text about swamp monsters.

## Swamp Monsters

Do you ever wonder what might be lurking in the murky swamps of our world? Rumour has it that the fabled swamp monster is not just a creature mentioned in myth and legend but it actually exists! Now is your chance to find out all that has been discovered about this unique being.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest. Living in total solitude, it is believed that there is, perhaps, only one swamp monster on our planet, making it a mystery how they reproduce. Dr Patrick Thurston - world renowned monsterologist from Bristol University - could perhaps be the only living person ever to see this magnificent creature: "You cannot believe the pure majesty of the swamp monster. They seem as if they are 'one with the swamp' living in pure harmony with their habitat."

Swamp monsters don't just live in swamps they resemble them. Being experts in camouflage, they are indistinguishable from their environment. Their bodies are made from this environment: limbs of gnarled branches, incredibly long fingers and glowing, iridescent hair which changes colour to match their mood. The most incredible thing about a swamp monster is that they have translucent breathing tubes meaning they can stay underwater indefinitely but continue to breathe.

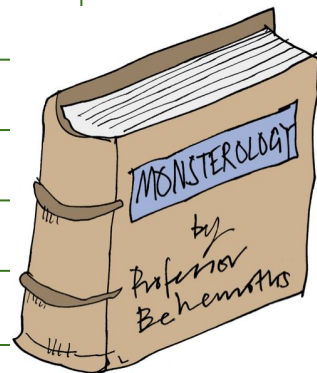
Have you ever wondered what a swamp monster eats? Their diet consists of herons, rats and even alligators which they hypnotise with their ever-staring, haunting eyes. Transfixed, any animal is helpless to the swamp monster who squeezes the life from them with its lean, powerful limbs. The swamp monster's tongue has the ability to taste the air; this allows it to identify when its prey is close by.

If you are now tempted to try and spot a swamp monster, we advise extreme caution! This beautiful but deadly creature should be left in solitude to be studied only by experts trained in monsterology.

## Monday Literacy - Vocabulary

The following words can be found in the model text we have just looked at. Match the words to their correct definition, creating a new list of key terms.

myth	not distinguishable
translucent	the state of living alone in seclusion
indistinguishable	agreement or harmonious relations
resemble	displaying lustrous colours like those of a rainbow
renowned	a traditional or legendary story
majesty	rugged, bent, twisted or weather-beaten
Iridescent	to be like or similar to
harmony	permitting light to pass through but any objects on the other side are not clearly visible
gnarled	to hold motionless with amazement
solitude	supreme greatness
transfixed	to be celebrated or famous



## Tuesday Literacy - An information toolkit

Before we start thinking about our own ideas for our monster, we need to look closely at the text and see what writing tools/tips/tricks the author has used so we can do the same in ours.

Just like we have done for the other genres we have covered so far this year, we are going to create a **toolkit** of the features that make for a great **information text**.

Your task is to read back through the model text and identify at least one example of each of the features in the toolkit and add them to the grid. Use the examples given as a guide of the type of evidence you are looking for.

If you have a paper copy of the text you may wish to highlight the features as you identify them and then create a key.



### To report information we can...

Hook the reader - <i>start with questions and a top fact to encourage interest</i>	
Use technical/ specific vocabulary - <i>e.g. translucent, indistinguishable, webbed</i>	
Sound like an expert - <i>be formal and informative</i>	
Interest your reader - <i>fascinating facts, warning and advice</i>	
Organise ideas - <i>paragraphs, topic sentences, adverbials</i>	
Use evidence - <i>quotation from an expert, topic-based technical vocabulary</i>	

## Wednesday Literacy - Formality

During our journalistic writing unit we talked about writing in a formal style. Perhaps the best way to explain this type of writing is to: *sound like an expert*. We don't need to make our reader laugh, persuade them or in fact give any opinion at all. Our main job is to **give information** as **precisely as possible**.

**Task 1:** Spot which of the two following texts is formal or informal.

1) Swamp monsters have a proper rancid diet. They love to eat all sorts of weird and unusual stuff like slugs – uuurrghhhh! Also, they glug down the dirty swamp water by the gallon!

2) It has been discovered that swamp monsters have an unusual diet. Mainly, these creatures are known to consume only gastropods. In addition, they have a preference for water from their swamps as it contains essential minerals.

Which one is **formal** and why?

Which one is **informal** and why?



**Task 2:** Now decide whether these are formal or informal sentences. Write out each of the sentences, followed by the word 'formal' or 'informal' in brackets.

1. I really want you to come to my party - please come!
2. Henry VIII didn't like his wife much - he chopped off her head!
3. The teacher-pleaser machine is a state-of-the-art device.
4. Your presence is requested at the Queen's celebration.
5. At 6.00pm on the 24th December, Mr Jones was arrested by the police and detained at the local police station.

**\*Challenge:**

Can you re-write each sentence the other way round so that the formal ones become informal and the informal ones become formal?



## Thursday Literacy - Topic sentences

You might have noticed that the model text does not have any sub-headings. Instead, in Year 6, we can use TOPIC SENTENCES. These are like little introductions to the paragraph allowing you to add more detail than you would in a simple heading.

### Examples from the model text:

Swamp monsters don't just live in swamps, they resemble them.

- This topic sentence introduces our **APPEARANCE** paragraph.

Have you ever wondered what a swamp monster eats?

- This topic sentence introduces our **DIET** paragraph and uses another question to interest the reader.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest.

- This topic sentence introduces the paragraph which is about **HABITAT**.

**Your task:** Use these examples to have a go at writing some topic sentences of your own for the topics below.

Topic sentences for the **appearance, diet and habitat** of a lion:



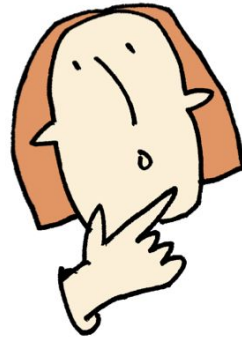
Topic sentences for the **appearance, diet and habitat** of a swamp monster:



## Friday Literacy - New ideas

Now comes the fun part! You will soon be creating an information text about a monster/beast for Professor Behemoth's Monsterology but first; you need to decide on what kind of monster this will be.

The choices are endless and I am sure that you already have an idea about what you might do, but here are some pictures that might inspire you.



## Friday Literacy - New ideas

Here are a few ideas of what the different paragraphs of your information text could be about. Use the following headings as an opportunity to note down as many ideas as you can about your monster.

### Appearance



### Diet



### Friends/ enemies



### Habitat



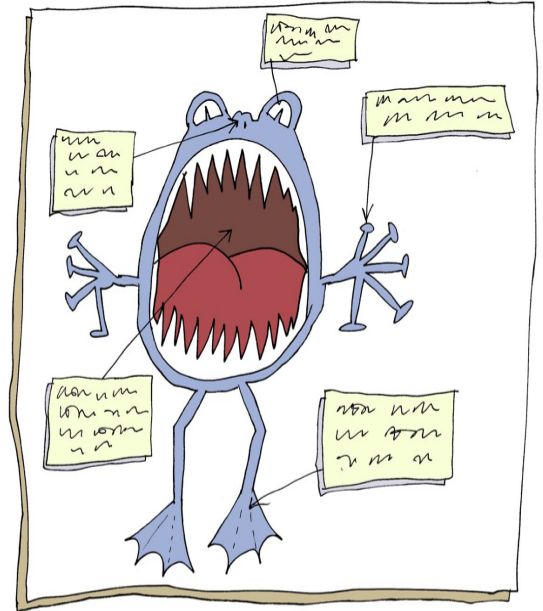
### Abilities



### Weapons/powers



**\*Challenge:** To help you get a real picture of what your monster is like, have a go at drawing them and labelling your image.



# Art

## Optimism and Aspiration

This week we are going to get arty. We want you to think about your hopes for the future. You might want to think about your hopes for when lockdown is over or think further ahead to where you would like to see yourself ten years from now.

Watch this video by artist and school friend, Greg McGee <https://www.youtube.com/watch?v=qLy0gpnK8U0&feature=youtu.be> to see how easy it is to create a masterpiece or two. Painting, drawing and collage, should never be seen as difficult: all it takes is some deep thinking and then you can get stuck into it.

- **What can you paint?** In the video Greg went for seascapes, but you can paint a skyscape, a cityscape, a landscape. Could you add some words to your image?
- **What can you Collage?** In his video, Greg went for the names of the things his family miss the most, but you can choose photos of landmarks, printed photos, or anything that catches your eye in a magazine and mix it with paint. Again, you could even add some words about what you hope for in the future or words that make you feel happy during these uncertain times.



Draw your **HOPES**



# Leavers' Assembly

Although we know this is not quite how you may have envisioned your last few weeks in St Aloysius; your Y6 staff have been working hard to ensure many of the end of year traditions can still happen.

One of these important rites of passage and something we know so many of you were looking forward to, was the **leavers' assembly**. Although this won't be able to take place as it traditionally does, we would still love to create a form of '**virtual assembly**' which can be shared with all of our friends and school family online.

To do this, we will need you all to record parts for the assembly. For those in school, this can be done with your teachers however we require those of you staying at home to record your speaking parts and send them in so we can compile everybody's parts together.

*We would love it if you could send these in to our year group email address as soon as you can:*

[yearsix@st-alloysius.co.uk](mailto:yearsix@st-alloysius.co.uk)

This week, we would like you to record yourselves saying your **favourite memory** - just as you have seen many Y6 pupils stand up and read out theirs in leavers' assemblies gone by.

This can be the same memory you have included as your yearbook entry, or you can come up with another. It doesn't just have to be of a time during Y6, but can be from any point during your time at St Aloysius. It is normally a case of... **the funnier, the better!**

Find a bright, quiet place to make your recording and speak **clearly and confidently** so everyone can hear you.

**We can't wait to see them! :)**

# PSHE - Resource Card One

## Task:

Challenge	How could you manage this challenge <i>now</i> ?	How could you manage this challenge <i>in the future</i> ?
Getting lost around the new school		
Not being in the same class as friends		
Having more homework		
Big lunch hall and choosing a meal		
Don't understand new subjects		
Not knowing the rules and getting a detention		