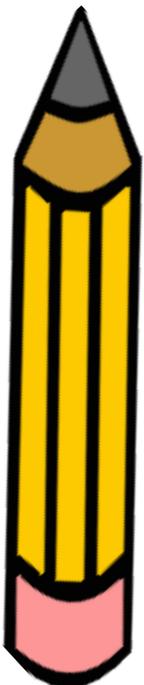# Year 6

Home Learning

Pack

11/1/21

Hello Year 6,

We hope you are all ok and staying safe in this new lock down. We miss you all lots and can't wait to see you all soon!

In this learning pack you will find:

- X5 English Lessons
- X5 Maths Lessons
- X3 Foundations Lessons (e.g. Art, History, Geography, Science etc.)
- X3 RE Lessons

Please complete 1 English Lesson and 1 Maths Lesson daily. They are numbered in the order you should complete them in (1-5). So, complete lesson 1 on Monday and lesson 5 on Friday.

There are 3 Foundation and 3 RE lessons you can choose to complete on whichever days you like but please do not try to do them all on the same day, they are also numbered.

We will also be uploading a daily reading lesson to class dojo every day.

Additionally, you should be logging into Times Table Rockstars and Spelling Shed for daily revision of your times tables and spellings. If you have lost your passwords please contact us or the school office.

Furthermore, please visit Oxford Owl eBook library for some daily reading. Mrs Coleman and Mrs Williams will be communicating with you via dojo about the progress of your reading. ☺

6P Oxford Owl Login		6B Oxford Owl Login	
Username:	class6parry	Username:	class6brooks
Password:	stmatthews	Password:	stmatthews

(all lowercase letters!)

There is a timetable below of what your week *could* look like. But please note that this is only an EXAMPLE and you can adapt it to suit your home learning as long as all work is completed!

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Literacy -1	Literacy -2	Literacy -3	Literacy -4	Literacy-5
	Maths -1	Maths -2	Maths -3	Maths -4	Maths -5
	Break				
	Reading Lesson-1	Reading Lesson-2	Reading Lesson-3	Reading Lesson-4	Reading Lesson-5
	Lunch				
PM	RE Lesson -1	Foundation -2	RE Lesson -2	Foundation -3	RE Lesson-3
	Foundation -1	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed
	Oxford Owl EBook Reading	Oxford Owl EBook Reading	Oxford Owl EBook Reading	Oxford Owl EBook Reading	Oxford Owl EBook Reading

We are really enjoying seeing all of your home learning and staying in contact with you all. We can't wait to see you all soon! Love, Miss Parry and Mr Brooks ☺

English - 1

This week you will be writing your own myth! But first you need to plan some characters! Today you will be creating the King/Queen for your myth and your hero!

It is common for myths to feature a powerful King. In Beowulf and Theseus and the Minotaur, the Kings were both very powerful leaders troubled by a mythical beast. Today you need to think about:

The King or Queen in my Myth	
Who is the King? What is his name?	
What is he the King of? What makes him so unique and special?	
Can you describe him? What does he look like?	
What is his personality?	
How does he treat his civilians? Do his people respect him and is he well liked or is he an evil King?	
How does he rule his land? Does he strive for peace and harmony or does he love chaos, wars and rivalry?	
Who are his enemies? (You may like to take some inspiration from Theseus and the Minotaur.)	
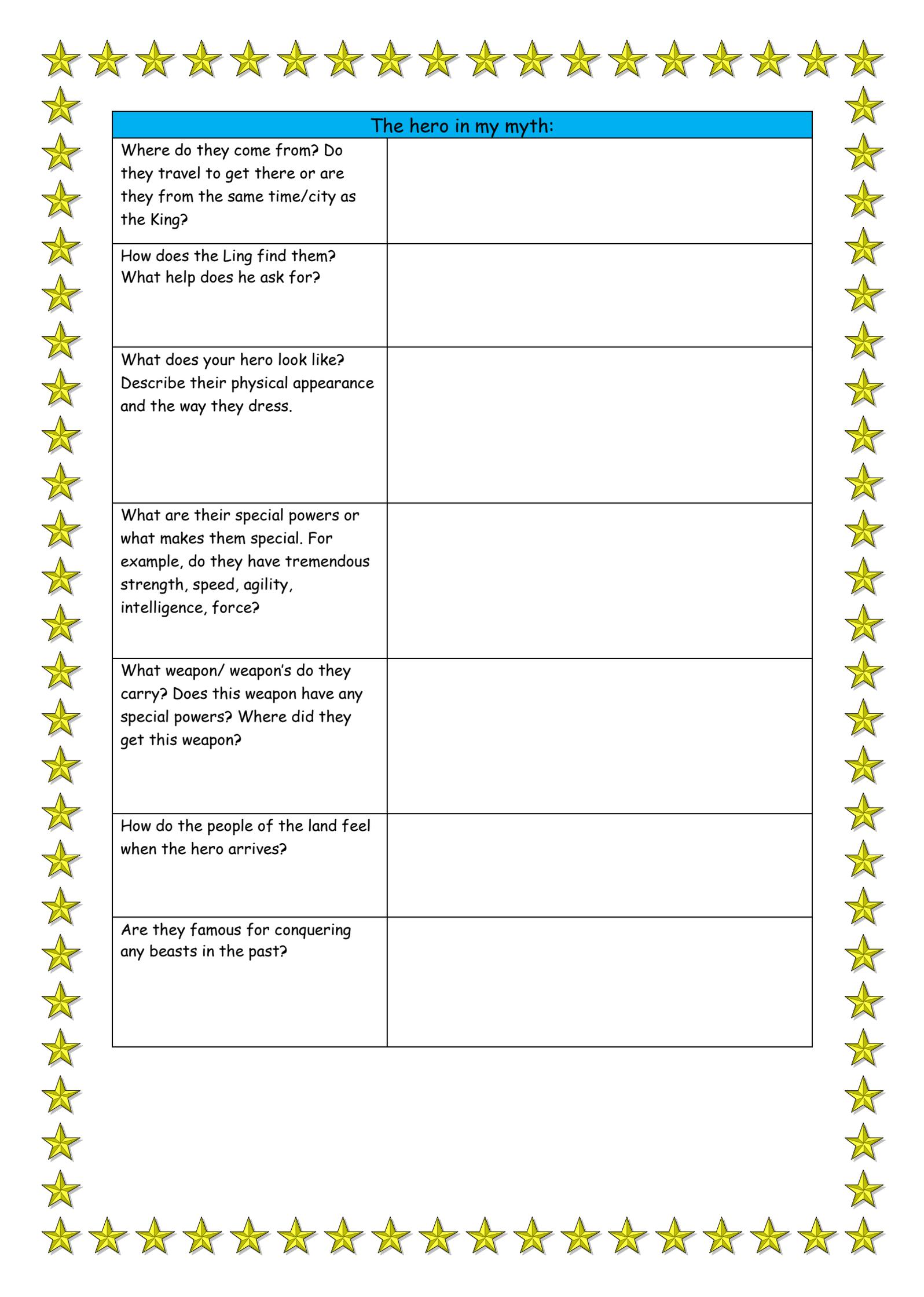
The hero in my myth:	
Where do they come from? Do they travel to get there or are they from the same time/city as the King?	
How does the Ling find them? What help does he ask for?	
What does your hero look like? Describe their physical appearance and the way they dress.	
What are their special powers or what makes them special. For example, do they have tremendous strength, speed, agility, intelligence, force?	
What weapon/ weapon's do they carry? Does this weapon have any special powers? Where did they get this weapon?	
How do the people of the land feel when the hero arrives?	
Are they famous for conquering any beasts in the past?	

SOURCE: ARTTODAY.COM

English -2

You may already have an idea of where you would like your myth to be set. If not, you will decide this today and write a descriptive paragraph for this setting. Have a look at the images below. Maybe you would like your myth to take place in one of these places.

If you have chosen one of the images above, write down everything you can see in it that you could describe. Or alternatively, choose an image from the internet. Create a spider diagram of descriptive words.

Trees that stand tall like military soldiers.

In my setting I can see…

Green spindly vines.

Your myth will begin with a descriptive paragraph about your setting. Have a go at writing a paragraph describing the setting of your myth. Think about what can be seen, smelt and heard. What time of day is it? Set the atmosphere, do you want it to appear spooky or jolly? What time of year is it? How will this affect your descriptions?

You may like to use some of the sentence starters below. Remember the myth will be written in third person- you are the author.

First Person	Second Person	**Third Person**
I we	you	he it she they

- As the sun rose over the distant mountains, there was a sweet smell of ……….
- Trees swayed gracefully in the distance as darkness crept through the valley……
- The birds chirped as boats bobbed up and down on the rising tide……..
- A damp smell swept over the forest as the fog began to lift at dawn………
- There was a feeling of warmth in _____ as the sun rose peacefully for the beginning of a new day.
- Strange noises could be heard as the wind violently blew through………

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Describing Settings

Use these exciting words to help describe what the setting is like.

Where?

House, Garden, Castle, Derelict building, Forest/Wood, Beach, Space, Island, Plane/Train/Ferry/Boat, Garage, Train station, School, Museum, Cinema, Hospital, Shopping Centre, Office, Fairground/Theme park, jail, street, park, tower, sky, farm.

Imagined lands such as Narnia, Lapland, Platform 9 ¾.

Historical Settings: During the first and second world wars, during Tudor times, during the Roman times.

Time of Year

Seasons: Fall, Winter, Spring, Summer.

Months of Year: January, February, March, April, May, June, July, August, September, October, November, December.

Time of Day

Time: Daylight, twilight, dusk, dawn, midday, midnight, early morning, late night, middle of the night, mid-morning, lunchtime, dinnertime, late afternoon, afternoon, late morning.

SEE

Dawn breaking
Sun rising slowly
Birds soaring/swooping,
Shattered glass windows
Rippling curtains
Waves crashing
Train thundering past
Clanging
Darkness
Brilliant light
Boats bobbing
Shoppers bustling
Heated discussions
Children playing
People waiting
Sweeping beach
Lush grass

HEAR

Birds chirping/squawking
Wind whistling/howling
Pitter-patter of raindrops
Trees swaying
Thud of footsteps
Crashing/Banging/Thudding
Storm thundering through the clouds
Shouting/Chanting/Cheering
Strange noises
Creaking hinges/floorboards
Sirens
Screams/shrieks
Roar of traffic

FEEL

Negative feelings: frightened, concerned, fearful, scared, upset, emotional, depressed, bitter, gloomy/glum, fed up, angry, malicious, violent, tense, stressed, lonely, isolated, apprehensive, worried, on edge, pressured, afraid, annoyed, ashamed, tired, shattered, anxious, confused, irriated, embarrassed, surprised, frustrated, shocked, nervous, bored.

Positive feelings: cheerful, safe, nostalgic, relaxed, comfortable, enthusiastic, joyful, ecstatic, eager, loved, secure, warm, settled, relieved, confident, thoughtful, friendly, proud, pleased, friendly.

SMELL

Dusty, damp, musty, fresh, sweet, sour, bitter, stink, stench, scent, spicy, whiff, reek, delicious, disgusting, essence, fragrance, fragrant, incense, burning, smouldering, freshly baked bread, salty, roses, sea air, petrol, odor, home cooking.

What is the weather like?

Sunny: glorious, warm sun, beautiful, glittering sun beams, brilliant rays of light, cloudless, radiant, pleasant, summery, bright, beaming, blazing, twinkling, glaring, glimmering, sparkling.

Cloudy: overcast, dull, grey horizon, murky skies, plentiful clouds, darkened, gloomy, foggy, dismal, dusky, misty, drab, sunless.

Stormy: torrential rain, booming thunder, daggers of lightening, blowy, blustering, foul, boisterous, wet, wild, torrid, turbulent skies.
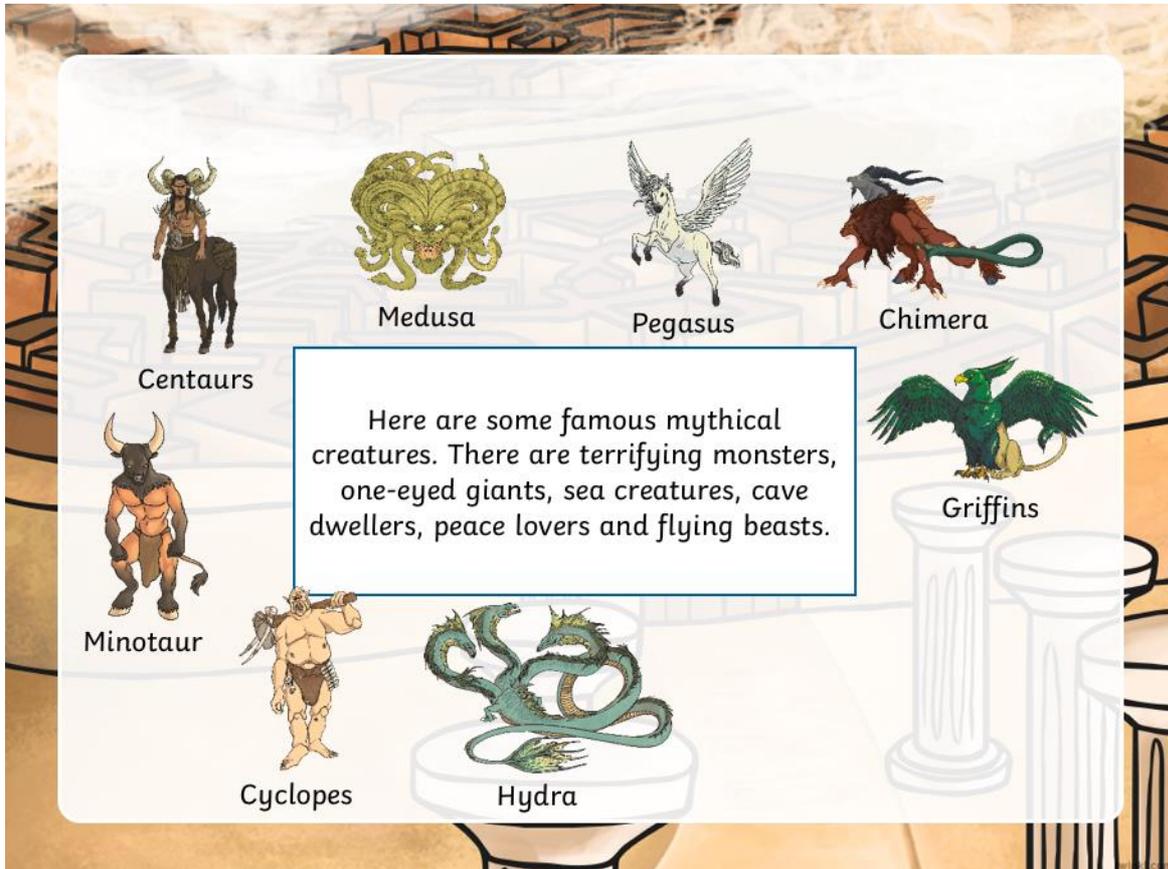
Rainy: lashing rain, drizzle, downpour, shower, monsoon, drizzly, soggy, drippy, dewy, damp, dank, raindrops splashing/dripping/ trickling/pouring/pounding.

Windy: blustering, blustery, airy, brisk, drafty, gusty, wild, windswept, tempestuous, fresh, howling wind, raging wind, turbulent wind, roaring, violent, howling.

Cold: chilly, fresh, frosty, icy, raw, freezing.

English-3

Today you will design your mythical beast! Have a look at the examples of some mythical beasts below and start to think about what you would like your mythical creature to be like.


Here are some famous mythical creatures. There are terrifying monsters, one-eyed giants, sea creatures, cave dwellers, peace lovers and flying beasts.

Centaurs · Medusa · Pegasus · Chimera · Griffins · Minotaur · Cyclopes · Hydra

Hydra

Back

Appearance
The Hydra was a fearsome, snake-like monster with many heads. The exact number of heads varies but is often said to be nine.

Special Abilities
One of Hydra's heads was immortal and if any of its other heads were cut off, two more would grow in its place. It was also highly venomous.
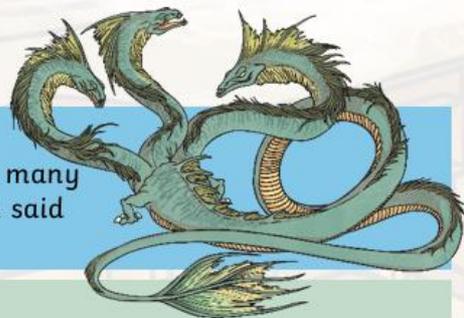
Griffins

Appearance
Griffins had the body of a lion and the head of an eagle.
Sometimes, they were shown to have wings.

Special Abilities
They combined the strength and power of a lion and the keen eyesight of an eagle.
Winged griffins could fly.

Centaurs

Appearance
Centaurs had the body of a horse and the torso, arms and head
of a human. In Cyprus, centaurs had horns. They possessed
human intelligence and had the ability to speak.

Special Abilities
Centaurs would live for 300-500 years. They were considered to
have extraordinary strength and stamina and could use their
hooves as weapons.

Minotaur

Appearance
The Minotaur was a terrifying creature, with the head of a bull
and the body of a man. He walked upright on the legs of a bull.

Special Abilities
The Minotaur was extremely strong, powerful and fierce. He had
a keen sense of smell and could understand human speech.

Medusa

Appearance
Medusa was a gorgon. She had woman's body and face but
her head was full of snakes, instead of hair.

Special Abilities
Medusa was a dreadful and fearsome creature with a piercing
gaze. One look into her eyes would turn you to stone!

Cyclopes

Back

Appearance
Cyclopes were enormous, lumbering giants. They had a single, round eye in the centre of their forehead.

Special Abilities
Cyclopes' main ability was a powerful strength that made them impressive warriors. They were also known to be talented blacksmiths and stonemasons.
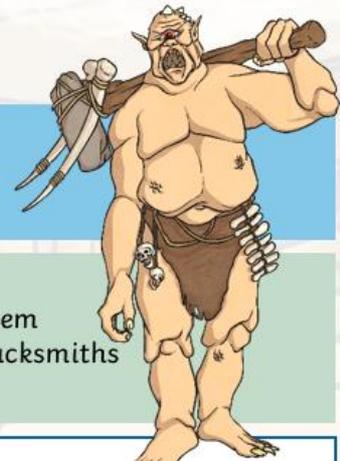
Chimera

Back

Appearance
The chimera had the complete body of a female lion. From between her shoulder blades grew the head of a goat and her tail morphed into a snake.

Special Abilities
The chimera had a fearsome weapon - she was able to breathe fire. This, combined with her lion's strength, goat's cunning and snake's venom, made her nearly invincible.
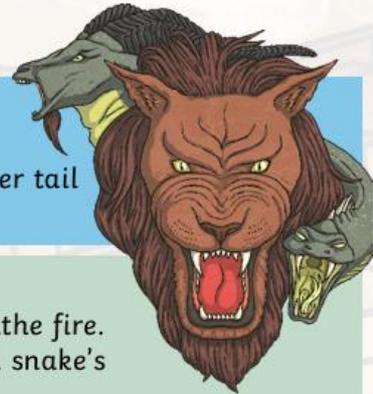
Pegasus

Back

Appearance
Pegasus was a beautiful, pure-white horse, with feathered wings on his back. He sometimes wore a magical, golden bridle.

Special Abilities
Pegasus could fly and also had an array of supernatural powers. He could pass between the mortal and immortal realms and create springs of water with his hooves. His wings clapped like thunder if he was angry.

Have any of the mythical creatures inspired you? Complete the activity on the next page designing your own mythical beast!

Name of beast:	
Description of appearance:	
Special Abilities:	
Their one and only weakness:	
Drawing of my creature:	

English- 4

Today you will create a plan in order to write your full myth. Below is a flow chart for the structure of your myth. Use the 'box it up' to create a plan for your myth. Use all of the work you have produced this week to help you write your mythical story.

| Introduce the setting. (Lesson 2.) | → | What is the problem troubling the King and the local land? Why does he need a hero? Describe your King. (Lesson 1) | → | Introduce the hero! Who is he? Where has he come from? How will he help? (Lesson 1) | → | Has the hero been on a journey to arrive at city? Where has he travelled from? |

| Introduce the mythical beast and describe him. (Lesson 3) | → | Describe the fight/battle between beast and hero. | → | A plot twist! Maybe theres two beasts? Maybe the beast has a super strength? | → | The resolution. How does the hero win? |

Beginning	
Introduce the setting for your myth. (Lesson 2)	
Build up	
Describe the King. What is the problem troubling the King? Why does he	

need a hero? (Lesson 1)	
The Hero Introduce the hero! Who is he? Where has he come from? How will he help? Has the hero been on a journey to arrive at city? Where has he travelled from? (Lesson 1)	
The Beast Introduce the mythical beast and describe him. (Lesson 3)	
The Battle and Plot Twist Describe the fight/battle between beast and hero. A plot twist! Maybe theres two beasts? Maybe the beast has a super strength?	
The resolution. How does the hero win? What happens to the beast?	

English- 5

Today you will finalise all of the work you have completed this week and last week by writing your final myth. Please don't forget to use your fantastic plans from yesterday and all of the character and setting design you have completed this week. Remember to use lots of fronted adverbials, adventurous vocabulary, expanded noun phrases, relative clause sentences and modal verbs within your sentences. Remember to think about all of that year 5 and 6 punctuation we have been revising in class and see if you can include as much of it as you can, brackets, commas in a list, colons, semi colons, dashes, and if you include direct speech…ensure it is punctuated correctly with inverted commas!

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

English – SpaG Revision

Name: _____   Date: _____

Relative Clauses Mini Test

1. For each sentence underline the relative pronoun.

James, who is a good finder, is good at hide-and-seek.

My cat, who loves fish, purrs when I feed her.

The summer holidays, which last six weeks, are great.

My school is in Sheffield which is a city in South Yorkshire.

2. Match up each **main clause** with its appropriate **relative clause**.

It was my dog Rufus,	whose hair curls the same way.
Robert is an extremely lazy boy,	which I'm allergic to.
I can't eat my sandwich because it's peanut butter,	who ate my homework.
I go to running club every Thursday at 6 AM,	which means I am tired by the afternoon.
My sister looks just like my mum,	who never tidies his bedroom.

3. Can you break each complex sentence down into two simple sentences?

Bananas, which grow in tropical countries, have to be flown into Britain.

_____

I was at a party last night, which meant I was home very late.

_____

Joe held the rabbit that had escaped.

_____

Maths-1

Comparing Quantities

In Focus
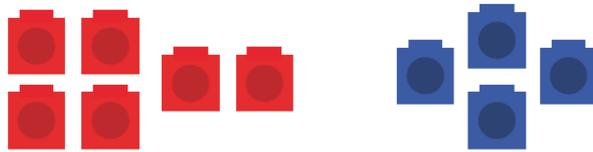
For every ▢ 🔴 , there are ▢ 🔵 .

Let's Learn
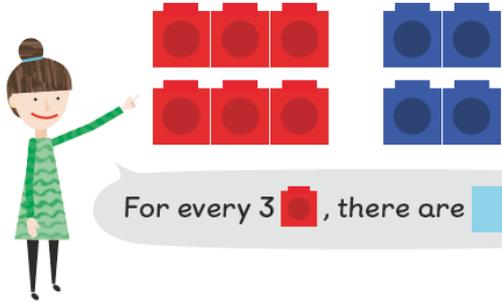
1. For every 3 🔴 , there are ▢ 🔵 .
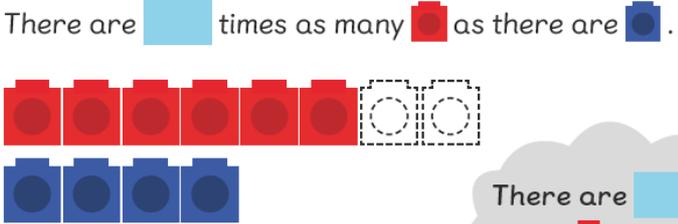
2. There are ▢ times as many 🔴 as there are 🔵 .

   There are ▢ % more 🔴 than 🔵 .

Guided Practice

1
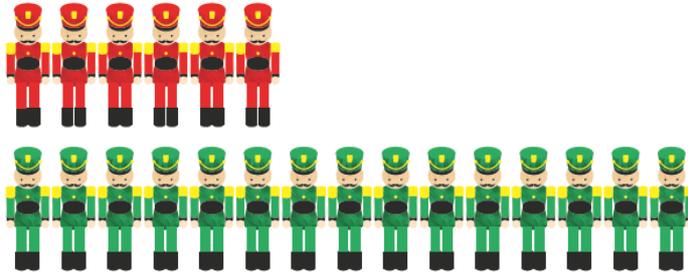
For every ⬜ 🔴, there are ⬜ 🟢.

2

For every ⬜ 🔵, there are ⬜ 🟢.

3

For every ⬜ 📎, there are ⬜ 📎.

Try to compare the numbers in other ways.

Complete Worksheet **2** – Page **19 - 20**

Name: _____ Class: _____ Date: _____

Worksheet 2

Comparing Quantities

1 Fill in the blanks.

(a)

For every 4 pens, there are [   ] pencils.

For every 2 pens, there are [   ] pencils.

(b)

For every [   ] seahorses, there are 9 starfish.

For every 5 seahorses, there are [   ] starfish.

(c)
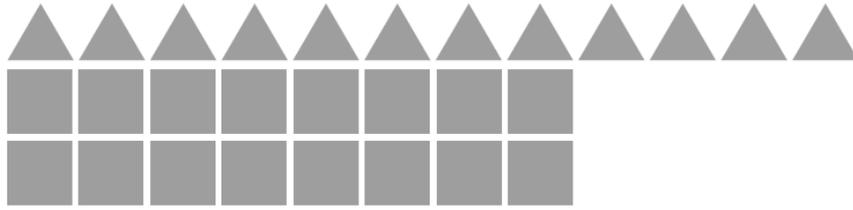
For every [ ] squares, there are 12 triangles.

For every [ ] triangles, there are 8 squares.

For every 3 triangles, there are [ ] squares.

(d)
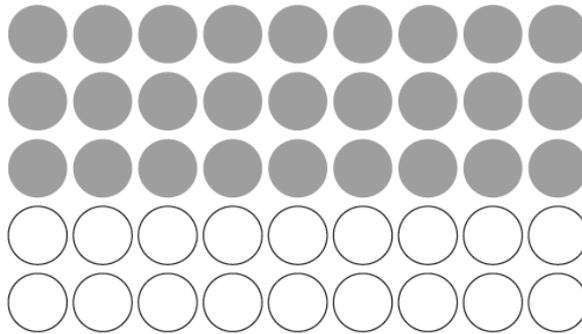
For every [ ] grey circles, there are 18 white circles.

For every [ ] grey circles, there are 6 white circles.

For every 3 grey circles, there are [ ] white circles.

Maths-2

Comparing Quantities

In Focus

Compare the amounts of each ingredient needed to make lemonade.

Lemonade Recipe

6   cold water

2   lemon juice (8-10 lemons)

1   sugar

a pinch of salt

Let's Learn

1. For every 🍵 of sugar, you need ⬜ 🍵 of lemon juice.

   sugar

   lemon juice

2. For every 🍵 of lemon juice, you need ⬜ 🍵 of cold water.

   lemon juice
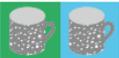
   cold water
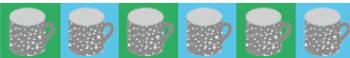
The ratio of the volume of lemon juice to the volume of cold water needed is 1 : 3.

Ratio = 1 : 3

This means that for every 1 cup of lemon juice, 3 cups of cold water are needed.

We read 1 : 3 as '1 to 3'.

Guided Practice
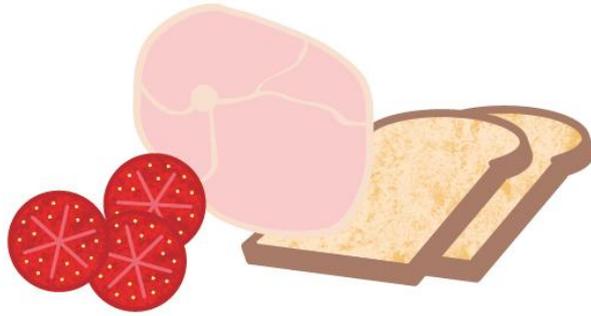
(a) For every slice of ham, we need ☐ slices of bread.
The ratio of the number of ham slices to bread slices = ☐ : ☐ .

(b) For every slice of ham, we need ☐ slices of tomato.
The ratio of the number of ham slices to tomato slices = ☐ : ☐ .

(c) For every 2 slices of bread, we need ☐ slices of tomato.
The ratio of the number of bread slices to tomato slices = ☐ : ☐ .

Complete Worksheet **3** – Page **21 – 22**

Worksheet 3

Comparing Quantities

1 Fill in the blanks.

Cake Recipe

Ingredients:
3 eggs   3 cups flour
1 cup milk $\frac{1}{2}$ cup cocoa powder
1 cup oil
2 cups sugar   1 tablespoon bicarbonate of soda

(a) For every cup of oil, we need ☐ cups of sugar.

The ratio of the number of cups of oil to the number of cups of

sugar is ☐ : ☐ .

(b) For every ☐ cups of flour, we need 1 cup of milk.

The ratio of the number of cups of flour to the number of cups of

milk is ☐ : ☐ .

(c) For every ☐ cups of flour, we need ☐ cups of sugar.

The ratio of the number of cups of flour to the number of cups of

sugar is ☐ : ☐ .

2 Ruby wants to make a strawberry milkshake. Some of the ingredients she needs are shown.

2 cups of chilled milk   20 strawberries   2 cups of vanilla ice cream

(a)   For every cup of chilled milk, she needs [   ] strawberries.

The ratio of the number of cups of chilled milk to the number of

strawberries is [   ] : [   ] .

(b)   For every cup of vanilla ice cream, she needs [   ] cup of chilled

milk.

The ratio of the number of cups of vanilla ice cream to the number of

cups of chilled milk is [   ] : [   ] .

(c)   For every [   ] strawberries, she needs 1 cup of vanilla ice cream.

The ratio of the number of strawberries to the number of cups of

vanilla ice cream is [   ] : [   ] .

Maths-3

Comparing Quantities

In Focus

The ratio of the lengths is 3 : 5.

The shorter piece is $\frac{3}{5}$ the length of the longer piece.

Let's Learn

Is this $\frac{3}{5}$ the length of the other?

1

2 cm	2 cm	2 cm

2 cm	2 cm	2 cm	2 cm	2 cm

Ratio = 6 cm : 10 cm

= 3 : 5

3 to 5

It means for every 3 cm of the green piece, there are 5 cm of the orange piece.

2 The ratio of the length of a shorter strip of paper to the length of a longer strip of paper is 3 : 5.

(a) If the shorter strip is 18 cm, how long is the longer strip?

18 cm

?
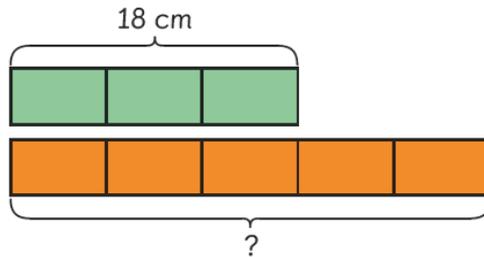
$18 \div 3 = 6$ cm

$5 \times 6 = 30$ cm

The longer strip is 30 cm.

(b) If the longer strip is 18 cm, how long is the shorter strip?

?

18

$18 \div 5 = 3.6$ cm
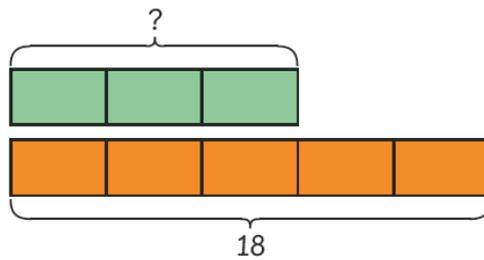
$18 \div 5 = 36 \div 10$
    $= 3.6$ cm

$3 \times 3.6 = 10.8$ cm

$3 \times 3 = 9$ cm
$3 \times 0.6 = 1.8$ cm

The shorter strip is 10.8 cm.

Guided Practice

1 Find the ratio.

(a)

School

2 km   3 km
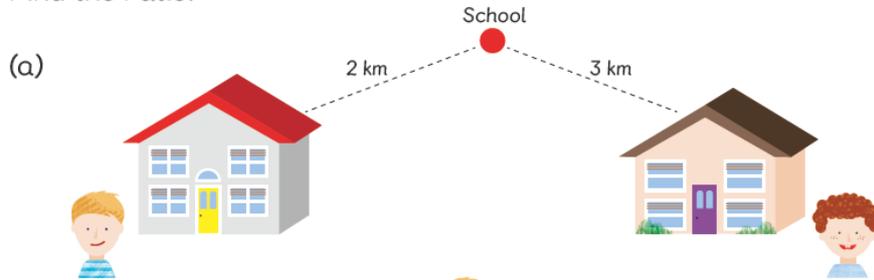
The ratio of the distance of 👦's home from school to the distance

of 👦's home from school is ⬜ : ⬜.

(b)

160 cm   120 cm

The ratio of 👧's height to 👧's height is ⬜ : ⬜.

2 This piece of ribbon is cut in two so that the ratio of the length of the longer piece to that of the shorter piece is 5 : 4.

45 cm
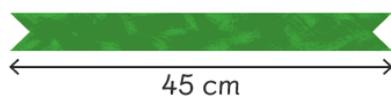
How long is the longer piece?

Complete Worksheet **4** – Page **23 – 24**

Worksheet 4

Comparing Quantities

1 Fill in the blanks.

(a)
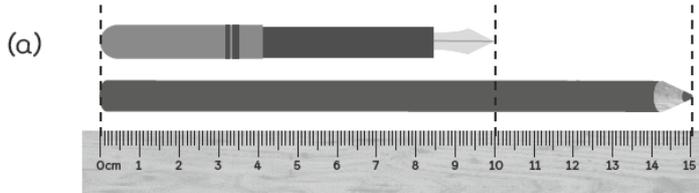
The length of the pen is ⬚/⬚ the length of the pencil.

The ratio of the length of the pen to the length of the pencil is

⬚ : ⬚ .

(b)

240 m

30 m
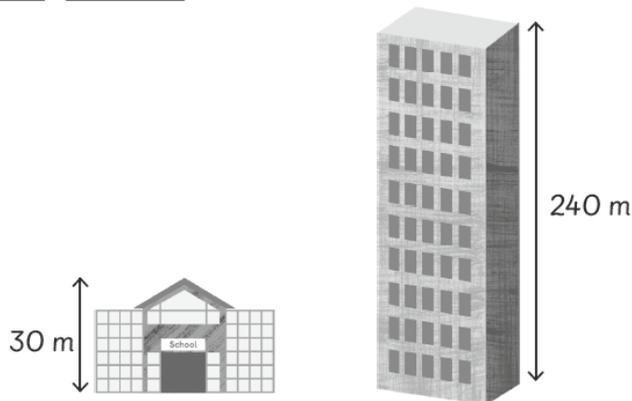
The height of the building is ⬚ times the height of the school.

The ratio of the height of the building to the height of the school is

⬚ : ⬚ .

2 A rope is cut into two parts so that the ratio of the length of the shorter piece to that of the longer piece is 3 : 4.

(a) If the original length of the rope is 14 cm, what is the length of the shorter piece?

(b) If the length of the longer piece is 36 cm, what is the length of the shorter piece?

(c) If the length of the shorter piece is 24 cm, what is the original length of the rope?

Maths-4

Comparing Numbers

In Focus

12 18

We can write the ratio 12 : 18 as a ratio 1 : [ ].

You can for other numbers, but not for 12 : 18.

Who is correct?

Let's Learn

1 's method

12	2	2	2	2	2	2			
18	2	2	2	2	2	2	2	2	2

12 : 18 = 6 : 9

2 's method

12	3	3	3	3		
18	3	3	3	3	3	3

12 : 18 = 4 : 6

3 👦's method

| 12 | 6 | 6 |
| 18 | 6 | 6 | 6 |
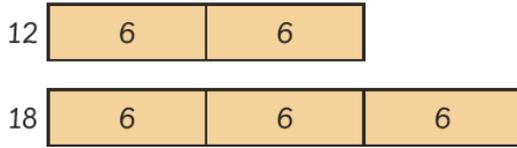
12 : 18 = 2 : 3

The ratio of 12 to 18 is 2 : 3.

This is the ratio in its simplest form.

4 👧's method

| 12 | 12 |
| 18 | 12 | 6 |
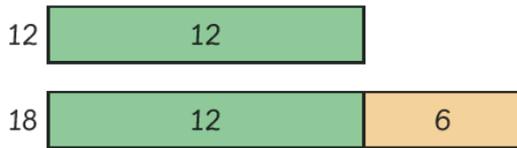
12 : 18 cannot be written as a ratio 1 : ▢ .

Guided Practice

1 Write the ratio of the numbers in the simplest form.

(a) 10 : 5

(b) 8 : 6

What do you do to simplify the ratio?

(c) 36 : 81

(d) 48 : 144

2 (a) The ratio of one number to another is 3 : 4. Their sum is 168. Find the numbers.
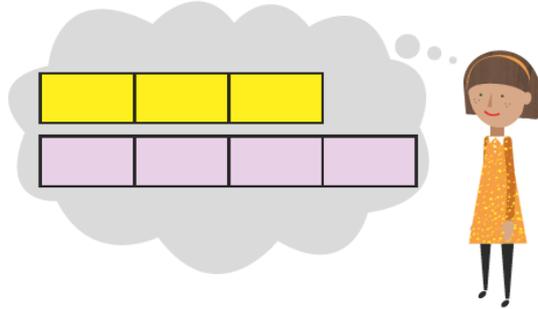
(b) The ratio of one number to another is 7 : 4. Their difference is 168. Find the numbers.

Complete Worksheet **6** – Page **27 – 28**

Name: _____ Class: _____ Date: _____

Worksheet 6

Comparing Numbers

1 Write each ratio in its simplest form.

(a)   3 : 9   = [   ] : [   ]

(b)   12 : 15 = [   ] : [   ]

(c)   20 : 18 = [   ] : [   ]

(d)   80 : 120 = [   ] : [   ]

(e)   75 : 255 = [   ] : [   ]

(f)   144 : 81 = [   ] : [   ]

2 In each of the following groups, circle the ratio that is different from the others.

(a) | 10 : 6 | 12 : 8 | 15 : 9 | 20 : 12 |

(b) | 6 : 9 | 12 : 18 | 20 : 30 | 15 : 25 |

(c) | 14 : 6 | 28 : 12 | 10 : 4 | 7 : 3 |

(d) | 25 : 30 | 28 : 35 | 12 : 15 | 32 : 40 |
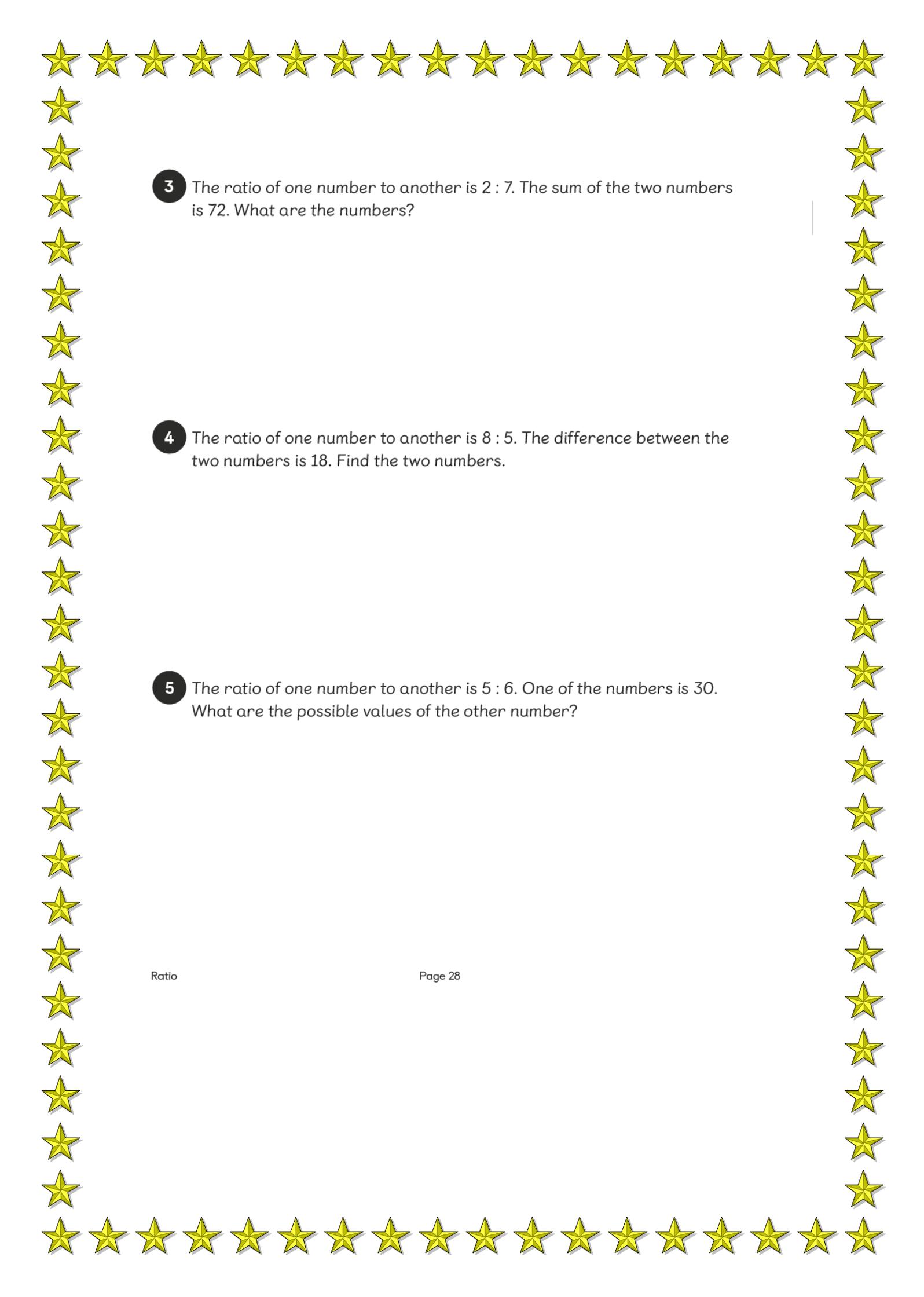
3 The ratio of one number to another is 2 : 7. The sum of the two numbers is 72. What are the numbers?

4 The ratio of one number to another is 8 : 5. The difference between the two numbers is 18. Find the two numbers.

5 The ratio of one number to another is 5 : 6. One of the numbers is 30. What are the possible values of the other number?

Maths-5

Solving Word Problems

In Focus

BANK

The ratio of 😀's savings to 😊's savings is 1 : 3. Their total savings are £2448.

Can you work out what each of them has saved?

Let's Learn

1 Use guess-and-check.

😀	😊	total

2 Use a model.

£2448

£2448 ÷ 4 = £612

£2448
£2400   £48

£612 × 3 = £1836

£612
£600   £12
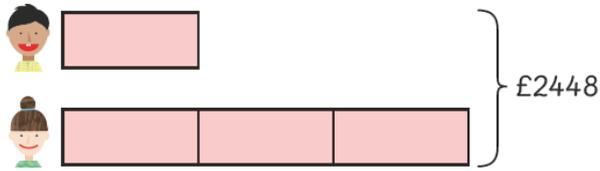
[ ] stands for £612.

👩🏾 's savings are £ [ ] .

👩 's savings are £ [ ] .

Which method do you prefer: guess-and-check or calculation?

Guided Practice

1 🧑 and 🧑 share £18 in the ratio of 1 : 2. 🧑 receives the larger part. How much does 🧑 receive?

2

The bag of flour is separated into two portions. The ratio of the mass of the lighter portion to that of the heavier portion is 2 : 3. What is the mass of the heavier portion?
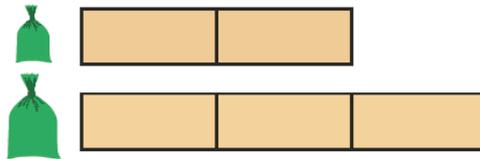
3 The ratio of 🧒's age to his father's age is 3 : 10. His father was 28 years old when 🧒 was born. How old is 🧒 now?

What is the difference in their ages now?

Name: _____ Class: _____ Date: _____

Worksheet 7

Solving Word Problems

1 Sam had £468. He spent some of it and saved the rest. The ratio of the amount he spent to the amount he saved is 5 : 1. How much did Sam spend?

saved [ ]

spent [ ][ ][ ][ ][ ] } £468
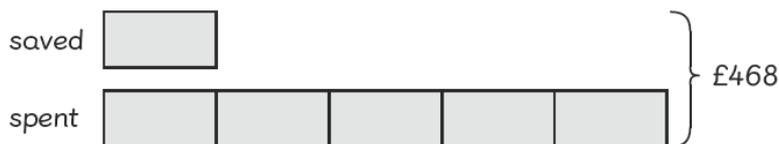
2 A jar contains 840 ml of water. All the water in the jar is poured into two glasses so that the ratio of the volume of water in the first glass to that in the second glass is 2 : 5. How much water is there in each glass?

first glass [ ][ ]

second glass [ ][ ][ ][ ][ ] } 840 ml
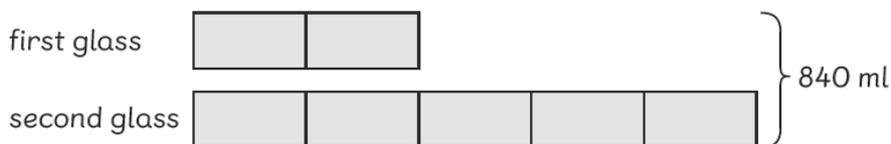
3 The ratio of the mass of an empty pot to the mass of the same pot filled with soil is 2 : 11. The mass of the soil in the pot is 630 g. What is the mass of the pot?

?

pot

pot with soil
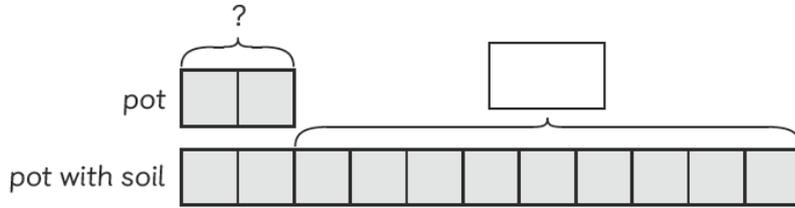
4 The ratio of Holly's age to that of her aunt is 4 : 9. When Holly was born, her aunt was 15 years old. How old is Holly's aunt now?

Maths-6

Ordering Numbers to 10 000 000

Fill in the spaces below with the numbers in order from smallest to largest.

3 345 453   3 354 345   345 354   4 453 534   454 543

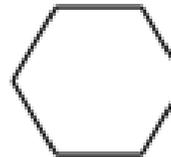707 700   7 707 007   7 777 707   7 770 007   777 700
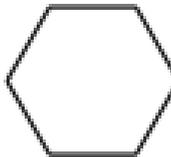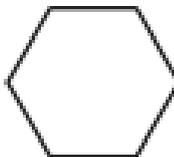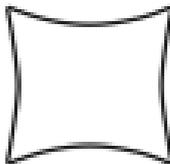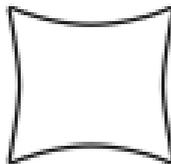
9 962 269   9 629 296   6 629 269   2 296 962   2 926 926
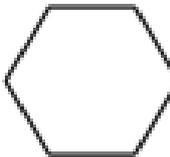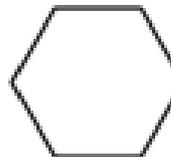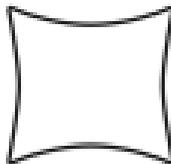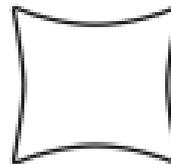
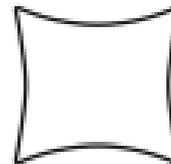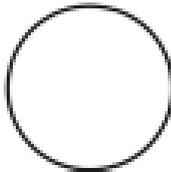7 735 500   7 537 700   777 500   555 300   7 735 700
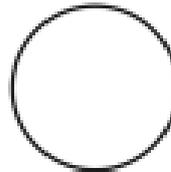
1 110 001   1 111 010   111 110   10 000 000   1 110 100

Art-1

Last week you drew a fish with pen, this week you are going to add lots of detail to the background of that drawing.
You are going to create the sea that will surround your fish.
You can do this by using coloured pencils, felts, pastels, tissue paper, pastels or any other type or material you may have at home! The more creative the better!

Be careful with the selection of your colours, think about the colours of the ocean, you may be inspired by the colours you chose in your shell sketches. If you are using a material, try ripping it instead of cutting it to add texture and a patterned effect. Overlap layers and colours around the page, but make sure your fish can still be seen.

We can't wait to see your finished piece of Art on class dojo-send us a picture, but most importantly- have fun!

Art-2

Hokusai

Hokusai's real name was Hokusai Kasushika and he began painting when he was six.

He was very influenced by painters such as Sesshu.

Hokusai mainly painted silks and printed with woodblocks, making over 30,000 artworks in his lifetime.

At the age of 14 he became an apprentice wood carver.

Hokusai began life painting and printing images of famous actors and women too. As he became older and he developed an interest in different artists, he began depicting ordinary Japanese people, flowers, birds and landscapes. Showing ordinary people in his work was seen as a really important change compared to Japanese art in Hokusai's time.

He used to call himself 'The Old Man Mad About Drawing.'

His youngest daughter followed in his footsteps and became an artist too.

He worked harder and harder all the time to make his work better than before.

The Great Wave of Kanagawa
by Hokusai
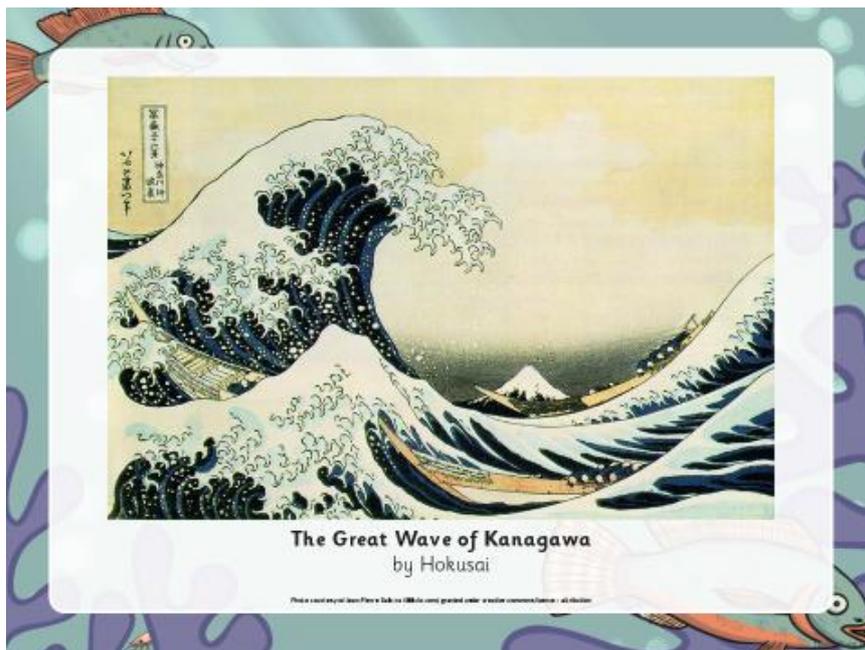
Task 1 – Complete some research about Hokusai and make a fact file all about the famous Japanese Artist. You may like to use the websites below.

https://kids.kiddle.co/Katsushika_Hokusai

https://kids.britannica.com/students/article/Hokusai/326474
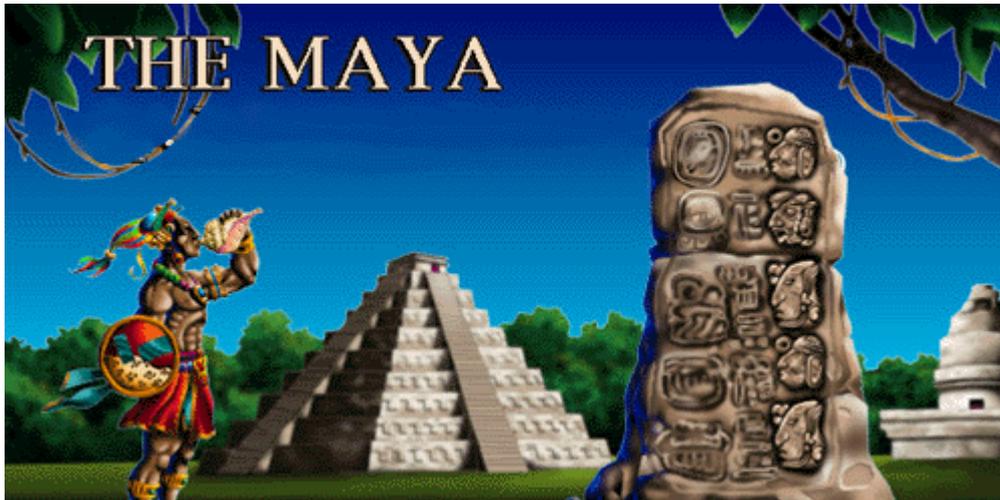
Task 2- The image above is one of his most famous paintings- 'The Great Wave of Kanagawa.' Have a go at replicating it using whatever resources you have at home. A pencil, pens, colouring pencils, crayons, or even paints. We can't wait to see your creations

History -1

Our new History topic is all about the Ancient Civilisation ...

The Maya civilisation began long ago in a place called '**Mesoamerica**'. This huge area is made up of Mexico and part of Central America.

The Mayas built amazing cities like **Tikal** (which they called 'Yax Mutal') and **Palenque.** Even though they lived in different cities, ruled by different kings and queens, the Mayas shared a lot of common beliefs and traditions.

They were experts at reading the stars and even built their cities as a map of the sky! They were also inspired by the creatures of the forest and shared many legends about animals, plants and nature spirits.

Task 1 – Visit this website below to find out more about:

https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg

- What happened to the Mayas?
- What was life like for the ancient Mayas?

There are also some nice videos for you to watch!

Task 2 – The ancient Mayans built pyramids like this...

But as a community they have now disappeared!

PHILOSOPHY QUESTION – CAN A COMMUNITY BE CONSIDERED GREAT IF IT IS NO LONGER STILL AROUND?

_____
_____
_____
_____
_____
_____
_____
_____

What do you think could have happened to them?

Task 3 – Log into https://www.oxfordowl.co.uk/login/

Read the book MAYAN MYSTERY and look at theories for what happened to the Mayan Civilisation.

Oxford Owl Logins:

6P Oxford Owl Login		6B Oxford Owl Login	
Username:	class6parry	Username:	class6brooks
Password:	stmatthews	Password:	stmatthews

(all lowercase letters!)

Theories for what happened to the ancient Mayan civilisation:

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RE-1

Everything written in the Scriptures was written to teach us, in order that we might have hope through the patience and encouragement which the Scriptures give us.

And may God, the source of patience and encouragement, enable you to have the same point of view among yourselves by following the example of Christ Jesus, so that all of you together may praise with one voice the God and Father of our Lord Jesus Christ.

Based on Romans 15: 4-6
Come & See

What kinds of stories are passed on in your family? What do they tell you about your family?

_____
_____

Why is the Bible important to Christians?

_____
_____

When do you hear the Bible being read?

_____
_____

What do you think is the hope that Paul is referring to in his letter to the Romans? (Hint: it could be the hope for Salvation, for Eternal life.)

_____
_____
_____

RE-2

The Bible includes poetry, legal documents, songs, letters, eyewitness accounts, biography, historical documents and advice literature. These may be categorised into five different types of books written in different genres.

__Historical books__: these books give an account of special events in the life of the Jewish people. They are not history as we know today, but a record of God leading his people through episodes and characters e.g. 2 Samuel 2, David is made king of Judah.

__Poems and hymns__: these could be a prayer as a thanksgiving or in praise of God. They were used at daily services in the Temple and synagogue, and today by Jewish people and Christians in their worship e.g. Psalm 117 Praise the Lord all you nations.

__Wise sayings__: these are short and easy-to-remember sayings, used by people in their everyday lives e.g. Proverbs 6: 6-11 Learn from the ant.

__Good News__: the Gospels. They are not a biography of Jesus, but record the memories about Jesus and of those whose lives were changed through contact with him e.g. Matthew
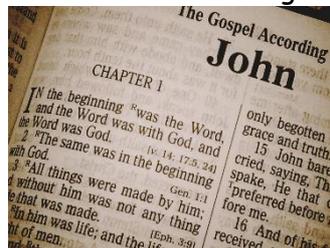
Task: Create a 'Code of Respect' for how to treat your Bible. Think about and note down where and how it should be kept and treated:

-

-

-

-

RE-3

The Books known to Christians as the 'Old Testament' are the 'Hebrew Scriptures' for Jewish people. Jesus was a Jew and would have been familiar with those Scriptures. 'Scriptures' means 'writings'. The Old Testament is made up of:

The Pentateuch (the first five books, called the 'Torah' by the Jewish people).

The Historical books (from Joshua to Maccabees).

The Wisdom books (from Job to Ecclesiasticus).

The Prophets (from Isaiah to Malachi).

They show how God gradually revealed himself to his people, as he promised to guide them and give them laws to live by. For Christians, the stories in the Old Testament tell of the events which prepared for the coming of Jesus. Usually the first reading at Mass on Sunday is from the Old Testament. At the Easter Vigil there are a number of readings from the Old Testament which tell the story of God's loving relationship with his people.

Shepherds found these scrolls in clay jars buried in a cave near the Dead Sea. The Scrolls include fragments from every book of the Old Testament, except for the Book of Esther. The only complete book of the Hebrew Bible preserved among the scrolls is Isaiah. This copy, dated to the first century B.C., is considered the earliest Old Testament manuscript still in existence.

Task: Research the Dead Sea scrolls. Find out about the Shrine of the Book in Jerusalem.

_____
_____
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