

Learning Project WEEK 11 – - Famous & Significant People

Year 6

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> ☞ Get your child to play on Times Table Rockstars. ☞ What different calculations can your child create when adding and subtracting the numbers 111, 8276, 529, 18391, 9238 and 4163? Make sure they check it is correct using the inverse operation. CHALLENGE: Can you make some decimal numbers and add these to one of the whole numbers. ☞ Encourage your child to play this online addition and subtraction game. They can play it more than once to see if they can reach the top score. ☞ Play this missing box addition game or missing box subtraction game. They can work on the level that adds/subtracts 3 digits by clicking on the orange three. Can they make their own addition/subtraction calculations like this? ☞ Roll a dice and make a 6 digit number (target number). If you do not have a dice, make up a 6 digit number. Get your child to write 2 addition and 2 subtraction calculations where the answer is the target number given. Make this easier by reducing the number of digits in the target number ☞ Get your child to find out when each family member was born and record this. Ask your child to add all of the years up together and find a total. Add up the years from the same generation - which decade has the most/least members? 	<ul style="list-style-type: none"> ☞ Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library. Alternatively your child could read an article from here - First News. Remind them to record their reading using their flipgrid code. ☞ Can somebody who is important to your child read to them? Perhaps they could share an extract from their favourite book or a poem? ☞ Encourage your child to read a newspaper article about a famous person. What can they tell about the person from the language used? Does the article criticise them or is it complimentary – how can they tell? ☞ Click here for a reading comprehension activity about a famous botanist. Challenge your child to read the text in under 3 minutes and complete the comprehension questions. ☞ Visit Ducksters and encourage your child to choose a person that interests them to read about. Can they record 10 facts they discovered? ☞ Character profile. Ask your child to create a profile about a famous book character e.g. Harry Potter, Matilda Wormwood or Percy Jackson.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> ☞ Practise spellings on Spelling Frame. Use a dictionary to clarify any unfamiliar vocabulary. ☞ Choose 5 Common Exception words here. Ask your child to write the meaning, synonyms (word with the same/similar meaning) and antonyms (word that has the opposite meaning) for each word. ☞ Ask your child to mind map vocabulary that they associate with the following significant people: The Queen, Guy Fawkes, Helena Lucas and Rosa Parks. ☞ Can your child complete this segment puzzle (click Spelling Tiles) which focuses on words ending in: -able, -ible, -ably and -ibly? ☞ Pick 5 Common Exception words from the Year 5/6 spelling list here. Direct your child to represent each word as a picture 	<ul style="list-style-type: none"> ☞ Visit the Literacy Shed for this wonderful resource on The Clocktower or ask your child to write a letter/email to an important family member updating them on events from the last few weeks ☞ Using the words FAMOUS PEOPLE, get your child to write an acrostic poem about significant British people in history. ☞ Listen to Martin Luther King's speech / Have a Dream. Ask your child to write their own speech about their dreams. Encourage them to use the same techniques such as repetition, personification and powerful verbs. ☞ Create an information report about a significant/famous person of interest. Your child may choose a famous author, athlete, popstar or even a local hero such as a doctor or nurse. Include: birthplace, what they're most famous for, significant events/achievements and any other interesting facts.

- Following on from yesterday's task, ask your child to write in role as that person and create a short autobiography of their life. Direct your child to think about the person's emotions during key parts of their life.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about famous or significant people. Learning may focus on past or present inventors, explorers or scientists and how they influence society today

- Famous Brits-** Lots of significant people in history have been British. [Emmeline Pankhurst](#), [Guy Fawkes](#) and [Mary Anning](#) are just a few. Ask your child to research one of these or another famous Brit of their choice. They could create a fact file, a presentation, a chronological report of their life or present their research in any way they like.
- The Queen's Speech-** The Queen spoke to the nation on Sunday 5th April from Windsor Castle. She had an important speech to deliver where she wanted to thank people for what they were doing and to give hope that things would eventually return to normal. Ask your child to think about what they would say if they had to speak to the nation? What messages of hope would they want to give to their friends and family? Your child could write their speech or record themselves delivering their speech.
- Inspiration for Inventors-** [These inventors](#) talk about where they found the inspiration for their inventions. Ask your child what problems they incur in their daily life? What inventions would make their life easier? How could they [turn their idea into a product?](#) Direct your child to mind map ideas of how they could solve their problem before designing and annotating a product. Your child may even want to make a prototype or test parts of their design to see if it would work.
- Significant to Me-** Discuss with your child a person who is significant to them. This could be a famous person who has inspired them or someone who has made a positive impact on them from their everyday life. Ask them to discuss the attributes that this person has - why are they inspiring? You could share someone who is significant to you with your child as well and talk about how they have influenced you. They may wish to draw a portrait of this person.
- What it Takes-** Ask your child to watch [this interview](#) with Paralympic gold medallist Helena Lucas. In this interview it talks about the dedication needed to be a successful sports person. Direct your child to set themselves a goal to work on every day. They could create a poster outlining their goal and the steps they will take each day to work towards it. They may want to include steps they will take when they return to school.

Sophia Barnacle

- Sophia was a British inventor who invented the Helter-skelter in 1907. Try using junk box material to make your own helter-skelter or marble run.
- Try and make a run that takes exactly 60 seconds for the marble to complete the run.
- To find out more about building your own marble run click [here](#)
- Be Active -** [Go Noodle](#) with the family or have a family workout. Fancy a dance? There are lots of dance videos they could try. [Dance](#). Maybe try some [Yoga](#).
 - Recommendation at least 2 hours of exercise a week.**

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

[Education city](#) – All children should have their own logins.

#TheLearningProjects

If you have any questions please feel free to contact the Year 6 team.

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