Chartridge School Home Learning - Year 6

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<table>
<tr>
<td>Every day:
• Read for at least 30 minutes.
• Practise your multiplication tables – you can use TT Rockstars for this.
• Spellings (from the word lists handed out at the beginning of the year).</td>
<td>Remember you can use these websites:
IXL:
https://uk.ixl.com/signin/chartridgecs
TT Rockstars:
https://ttrockstars.com/
Purple Mash:
https://www.purplemash.com/sch/chartridge
CAMHS (coping with stress and anxiety during these uncertain times):
https://www.camhs-resources.co.uk/coronavirus</td>
<td>Tick activity once completed
✓</td>
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<tr>
<td>English: 1hr
<u>Writing from different perspectives</u> – 3 lessons
This is the final lesson of three on our dairy entries. Today is all about editing and improving your first draft to create your very best piece of work. Below is the editing checklist we use in class for you to follow through:
1. Read it through and check your spellings and non-negotiables – capital letters; full stops, exclamation and question marks; paragraphs; commas; fronted adverbials and DUMTUM.
2. Read it out-loud to yourself. How does it sound to you? Make adjustments to content or grammar. Check for any unwanted repetition.
3. Read it out-loud to someone else. How do they think it sounds? Is there anything they advise you change?
Any editing should be done in pencil or a different colour pen. Once complete, you may wish to write up your final version in your neatest handwriting!</td>
<td>Links/resources:</td>
<td></td>
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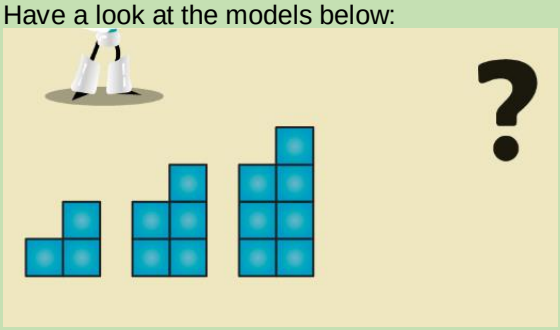
<td colspan="2">Maths: 1hr
You will need some building blocks (cubes) for this task e.g. lego.
LO: Describe and continue sequences, generalise to predict the tenth term, begin to generalise a term in a sequence using ‘n’ to stand for the number of the term in a sequence.
Have a look at the models below:
 
These are the first three cube models in a sequence. Can you predict what the next three models will look like?</td>
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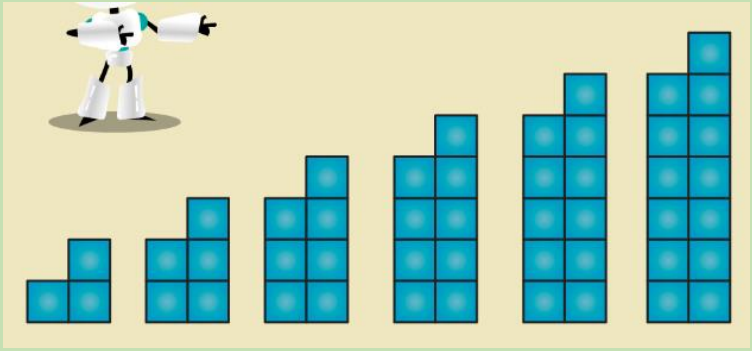
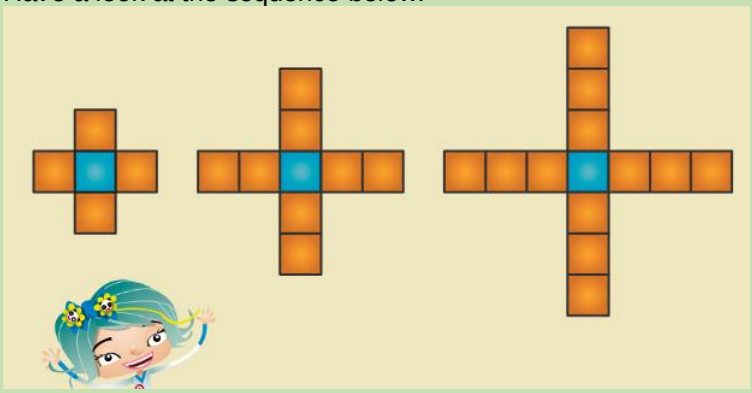
See below:



What does the fourth model in this sequence look like? It is like a rectangle with one bit missing, or two towers, one of four cubes and one of five cubes.
What do you think the tenth model in this sequence will look like? Try and describe it.
Hopefully, you described it as having two towers, one with ten cubes and one with eleven. What would the 100th model look like? The 1000th? What about the millionth? We can describe any model in this sequence if someone tells us what number it is in the sequence.
Any model in the sequence has the same number of cubes in the first tower as the number of its position in the sequence, and the neighbouring tower has one more cube than that.
We call this the **nth** model in the sequence so it will have **n** (any number) cubes in the first tower.
How many will be in the second tower? Agree that there will be one more than **n**, i.e. **n + 1**.
So how many cubes will there be altogether?
n + n + 1
We can also write this as **2 × n + 1** or **2n + 1**
i.e. **two lots of n and 1 more**. So this is two towers of n, with an extra cube at the top.

Task:
Have a look at the sequence below:



Create models of these if you have interlocking cubes. Make sure you have one colour for the arms and another for the centre cube.

1. Make the next model and describe what each shape looks like. Sketch what the 10th model might look like in this sequence and write how many cubes will be in the shape. Then describe what the 100th model might look like, then the 1000th; writing how many cubes will be in each shape.
2. Describe what any model looks like in the sequence. Focus on describing the cube in the middle and the arms.
3. How many cubes would be in the 100th model, the 1000th model and the nth model?
4. What is the pattern? Can you write a number sentence using 'n' to describe it?

Foundation subject (RE): 1 hr
Ethics and Moral Responsibilities
Last lesson, we started reading Pig Heart boy by Malorie Blackman and you wrote a summary on the main ethical and moral decisions made in the first two chapters by the characters. Recap on the story the so far.
In your workbooks, describe Cam in three words. What do you think will happen in the story next? Write a short prediction.
Then, read chapters 3, 4 and 5.
Think about: What would you do if you were Cam? Why? Cam's mum and dad have very different opinions of the operation at the start of chapter 3. Do you think one or the other is right or do you think they both have valid points? What would you want to do if you were in Cam's position?

Links/resources:
Attachment 1 Pig Heart Boy 10.06.2020.

Write a brief paragraph focusing on the ethical and moral issues raised in these chapters.		
Home Project: British Red Cross – First Aid This week, your home project is to learn a little about **first aid**. Begin by clicking on the adjacent link which will take you to the British Red Cross website and specifically the section on first aid. Scroll down the page and watch the video entitled **'Introduction to the Red Cross'**. Once you have watched that short clip, you can continue scrolling down the page and **Meet the Characters** who will help you learn first aid. After that, scroll down further and click the red button that says **'>FIRST AID SKILLS'**. This will take you to the section that I would like you to focus on. Here you can learn about why first aid is important and choose up to 8 first aid skills to learn about. ****You do not need to click on any of the 'Educator Download' links – this if for teachers if we were learning the skills in class.****	**Links/resources:** **British Red Cross – First Aid:** https://firstaidchampions.redcross.org.uk/primary/	