Chartridge School Home Learning - Year 6

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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).	**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	**Tick activity once completed** ✓
English: 1hr **Performance Poetry - 2 lessons** Over the next two lessons, you will be writing poetry and then performing it to an audience - your family! The inspiration for your poem is going to be the short video clip entitled 'Treasure'. See adjacent link. As you are watching the video, pay attention to the different items that you can see. **Task 1**: The old lady finds use and beauty in objects that are discarded by other people – one person's trash is another's treasure. You need to choose an ordinary object that will not be considered as a treasure, e.g. bottle tops, a broken umbrella or an old slipper. First, describe the object as they are – how unattractive it is or how old it is. Then you need to describe them in a way that makes them seem beautiful and possibly useful. e.g.: 1. A broken umbrella: full of holes and the water drips through drenching me. 2. A broken umbrella: dotted with a mesmerising pattern that filters the sunlight creating a dappling effect Choose at least 3 objects from the video clip and describe them in this manner. Use poetic devices like personification, similes, metaphors and figurative language to describe the objects. **Task 2**: Your task is to create a free verse poem entitled 'Treasure' based on the YouTube clip. Have a look at the adjacent BBC Bitesize clip on free verse poems to guide you. Your 'treasures' can be items that were in the clip or other items that you might find in a junk yard. You are going to write your poem today and in tomorrow's lesson you will be learning it by-heart and performing to an audience.	**Links/resources:** **YouTube link 'Treasure'**: https://www.youtube.com/watch?v=aOo7pl052Ww **BBC Bitesize clip on free verse poem**: https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn	
Maths: 1hr **LO: Describe and continue linear sequences, generalise to predict the tenth number, begin to generalise a number in a sequence using n to stand for the number in the sequence**		

Have a look at the sequence below:

1	2	3	4	5	6	7	8	9	10
3	6	9	12	15	?	?	?	?	?

The numbers in the yellow boxes are to label each number's position in the sequence. Can you describe the pattern? What is the tenth number in this sequence? How do you know? What about the eleventh? What about the hundredth? The thousandth?
We can just **multiply the position in the sequence by 3** to get the number on that position, e.g. if we want the **tenth number** we just find **3 × 10**. So what is the **nth** number in this sequence, where **n** can be any number I give you?
Say that this is three times n which we can write as 3 × n.

Now have a look at the next sequence:

1	2	3	4	5	6	7	8	9	10
4	7	10	13	16	?	?	?	?	?

Can you describe this sequence?
The sequence goes up in threes again but that this time the numbers are all multiples of 3 plus 1. What will the tenth number in this sequence be this time? What about the 100^{th}? What about the 1000^{th}?
Can you create with a rule to come up with any number in this sequence? Remember, we multiply the position by 3, and then add 1.
This can be written as an algebraic expression: **3 × n + 1**. Let's check that this works. If **n is two**, i.e. the **second number in this sequence**, then **three times two plus one is seven**, and that's right! Try this out with other numbers in the sequence including the seventh, eighth, ninth and tenth. Check by counting in threes that these are correct.

Now have a look at this final sequence:

1	2	3	4	5	6	7	8	9	10
6	11	16	21	26	?	?	?	?	?

What patterns can you see?
The sequence **increases by 5** each time and so the **next number in the sequence will be 36**. All the numbers are **one more than a multiple of 5**.
If we were asked to find the tenth number in this sequence, we could just continue the sequence and work that out. What will it be?
However, if someone asked what the 100th number in the sequence is, or even the 1000th number, that would take a very long time!
Look at the numbers 1—10 above the sequence. In order to work out the 100th number in the sequence, for example, we need to find a link between each number and its position in the sequence.
What can we do to 1 to get 6? What can we do to 2 to get 11? And to 3 to get 16? It must be the same thing: there is a rule! Can you find out what it is?
Adding 5 to 1 gives 6, but this does not work for the next number. However, multiplying by 5 then adding 1 works for every number in the sequence. This can be written as: **multiply by 5 and then add 1**.
We might write this 'rule' efficiently as 5 × n + 1 or 5n + 1. Try this out for the next four numbers then find the 100th and 1000th number.

Task:
Have a look at the table and the rule below and draw/write them in you book:

1	2	3	4	5	6	7	8	9	10

3 × n + 2 or **3n + 2**

Remember that **3n** is a quick way of writing **3 × n**.
n stands for the position of a number in the sequence, so the first number is 3 × 1 + 2, i.e. 5. Write 5 under 1 in the table.
Use the rule and example above to complete the sequence in the table.
Do you notice any patterns? Can you predict what the 100th number will be? (3 × 100 + 2 = 302).

Repeat the process by drawing the same table out but using the rule: **n + 1**
Then repeat with **5 n**
Finally, try **10 n – 2**.

Foundation subject (Games): 1 hr
In school today, we are having a Game On lesson with Brad. Use this as an opportunity to get some exercise at home! Head into the garden with another family member or even on your own and take part in a particular sport. It could be football, badminton, hockey or you could even come up with your own game! The choice is yours.

Links/resources:

Home project: A photo opportunity – SMILE!

The Duchess of Cambridge has launched a photography competition in partnership with The National Portrait Gallery to document stories of human kindness and suffering during the coronavirus pandemic lockdown in Britain. She is a keen and capable amateur photographer herself and says that she hopes the competition will explain life under the lockdown and tell stories of how the inhabitants of the UK were affected.

After reading and hearing about this, we thought it would be a wonderful idea for the pupils of Chartridge School to capture all the fantastic things that you and your parents are doing during your stay at home.

This may include cooking, playing in garden, helping with gardening, housework duties, Home Learning, going out for a bike ride - the list is endless!

Over the next few days, it would be amazing if an adult could take a photo of you doing an activity of your choice. If you could then e-mail your class teacher the photograph and we will arrange to display these photos in school. (Could you perhaps format the photos to be 15cm by10cm, which is half of an A5 piece of paper.)
This will be your home task for Thursday and Friday this week and over the weekend. We are really looking forward to seeing all the activities you are doing at home.

Links/resources:

The Duchess of Cambridge – "Let's showcase the good that we have been doing."