Chartridge School Home Learning - Year 6

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<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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<td>English: 1hr
<u>Performance Poetry</u> - 2 lessons
This lesson is the continuation from yesterday's lesson. You have written your 'Treasure' poem in the free verse style.
First, check through your poem. Does it have - figurative language, metaphors and similes? Edit it and once you are happy with the poem, you need to practise performing it.
Watch the video clip by the poet Joseph Coelho explaining how to perform poetry and then watch the second clip that shows Michael Rosen performing one of his poems - 'I Know Someone'. This will help you understand the different elements in a performance.
It would be useful to learn the poem by-heart if possible.
Practise in front of a mirror and self-evaluate your performance.
Perform to your audience (family). Your family should then give you valuable feedback on – your tone, your expression and the overall performance.</td>
<td>Links/resources:
YouTube link : BBC Teach -
https://www.youtube.com/watch?v=wFCcbFtd6Zo
YouTube link : I Know Someone
https://www.youtube.com/watch?v=Mkp063V0JiY&feature=emb_rel_end</td>
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<td>Maths: 1hr
LO: Describe ratio and use ratio to solve problems

Today we are focusing on ratio and using paint to help us! Paints are mixed using just a few colours. You may have seen paints being mixed to order in a DIY store. Have a look at the table below:

Dark orange is 3 parts red to 2 parts yellow
<table><tr><th>Cups of red paint</th><th>Cups of yellow paint</th><th>Total amount of paint</th></tr><tr><td>3</td><td>2</td><td>1 litre = 5 cups</td></tr><tr><td>6</td><td>4</td><td>2 litres = 10 cups</td></tr><tr><td></td><td></td><td>5 litres = 25 cups</td></tr></table>
What do you think a paint using two parts red to three parts yellow would look like? This would be more yellow, so a lighter shade of orange.</td>
<td>Links/resources:
Attachment 1 Maths Questions 12.06.2020.
Attachment 2 Maths Answers 12.06.2020.</td>
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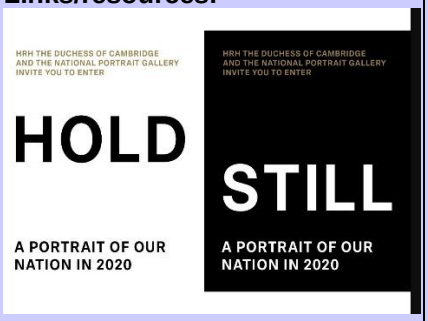
Imagine that someone is mixing dark orange paint using 200 ml cups. They want to fill a one litre tin. How many cups they will need? How many will be red and how many yellow? You should have worked out that three are red and two are yellow. Another person wants to make two litres of paint. What would they need to do here? They will need twice the total number of cups, and so will need six cups of red and four cups of yellow. Look at the table again. Can you work out how many 200 ml cups of red and yellow paint you think are needed to make enough dark orange paint to fill a 5 litre tin? You should have worked out that five times as much of each colour is needed as the number needed to make 1 litre of paint (15 and 10). What would happen if someone used 20 cups of red and 5 cups of yellow paint? This would still give twenty-five cups of paint but the shade of orange would not be the same. This could be disastrous if they had been painting a wall orange, run out of paint and come back for more! It would not match! This is because the ratio of red paint to yellow paint would not be the same. We can write the ratio as 3:2. You will notice that all the pairs of numbers are in this ratio. The ratio of red to yellow paint used to make 2 litres is 6:4, but we can simplify this to 3:2. 3:2 and 6:4 are equivalent ratios in the same way that 4/6 and 2/3 are equivalent fractions. If someone was making lots of the same shade of paint using thirty cups of red paint, how many cups of yellow paint would they need? What if they used fifteen cups of red paint? Write another pair of numbers which have the ratio 3:2. **Task:** Have a go at page 98 or 99 in **Attachment 1 Maths Questions**. Page 99 is the more challenging of the two. Use **Attachment 2 Maths Answers** to mark them.		
Foundation subject (Art): 1 hr In English this week we have been looking at writing from different perspectives. In RE, we have been discussing different perspectives surrounding ethic and morals. Now in art, we are going to look at drawing using perspective! Follow through **Attachment 3 Perspective** and complete the tasks as you go which will teach you how to create a vanishing point which guides perspective.	**Links/resources:** **Attachment 3** Perspective 12.06.2020	
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!	**Links/resources:** 	

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