

## Weekly Plan for Year 6: 08-02-2021

Dear Parents,

Here is the planning for this week. Please take photos where applicable (please ensure the photo clearly shows the children's work, and that it is readable) and send the photos and work to [class6@st-edmunds-rc.oxon.sch.uk](mailto:class6@st-edmunds-rc.oxon.sch.uk). There are daily reading comprehensions on Purple Mash, and weekly spelling practice. The children are expected to practice their times tables every day. Please encourage the children to look after their presentation and punctuation when writing in their books. I will send resources for the lessons via email – please do let me know if there any problems with these.

You can watch the weekly worship session from [the Mark 10 Mission](http://theMark10Mission.com) website so the children can understand and reflect on last Sunday's Gospel. Please click on <https://www.themark10mission.co.uk/theepisodes/seriesthree> to access the most recent episode. For each episode, you have the choice to print the Gospel as well so your child can follow the text.

Thank you for your help and support.

Mrs Dahle

### Monday

<b>Maths</b>	
<b>Mental Arithmetic Monday</b>	
Go to <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a> and scroll down to today's date. Choose your level and have a go at the mental maths questions (you don't have to print them – just write your questions and answers and send them to me).	
<b>Bronze –</b>	<b>Silver &amp; Gold –</b>
Go on to MyMaths and complete the Mental Maths I have set for you there.	Go on to MyMaths and complete the Mental Maths I have set for you there.
When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.	When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

<b>English</b>
<b>Focus: To use the perfect tense to create a diary entry</b>
<b>Use the verb 'to have' to create sentences; use emotive vocabulary</b>
Continue reading Rain Player up to where Pik meets the Jaguar, Quetzal and Cenote (this is all at the end of this plan). Throughout this excerpt, Pik uses the word <i>Otzilen</i> . What do you think this Mayan word means? Try replacing it with alternative words and see if they make sense. Can you use this method to figure out what it means? How do you think Pik might be feeling about his forthcoming game? Compile a list of emotive vocabulary. Perhaps he feels <i>determined</i> , <i>excited</i> , or <i>apprehensive</i> . What can you add to your list? Imagine that you are Pik the day before the Pok-A-Tok game with Chac. You are going to write a diary entry describing how he is feeling. You are going to be writing using future perfect continuous tense. That means something that has started and not yet finished, in this case the contest between Pik and Chac. You would use <b>I + have + been + present participle</b> (e.g. I have been waiting) Here is an example of Pik's diary entry: <b><i>Dear diary,</i></b> <b><i>Just several hours to go before the big game. I have been dreaming of this moment for weeks. I can't sleep. I'm full of worry and excitement. I have been tossing and turning for hours and have given up on getting any sleep.</i></b>

## Science – Evolution and Inheritance

**This term we are going to be learning about Evolution and Inheritance.**

Focus: To understand how human beings have evolved

**Key Vocabulary: Evolution, human, adaptation, apes, mammals, homo sapiens, family, genus, species, taxonomy**

This week, we are going to be learning about the evidence for evolution in humans.

Firstly, read through the first nine pages of the lesson presentation PDF.

Your tasks for this week are:

1. Sort the animals according to their relationships with humans on Page 10 of the PDF
2. Write about why you think Darwin's ideas about human evolution were controversial.
3. Complete the table comparing humans to homo neanderthalensis and Australopithecus Afarensis.
4. Answer the shared DNA quiz on the PDF

There is a lot more information on the Natural History Museum if you would like to find out more:

[https://www.nhm.ac.uk/discover/human-evolution.html?gclid=EAlaIQobChMI4a4-pPQ7gIVpe\\_tCh2VYQqEEAAYAiAAEgL2svD\\_BwE](https://www.nhm.ac.uk/discover/human-evolution.html?gclid=EAlaIQobChMI4a4-pPQ7gIVpe_tCh2VYQqEEAAYAiAAEgL2svD_BwE)

## Tuesday

### Maths

**Starter:** Go to <https://corbettmathsprimary.com/5-a-day/> and scroll down to today's date. Choose your level and have a go at the mental maths questions.

Today we are going to look at **simplifying ratios**.

We will use the Target Your Maths worksheets that you use in class (these are in your email. You don't need to print them, just write your calculations and answers on a sheet to send me).

This short video gives a clear explanation should you require it:

<https://www.youtube.com/watch?v=z7UWth70guM>

Further explanation is given at the top of the worksheet but if you do have any problems, feel free to email me your questions.

Work through the Bronze, Silver or Gold questions on P68/69 as you would in class. Remember to show your workings.

When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

### English

**Focus: To make a prediction based on the details in a text**

**Use adverbials of time to link ideas; select appropriate verbs**

Read Rain Player up to *"Begin!" he cried, and cast it into the court.*

*What do you predict might happen in the match? Who will win? How might Pik's items help him? What does each one symbolise?*

Complete this table with your predictions of how the items will protect him, and a selection of appropriate verbs for each item (I have given you one to start):

Item	Protection	Verbs
Jaguar cloak		Pounce,
Quetzal feathers		Soar,
Cenote water		Gush,

Now I would like you to write the next part of the story, based on your predictions. Remind yourself of the rules of Pok-A-Tok, and of Chac's warning "Two games of three shall decide your fate..."

To ensure that your paragraphs are linked, it is good to use adverbials of time. Here are a few suggestions, but do feel free to use your own (remember that they must be followed by a comma):

***Instantly,***

***Moments later,***

***Just then,***

***At that moment,***

***Eventually,***

We will find out in the next lesson if your predictions were correct!

## **R.E. – Revelation**

**Focus: To explain and demonstrate how to be evangelistic like St Paul.**

*How can we forgive others and be evangelistic like St Paul?*

Read **Matthew 28: 16 – 20**

### ***The Great Commission***

*<sup>16</sup> Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go. <sup>17</sup> When they saw him, they worshiped him; but some doubted. <sup>18</sup> Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. <sup>19</sup> Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, <sup>20</sup> and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."*

In your books, answer these questions:

1. How can we forgive others?
2. How can we go out and spread (evangelise) the word like St Paul?
3. How can we plant seeds of faith?
4. How can our actions change others?

## **PSHE**

This term we are going to be thinking about our environment and the impact that we have upon it. This week, we will be thinking about biodiversity and ecosystems.

Click on this link to watch the video, then complete the activities:

<https://classroom.thenational.academy/lessons/biodiversity-and-ecosystems-74u38c>

## Wednesday

### Maths

**Starter:** Go to <https://corbettmathsprimary.com/5-a-day/> and scroll down to today's date. Choose your level and have a go at the mental maths questions.

Today we are going to **use ratio to solve problems**.

We will use the Target Your Maths worksheets that you use in class (these are in your email. You don't need to print them, just write your calculations and answers on a sheet to send me).

Further explanation is given at the top of the worksheet but if you do have any problems, feel free to email me your questions.

Work through the Bronze, Silver or Gold questions on P70/71 as you would in class. Remember to show your workings.

When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

### English

**Focus: To use the passive voice to create changes in perspective**

**Create single-clause sentences; identify subject and object of a sentence**

Have a look at this sentence:

**Chac sent a whirlwind**

Can you identify and label the subject, object, article and verb? If you swap the subject and the object, would it make sense? Try adding the verb *was* and the preposition *by* – does it make sense now? What you have done here is change from the active voice to the passive voice. In the first sentence, Chac sent the whirlwind (he was active in sending it). In the second sentence, the whirlwind was sent to Chac (he was passive).

Read the commentary of Pik and Chac's match and complete this table:

Subject	Verb	Object
A great gust of wind	Stole	The ball
The old priest		
Jaguar		

Now, rewrite each of the three sentences from the table in the passive voice.

This technique is often used in journalistic writing, especially in the headlines. Have a look at some newspaper headlines and see if you can spot the passive voice being used (*Town Battered by Storms; Liverpool Beaten By Chelsea; Man Captured By Alien*). Compile any headlines you find using passive voice and send them to me.

### Spellings

I have set your spellings this week on Purple Mash.

Can you use them in a sentence? Write your sentences and send them to me.

## MFL - French

Food and drink

Please click on <https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/zfmq4xs> to go on the BBC Bitesize website. Read and listen to the information on the page carefully and repeat the words to learn them!

## Music - Unit: Pulse and Metre

Recognising time signatures

In this lesson, we are going to recognise how many beats are in each bar.

Please click on <https://classroom.thenational.academy/lessons/recognising-time-signatures-68u3gd> to go on the Oak Academy website. Listen carefully to the teacher and engage with what you are asked to do. Have fun!

Have a look at this music assembly video, all about the piano:

[Music Assembly 1 on Vimeo](#)

There are more inspiring piano video links in the assembly PDF (in your email)

## Thursday

### Maths

**Starter:** Go to <https://corbettmathsprimary.com/5-a-day/> and scroll down to today's date. Choose your level and have a go at the mental maths questions.

Today we are going to **solve word problems using proportion**.

We will use the Target Your Maths worksheets that you use in class (these are in your email. You don't need to print them, just write your calculations and answers on a sheet to send me).

This short video gives further explanation, should you require it:

<https://www.youtube.com/watch?v=bg283xTWtxc>

Examples are given at the top of the worksheet but if you do have any problems, feel free to email me your questions.

### Percentages

Work through the Bronze, Silver or Gold questions on P72/73 as you would in class. Remember to show your workings. Remember to include the unit of measurement in your answer!

When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

### English

**Focus: To write a newspaper article**

**Use passive voice; use when, where and how fronted adverbials**

Have another look at the newspaper headlines you found yesterday. Choose a couple of the articles to read and see if you can spot the features of a newspaper article. What do you think makes an effective introduction?

Today, you are going to be a journalist reporting on the Pok-A-Tok match between Pik and Chac. First, fill in this question grid to help you with the introduction for your article:

What	
When	
Where	
Who	

In your article, you need to be writing in the passive voice. Use the verbs from yesterday's work and remember to use fronted adverbials to indicate when, where and how the event happened. It would be lovely if you could also include a quote from both players at the end of your article. Remember – Pik and Chac would have very different opinions on the match!

## Topic – The Ancient Mayans

**Focus:** To explain what the Maya writing system consists of, how words are constructed and what codices are.

Today we are going to learn about the Maya writing system.

First, read the lesson presentation PDF (in your email) all about the Maya writing system. At the end of this planning are a selection of fact cards – use the information on those cards to complete the table beneath (you can copy the table or just write the questions and answers in your book).

Have a go at drawing some logograms and make sure you label them with their meaning – I am not fluent in reading logograms yet!

Your final task is to complete the next page of your leaflet, explaining the Maya writing system. If you are able to add illustrations, that would be great.

## Friday

### Maths

**Starter:** Go to <https://corbettmathsprimary.com/5-a-day/> and scroll down to today's date. Choose your level and have a go at the mental maths questions.

Today we are going to be solving problems involving ratio and proportion.

We will use the Target Your Maths worksheets that you use in class (these are in your email. You don't need to print them, just write your calculations and answers on a sheet to send me).

Work through the questions on P74/75 as you would in class. Remember to show your workings. Remember to show your workings.

When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

### English

Focus: **Reading comprehension**

**Bronze** ★

**Silver** ★ ★

**Gold** ★ ★ ★

This week, your reading comprehension is based on the Mayan writing system. There are three levels to choose from, so you can decide. If you aren't able to print the question sheet, just write the answers in your book.

## Computing

February 9<sup>th</sup> is Safer Internet Day. With that in mind, we are going to do some activities to get us thinking more about how we can keep safe online, but also how our interactions online make us feel.

First of all, head over to

<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/safer-internet-day-films/films-5-11-year>

There are three short films on this page. You can, of course, watch them all but my suggestion is to focus on the second one. In it they talk about the effect of false information being spread online.

Choose two of the scenarios below and write a response, considering these questions:

- Is this a safe thing to do?
- How might it make people/ the recipient feel?
- What do you think would be the best way to deal with this scenario?

### Scenario 1

You share a link with your friends to a website which has information that could upset people or cause offense.

### Scenario 2

Someone in your class shares an article that you know is not true. You decide to message them privately and let them know.

### Scenario 3

You have been chatting to someone online for a while and they start to ask you personal questions like what school you go to.

### Scenario 4

Someone in your class shares something online that you know is not true. You decide to call them out publicly on their post.

### Scenario 5

You are playing an online game and a pop up appears. It tells you that you have won lots of money. All you must do is click on it.



Finally, have a go at this internet safety quiz to test your knowledge.

<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/safer-internet-day-2021-quiz>

## Art

### Focus – To create an illustration for the Rain Player story

This week, I would like you to create an illustration for your work on the Rain player story.

You can do any – or all – of the following:

- Depict the rain god, Chac
- Design a costume for Pik to wear in the match
- Represent Pik's Pok-A-Tok match with Chac

You can do this in any way you would like, whether drawing, painting, collage, 3D model – be as creative as your situation and materials allow. I look forward to seeing your creations!

<b>Additional Learning Activities</b>	<ul style="list-style-type: none"> <li>• Play a game on Purple Mash.</li> <li>• Play a maths game on Topmarks <a href="https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers">https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers</a> Choose any category you like!</li> <li>• Play Hit the button! <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></li> <li>• <b>Play Countdown</b> <a href="https://nrich.maths.org/countdown/main.html">https://nrich.maths.org/countdown/main.html</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/this-terms-topics">https://www.bbc.co.uk/bitesize/this-terms-topics</a></li> </ul>
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### Rain Player

Rising early, Pik came upon Jaguar by first light. “*Otzilen*,” he said respectfully. “I have need.”

“Indeed,” replied Jaguar, inspecting his claws. “All the forest knows of your plight. Fate is against you, but a victory over Chac would give us rain, and that is something we sorely need. I will help you if I can.”

“But how?”

“Doesn’t your father wear a jaguar cloak when he plays before royalty? Tomorrow, I will be your cloak. More than that, I do not know.”

At noon, Pik searched the trees for sign of Quetzal. “*Otzilen!*” he cried. “I have need!”

Quetzal lit upon a branch and regarded him kindly. I have heard of your challenge to Chac,” she said. “Fate is harder than stone, yet it must be broken for the rains to come. I will help you if I can.”

“How?” asked Pik.

“Doesn’t your father wear a fancy headdress when he plays before royalty? My feathers will be your crown. More than that, I do not know.”

As the sun set, Pik lowered himself into the darkness of the scared *cenote*. Far below, dark water swirled through the great caves it had carved below the earth. “*Otzilen*,” Pik whispered, and his plea echoed in the vastness.

With the faintest breath of air, the words of the *cenote* entered his ear. “I know your step,” the *cenote* sighed, “for I flow beneath the ball court. Though fate says otherwise, Chac’s rains must continue, for they are my constancy and strength. Go now. Tomorrow, I will be with you.”

“But how?” asked Pik.

“Tomorrow,” came the echo, and all was still.

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The next day, all marvelled as Pik strode towards the ball court. A magnificent jaguar cloak hung from his shoulders, and brilliant quetzal feathers streamed from his headdress. Then the people grew silent as the *uo* announced the arrival of Chac in the sky above.



The rain god nodded his readiness to the *Ah Kin Mai*. With shaking hands, the priest held the ball aloft. "Begin!" he cried, and cast it into the court.

.....  
A great gust of wind stole the ball from Pik, and a twisting column of cloud blasted it down the court. Chac had sent a whirlwind to play for him!

Instantly, Jaguar leaped from Pik's shoulders. Seizing the ball in his powerful jaws, he sped to the other side and soared through the ring.

"One!" shouted Pik.

Again, the old priest tossed the ball into play. At that moment, Chac loosed a score of lightning bolts. They fell with blinding fury, tearing the earth and spinning the ball toward the goal.

Quetzal flew from Pik's head and snatched the ball with her talons. Yet the lightning was stronger than she. Still clutching the ball, Quetzal was driven through the ring.

"One for me!" thundered Chac. He came down from the clouds, and his colossal form dwarfed the tallest temples. "Now I will break this tie!"

The ball fell to the court again. Pik scrambled backward as Chac lifted his huge foot. Then with a terrific crack, the ground gave way and Chac plunged into the cenote below.

Racing skilfully over the broken ground, Pik sent the final goal flying through the centre of the ring. "Mine!" he whooped.

Chac lifted himself out of the hole in silence. Without a word, he took Pik in his great hand and soared into the heavens. "You have won, little man," Chac muttered, "and I cannot say that I am pleased. But we had an agreement."

He placed Pik by the enormous gourd that hung from his belt. "Gently now," Chac warned. "Don't flood the world."

Using both hands, Pik tilted the gourd. A great rain gushed from it and fell to the thirsty earth below.

Chac kept his word to Pik that season and for many seasons thereafter.

In time, the fine young player with the strength of a jaguar and the speed of a quetzal gained great renown. He became known as Rain Player, for distant thunder greeted his entrance on the court, and gentle showers followed each victory.

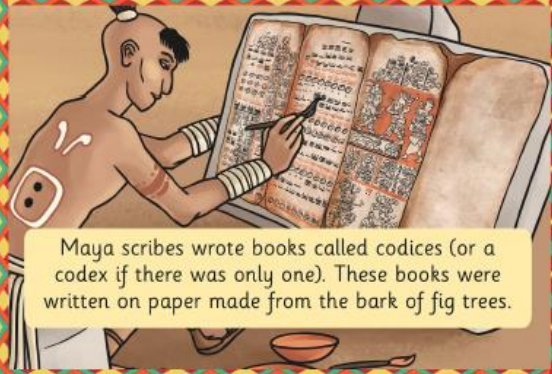
The ancient Maya hieroglyphic writing system consisted of a series of signs and symbols called glyphs.



Although most Maya people would be able to read and write some glyphs, it was only the priests and noblemen who would know the whole written language.



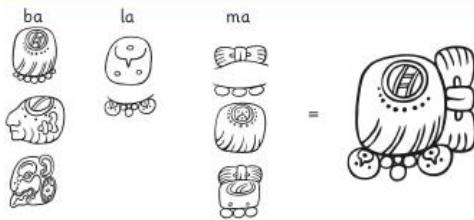
Maya scribes wrote books called codices (or a codex if there was only one). These books were written on paper made from the bark of fig trees.



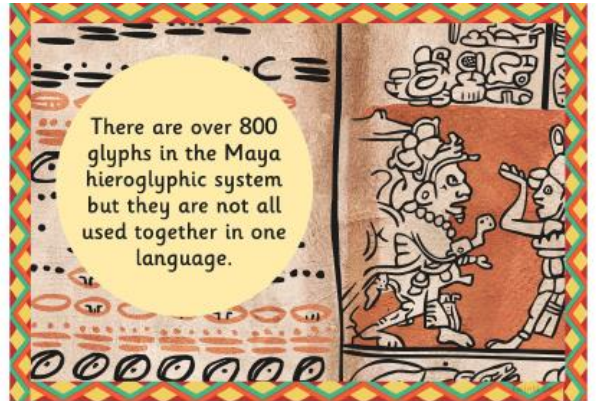
Some glyphs used in Maya hieroglyphic writing are called logograms. Logograms represent a whole word.



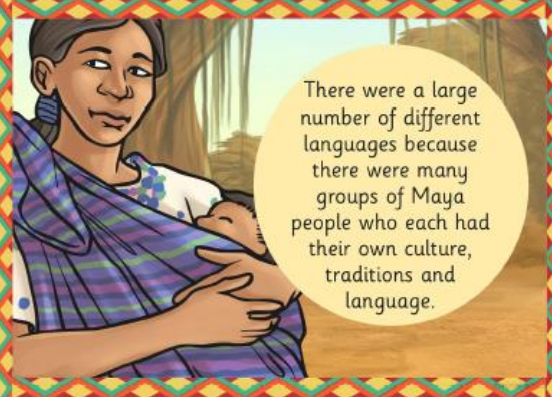
Some glyphs in Maya hieroglyphic writing are called syllabograms. Syllabograms represent a unit of sound.



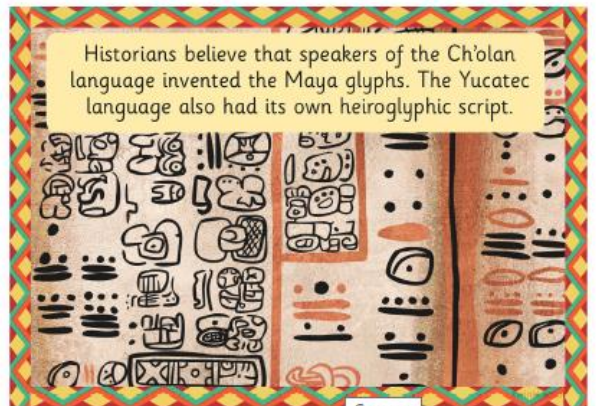
There are over 800 glyphs in the Maya hieroglyphic system but they are not all used together in one language.

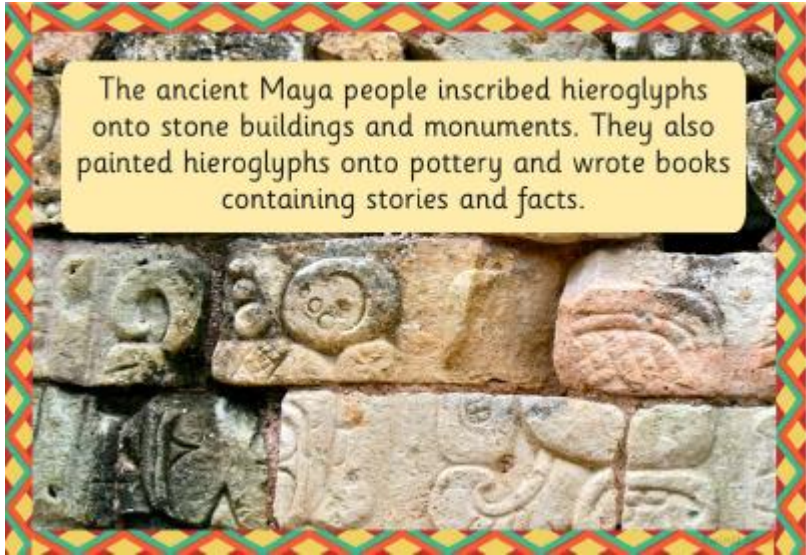


There were a large number of different languages because there were many groups of Maya people who each had their own culture, traditions and language.



Historians believe that speakers of the Ch'olan language invented the Maya glyphs. The Yucatec language also had its own hieroglyphic script.





The ancient Maya people inscribed hieroglyphs onto stone buildings and monuments. They also painted hieroglyphs onto pottery and wrote books containing stories and facts.

Can you find the correct facts to help you complete the information about Maya writing?

The type of writing system used by the Maya people is called...	These people knew the whole Mayan language...	Maya books are called...
Glyphs are...	The different types of glyphs used in Maya writing are...	Maya hieroglyphs have been found...
Some examples of Mayan languages are...	Maya books were made of...	My own amazing Maya writing fact...