

Class 6H - w/c 11th May 2020

Hello, everyone! It was really lovely to speak to you on the telephone - and your mum's and dad's. I am really pleased that everyone is keeping well - and busy! You have all been doing some amazing activities at home and sharing some fantastic family time! I am quite jealous living on my own!! I hope that you all managed to celebrate VE Day in some way too - I remember visiting London for the 50th anniversary of VE Day as a child - I went to a special event in Hyde Park and was able to see Princess Diana!

I know that lots of you are missing your friends - and even school! Don't worry - this isn't for ever and hopefully we will be able to see each other properly very soon! When we do eventually return to school (and I am hoping that it will be this school year!!), I have got lots planned with Mrs. Errington for you to enjoy your final bit of Year 6 and Primary School! I will be asking you all to bring in just three pieces of work/activities that you have completed whilst we have not been in school - the work doesn't have to be things that I have set - it could be anything! I would like you to share this work with the rest of the class so that we can celebrate your achievements together! So... do start thinking about what you might like to bring in - it could be a photograph of an activity you did, art work, a written project... anything! But the aim is to make the rest of the class - and Mrs. Errington and I - say 'wow'!

Don't forget to prepare your entries for the photography competition - there's a reminder of the categories if you look back at the Block 1 work set. Also, keep working on your book reviews and aiming to complete your reading passport. If you are able to present some amazing, detailed book reviews that I can put on display, I would love to have them! Feel free to email them to me via enquiries@cranwell.lincs.sch.uk or to just bring them in when we return. 7

Take care, stay safe and I look forward to seeing you all very soon.

Miss Hill xx

Many of you have completed much of the printed work I have set. If you would like something similar, try the link below - you can download and print a question book - and an answer book. There are some interesting tasks within it.

https://mailchi.mp/f8ef57bbb997/free-booklets-for-ks1-and-ks2?utm_source=All+Subscribers&utm_campaign=a8cc991fa1-EMAIL_CAMPAIGN_2019_06_28_10_39_COPY_01&utm_medium=email&utm_term=0_76ba1113bb-a8cc991fa1-74148905

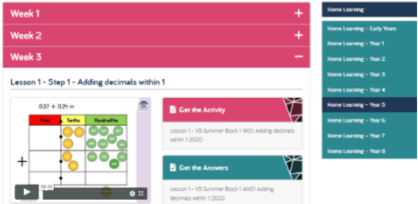


For each week day, I would much prefer you to only do a bit every day and do it really well, rather than 6 hours of not very good work! Try to structure your day so that you have a good mix of activities - rest, food, exercise, play/fun, school work, reading for pleasure, electronics/TV time, sleep, etc.

I suggest each day that you spend:

One hour on literacy

One hour on numeracy

One hour on topic work

<p>Please continue to complete your daily maths lesson, using the White Rose resources from the website. There may or may not be a sheet available each day this week (they keep changing their minds!), but if not, just have a go at the questions on the video, on a piece of paper. Remember to also follow the links to BBC Bitesize for even more practise. You can find your lessons here: https://whiterosemaths.com/homelearning/year-6/</p> <p>Please move onto the section labelled 'Summer Term Week 4 w/c 11th May' & 'Summer Term Week 5 w/c 18th May' The videos are also available on Facebook, if the website is overloaded.</p> <p>Of course, I'll continue to set tasks on Mathematics, but only do these if you have spare time!</p> 	<p>Spelling Challenge - Have a go at the spelling booklet, which I have added to the end of this document. It should be revision! If you are not able to print, you can complete many of the activities by copying from the screen. Why not make flash cards for the words you find the trickiest? There are ten days of activities.</p> 	<p>Have a go at learning some more German using Duo lingo - make sure that you ask the adults at home for permission to access this.</p> <p>https://www.duolingo.com/</p> 
<p>HISTORY/WRITING TASK ONE: We'll will continue to explore the history of inventions and innovations, moving forward on our timeline to the period between 1066 to just before the reign of Queen Victoria.</p> <p>This week, I'd like you choose one of the following topics to research and write about:</p> <ul style="list-style-type: none"> • Charles Babbage's computer • Edward Jenner and the first vaccine • George Stephenson and the railways <p>Write a biography about one of the famous people above. Remember to include lots of detail about their discovery/invention.</p> <p>See the biography planning template below to help</p>	<p>HISTORY/WRITING TASK TWO: The Victorian era was a golden age of science and innovation, when many of the devices we take for granted today were invented. I'd like you to do some research, choose the innovation or invention that you think was the most interesting, and write a short non-chronological report about it. Here are some useful websites: http://www.primaryhomeworkhelp.co.uk/victorians/inventiontimeline.html https://www.bbc.co.uk/bitesize/clips/zhwqxn https://kidskonnct.com/history/victorian-inventions/</p> <p>MINI TASKS:</p> <ol style="list-style-type: none"> 1. Read about the different inventions; decide which one you like best. 2. Research the invention and the inventor in detail; make notes. 3. Draft your report, remembering to use subheadings and paragraphs. 4. Edit and improve your report; ask an adult to check it makes sense. Have you included your writing target? 5. Write up your report in your very best handwriting (no typing for this!). Make sure you show me the handwriting which earned you your Pen Award! <p>See the non-chronological report planning template below to help</p>	<p>https://www.dyson.co.uk/newsroom/overview/update/top-five-engineering-challenges-to-do-at-home.html?utm_campaign=uk_en_oe_na_s_discover_jdf_challenge_cards_family_event_awareness_multi_multi-Split_2&utm_source=Selligent&utm_medium=email&utm_content=10604BB429CC1EE791F53A9FE9E2805A_2001498625_131001_16853220_330720</p> <p>Explore Dyson's engineering challenges - the top five and the full list of 44. Pick one or two that take your fancy to have a go at.</p>
<p>In the second of these two weeks, we should have had Grandparents' Day, but sadly that can't happen this year. So this</p>	<p>Obstacle Course You can never go wrong with an obstacle course, and they're a great way to</p>	<p>Remember to read for pleasure daily. Work towards completing your reading</p>

week, as an extra activity, I'd really like you to make contact with your Grandparents, if you can. Have a chat with Mum and Dad about how to do this: you could phone them, use Skype, Zoom or an app on a phone perhaps. If they aren't technologically-minded, they might really appreciate a letter or a picture through the post. You'll probably have lots to talk about, but you might like to ask them about your family tree - who were *their* grandparents? If you don't have grandparents to talk to, don't worry - perhaps you could get in touch with other relatives, who I'm sure will also be really delighted to hear from you.

!

improve coordination and motor skills. Set up a course all around the house with a range of different activities and motions, from throwing ping pong balls into a bucket to collecting Lego bricks along the way. The best part? It can be set up entirely indoors if it's a rainy day.

Fancy a change from Joe & Rosie Wicks? Every weekday morning at 11am, Ollie from *The Beat Goes On* is running live body percussion workshops on YouTube.

<https://www.youtube.com/user/OllieTurner/videos>

PE - It's really important that we all stay fit and active. Try to do at least an hour of playing in the garden or walking out with a parent every day. Fresh air makes us all feel better! If you're stuck inside, try a Joe Wicks workout:

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



passport.

If you are running out of books at home, you can use the book on: <https://www.twinkl.co.uk/home-learning-hub> (Guided Reading) or try Oxford Owl's free online library <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> which has lots of your favourites from school!

- You might like to explore - <https://litfilmfest.com/resources/the-quick-fire-write-ks2/>
The Quick-Fire Write challenges you to write around 200 words based on the 4 questions at the end of each video, around 50 words per question!
- You could also go online and use Education City, Mathletics, Timestable Rockstars, etc.
- You might be interested...on weekday mornings, Pie Corbett presents a free, creative and interactive literacy show called [RadioBlogging](https://radioblogging.net/) at 9.30am. The hour-long show teaches writing and children can post their own writing online and receive feedback. <https://radioblogging.net/>
- You might like to create your own recipe book. Think about your favourite meals and snacks that your mum, dad and other family members make for you. Find out how to make them and then write down the recipes neatly and carefully. Decorate each recipe page and then stick them together. Make a front and back cover and then present it to someone you care about. They will be pleased to see the recipes they make for you featuring in your all-time-favourites book. Perhaps you could bake a cake or make some scones and then share your results with your grandparents, including the recipe in your super recipe book.
- You might like to ask an adult to show you how to do something practical that they enjoy doing - you could ask an adult at home, or with your parents' permission, skype/Facetime/contact another adult - family or friend. Some suggestions:
 - How to mend a puncture
 - How to sew on a button
 - How to knit or chochet
 - How to plant some seeds
 - How to make scrambled eggs on toast
 - How to make bread

Remember to choose a good time to ask the adults in your home - not when they are trying to do their own work!

Text Type:	Biography RH VERSION
Purpose:	To tell the life story of a famous or important person.
Text Features:	Written in the past or present tense: (was, did, had or is, does, has). Written in the third person: (he, she, they) Setting, early life, why they are important, conclusion.
Openers:	To signal time and sequence: <i>He was born in..., He grew up with..., It was a time when..., At first..., After this..., Eventually..., Later in life..., He became...</i> Opinion: <i>He is regarded by many to be..., It could be argued , Some believe...</i> Contrast and comparison: <i>However..., Despite this..., Also..., This may seem...,</i> Conclusion and summary: <i>It is thanks to..., The fact that..., Even today...</i>
Vocabulary:	<i>influential, significant, talented, gifted, famous, infamous, popular, respected, pioneered, invented, discovered, ambitious, determined, unique, remembered</i>

Title:

Paragraph 1: Introduction

- Name of the person
- Profession/job
- Why they are a significant person

- Write about events in the order that they actually happened - chronological order.
- Concentrate on the most interesting events in their life.

Paragraph 2: Early life

- Use subheadings.
- A paragraph about the person's childhood and early life
- When and where they were born
- The time in which he/she lived

Paragraph 3: First important event

- Use subheadings
- A paragraph which describes the first important thing they did or what made them famous.
- A few well-chosen quotes.
- Include some thoughts and feelings for the person.

Paragraph 4: Second important event

- Use subheadings
- A paragraph which describes the second important thing they did or what made them more famous.
- A few well-chosen quotes.
- Include some thoughts and feelings for the person.

Paragraph 5: Conclusion

- When and how did they die?
- Why was the person important?
- What impact did they have?
- What is their legacy, what have they left behind?
- Why/how will they be remembered?
- Aim to link the end back to the start.

Text Type:	Non-Chronological Report RH VERSION
Purpose:	To organise and record factual information, to inform the reader.
Text Features:	Written in the third person: (<i>he, she, it, they</i>) Written in the past or usually the present tense: (<i>was, did, had or is, does, has</i>). Non-chronological order, clear factual style Heading, opening statement, sub headings with each paragraph Formal and impersonal
Organisational Features:	Possible use of: bullet points, different font sizes, tables, diagrams, photographs, pictures, maps, to add more information, provide clarity and break up the text Sub headings for paragraphs
Openers:	<i>Most ..., Many..., Often..., They are..., They were..., They also..., It is...</i>
Connectives:	Connectives, such as <i>also, another, for example, in order to, so that, that, first, secondly</i> . Quantity: <i>none, some, most, all, few, many, the majority of</i> Cause and effect: <i>because, as a result, consequently, therefore, since, until, whenever, depending upon, eventually, subsequently</i> Comparison: <i>equally, similarly, compared with, in the same way</i> Contrast: <i>but, however, alternatively, the opposite, instead, apart from, yet, in contrast, nevertheless</i>
Vocabulary:	Use and explain some technical and specialist words found during research:

1.Heading saying what the report is about:

Paragraph 1 with sub-heading - saying what the paragraph is about

Paragraph 2 with sub-heading - saying what the paragraph is about

Paragraph 3 with sub-heading - saying what the paragraph is about

Paragraph 4 with sub-heading - saying what the paragraph is about

Paragraph 5 - A concluding paragraph summarising the key points made - the main things that you want them to remember.

Aim to link the end back to the start.

Year 5 and 6 Spelling Booklet



Weeks 1 and 2

Contents

Pages 2, 3 and 4 - words that are often confused

Pages 5 and 6 – words that are often confused

Pages 7 and 8 – silent letters

Pages 9 and 10 – ‘ough’ words

Pages 11 and 12 – words ending with –able and –ible / -ably and –ibly

Pages 13 and 14 – words ending with –cious and –tious

Pages 15 and 16 – words from the Year 5/6 Statutory Spelling List

Pages 17 and 18 – words from the Year 5/6 Statutory Spelling List

Pages 19 and 20 – words from the Year 5/6 Statutory Spelling List

Pages 21 and 22 - words from the Year 5/6 Statutory Spelling List

Words that are often confused

DAY ONE

two / to / too

- **two** is a number.
- **to** means toward.
- **too** means also, much, or very.



their / there / they're

- **their** shows possession.
- **there** is a place.
- **they're** is a contraction for *they are*.



its / it's

- **its** shows possession
- **it's** is a contraction for *it is*.

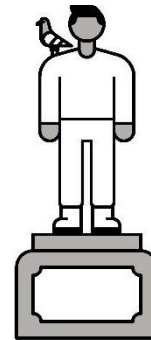
your / you're

- **your** shows possession.
- **you're** is a contraction for *you are*.



by / buy / bye

- **by** means near or beside.
- **buy** means to purchase.
- **bye** is a shortened form of *goodbye*.



stationary / stationery

- **stationary** means standing still.
- **stationery** means paper to write on.

affect / effect

- **affect** is a verb meaning to influence.
- **effect** is a noun meaning result.

council / counsel

- **council** is a group that makes decisions together.
- **counsel** is a verb meaning advise.



lose / loose

- **lose** means to not win or you can't find something.
- **loose** means roomy or unrestrained.

Can you fill in the blanks with the correct word?

two / to / too

There were _____ many chocolates in the box to count!



I need _____ socks to make a pair.

I went _____ the cinema for my birthday.



their / there / they're

_____ are no pencils left in the tray.

They are painting _____ house today.



I would love to visit the theme park that _____ visiting.

its / it's

The dog is going to bury _____ bone.

_____ going to be cloudy and rainy today.



your / you're

_____ going to enjoy this football match.

"I like _____ trainers," said Michael.

by / buy / bye

He waved his hand to say _____ to his friends.

I would love to _____ a new car.

She has walked _____ my house several times today.



Fantastic work!

DAY TWO

Words that are often confused

Can you find the definitions for these words that are often confused? Some of the words may have more than one definition!

Word	Definition
morning	
mourning	
past	
passed	
led	
lead	
isle	
aisle	
aloud	
allowed	
desert	
dessert	

Can you now write the word that matches the picture?















Correct or Incorrect? Tick
cross!

or

No drinks were **aloud** in the shop.

The **desert** was dry and sandy.

In the **morning**, I ate breakfast.

I read the story **allowed**.

I **past** the exam with flying colours!

She walked **passed** the shop.

The couple walked down the **isle**.

The supermarket **aisle** was very busy.

Silent Letters

DAY THREE

Can you read these words correctly?



A silent **b** occurs after **m**, before **t** – lamb, bomb, thumb, debt...

A silent **k** and a silent **g** are found before **n** – gnome, gnat, knee, knife...

A silent **l** follows vowels **a**, **o**, **u** – calf, salmon, chalk, yolk...

A silent **w** often goes before **r** – wrapper, wrestle, wrist, wreck...

Can you find the 'silent letter' words that match the pictures?

		
w _____	s _____	k _____
		
c _____	k _____	k _____
		
k _____	s _____	k _____

Here are some more 'silent letter' words. Can you read them aloud?

Ache

Autumn

Chemical

Column

Crescent

Echo

Foreign

Guilt

Handkerchief

Hymn

Knee

Know

Listen

Numb

Psychology

Scene

Scissors

Sword

Technology

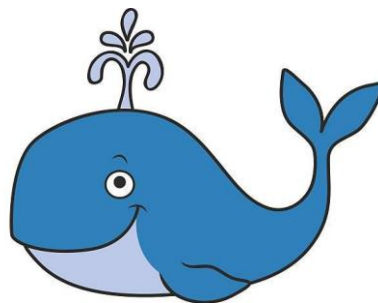
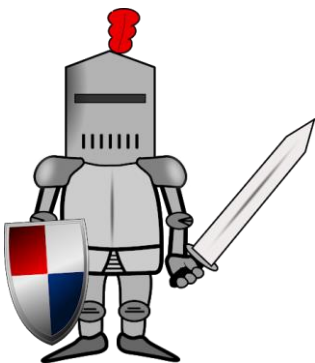
Tomb

Whistle

Ask a family member to choose 10 'silent letter' spellings to test you on.

Final task today! Can you underline all of the 'silent letters'?

There must be a knight wearing knickers in a tomb. Surely that must be wrong, so I asked the whale. He was honest and he answered only half my question, then knocked me over with the splash of his tail. Shall I wait until Christmas? No, I'll ask the folk with the lambs and the wriggling swords. They were useless, but they pointed me in the direction of the gnomes. The gnomes, who waited in the garden, fishing by the pond, whispered the answer in my ear.



Now find the words that fill the gaps in the sentences.

ought, bought, thought, nought, brought, fought, rough, tough, enough
though, although, dough, doughnut, through, thorough, borough, plough, bough,
drought

Can you sort these 'ough' words by their sounds?

off	uff	aw	o	oo	ow	u

He _____ very hard in the boxing match.

You need _____ to make bread.

I _____ the ingredients to make a cake.

The oven was quite dirty, so I gave it a _____ clean.

The farmer uses his _____ on his field.

I _____ to try and exercise more.

Word Search

d	y	h	e	r	s	t	b	t	h	g	u	o	n
t	b	m	n	r	q	z	v	l	k	o	u	w	p
r	w	e	b	o	u	g	h	t	r	t	f	j	l
o	r	v	t	u	n	m	c	o	t	h	u	o	j
u	z	e	r	g	r	y	u	u	i	o	f	k	l
g	w	r	t	h	s	n	b	g	x	u	z	e	t
h	t	h	g	u	o	f	r	h	k	g	g	h	h
d	y	u	m	v	d	s	s	l	r	h	t	p	g
l	h	g	u	o	h	t	l	a	o	t	o	q	u
a	a	d	e	k	k	s	y	t	r	e	w	q	o
a	g	t	d	o	u	g	h	h	j	k	v	f	r
z	d	g	j	h	g	u	o	r	o	b	j	k	d

*bought drought although thought tough borough nought
rough fought trough dough*

Find the words in the sentences that rhyme with the 'ough' word.

Although there was a snow storm, the children still wanted to go outside in the garden.

The baker kneads the dough so that when the bread is cooked it will have a light airy texture.

It was tough luck that we hadn't got the right sort of stuff with us to make a shelter in the woods when it started to rain.

The cat wanted to get through the door so that it could chew my shoe.

Luckily when the sea got rough we had enough life jackets for everyone on board the boat.

All the children brought their shorts to school to wear for Sports Day.

Can you identify the correct and incorrect spellings?

horrible	flexible	arguable	changeable	available	noticeable	flexable	terrable
arguable	changeible	laughable	noticeable	laughible	horrrable	availible	terrible

Correct:

Incorrect:

Can you unscramble these anagrams? Remember, the **–able/–ably** endings are far more common than the **–ible/–ibly** endings. Choose your answers from the words below.

*adorable adorably applicable applicably considerable considerably
tolerable tolerably legible legibly horrible horribly*

- gebyill _____
- paialceblp _____
- otelarlbe _____
- hroirlbeo _____
- ocnisedarlby _____
- darobael _____
- noisdcearlbe _____

Sometimes a root word will give you a clue which spelling to choose:

- Words ending in –tion change to tious – ambition/ ambitious
- Words ending in –ce change to –cious – grace / gracious

*cautious infectious nutritious pretentious fictitious
superstitious*

conscious precious vicious gracious ferocious delicious suspicious spacious

Can you use the words above to complete these sentences?

I was _____ of the time – I was running late.

You have to be _____ when using tools.

This room is very _____; I could fit 3 sofas in it!

The story he told me was _____, as it was all made up.

The detective was _____ of the criminal.

That cake is very _____, but not very _____.

My necklace is _____, so I keep it in a box.

Watch this BBC Bitesize video!

<https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zp7dk7h>

Add –tious to turn these nouns into adjectives!

- ✓ ambition _____
- ✓ caution _____
- ✓ contention _____
- ✓ expedition _____
- ✓ nutrition _____
- ✓ repetition _____
- ✓ superstition _____

Add -cious to turn these nouns into adjectives!

- office _____
- space _____
- grace _____
- malice _____
- vice _____

Most words ending with the 'shus' sound are spelt **-cious**.

Can you add -cious to each of these word beginnings and then find out what they mean?

auda _____	
atro _____	
offi _____	
auspi _____	
vora _____	
capa _____	
pre _____	
gra _____	

accommodate	accompany
according	achieve
aggressive	amateur
ancient	apparent
appreciate	attached
available	average
awkward	



Some challenges for you!

Look at one of the words for 10 seconds. Close your eyes/look away and answer the following questions:

- How many letters does the word have?
- How many vowels does it have?
- Which vowels are in the word? Not in the word?
- How many consonants in the word?
- Which consonants are in the word? Not in the word?
- How many letters with descenders? Ascenders?
- Which letter is first alphabetically? Last?
- Write it on a piece of paper!
- Spell it backwards on your piece of paper!

Repeat for each spelling! How many could you remember?

Caption It!

Write a caption underneath each picture below, using as many of the words as possible!



accommodate

accompany

awkward

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

bargain	bruise
category	cemetery
committee	communicate
community	competition
conscience	conscious
controversy	convenience

B & C

Some challenges for you!

Look at one of the words for 10 seconds. Close your eyes/look away and answer the following questions:

- How many letters does the word have?
- How many vowels does it have? How many consonants?
- Are there any repeated letters in the word? How many?
- What is the second letter? The fourth letter? The last letter?
- Can you put the letters in alphabetical order?
- Write it on a piece of paper!
- Spell it backwards on your piece of paper!
- Write it in capital letters!

Repeat for each spelling! How many could you remember?

Work out the value of each word.

WORD	VALUE
bargain	$2 + 1 + 18 + 7 + 1 + 9$ $+ 14 = 52$
bruise	
category	
cemetery	
committee	
communicate	
community	
competition	
conscience	
conscious	
controversy	
convenience	

A = 1
B = 2
C = 3
D = 4
E = 5
F = 6
G = 7
H = 8
I = 9
J = 10
K = 11
L = 12
M = 13
N = 14
O = 15
P = 16
Q = 17
R = 18
S = 19
T = 20
U = 21
V = 22
W = 23
X = 24
Y = 25
Z = 26

Which is the most 'valuable' word? Was it the one you expected it to be?

Words from the Year 5/6 Statutory Spelling List

DAY NINE

correspond

criticise

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equipment



Some challenges for you!

Look at one of the words for 10 seconds. Close your eyes/look away and answer the following questions:

- How many letters does the word have?
- How many vowels does it have?
- Which vowels are in the word? Not in the word?
- How many consonants in the word?
- Which consonants are in the word? Not in the word?
- How many letters with descenders? Ascenders?
- Which letter is first alphabetically? Last?
- Write it on a piece of paper!
- Spell it backwards on your piece of paper!

Repeat for each spelling! How many could you remember?

Word Search

s	u	o	r	t	s	a	s	i	d	d	s
a	f	g	j	k	j	l	t	e	s	d	d
a	y	t	i	s	o	i	r	u	c	f	e
c	v	b	n	f	h	j	k	w	o	s	t
t	n	e	m	p	i	u	q	e	r	s	e
r	t	d	q	p	o	c	x	s	r	a	r
d	e	s	p	e	r	a	t	e	e	r	m
a	w	f	h	k	n	v	x	g	s	r	i
p	o	l	e	v	e	d	p	u	p	a	n
i	i	w	h	l	e	e	l	k	o	b	e
a	s	d	c	v	m	n	t	t	n	m	d
a	l	e	t	i	n	i	f	e	d	e	i
c	d	i	c	t	i	o	n	a	r	y	c
e	n	v	i	r	o	n	m	e	n	t	p
t	y	o	e	s	i	c	i	t	i	r	c

correspond

criticise

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equipment

Match the picture to the spelling!





especially	exaggerate
excellent	existence
explanation	familiar
foreign	forty
frequently	government
guarantee	harass



Some challenges for you!

Look at one of the words for 10 seconds. Close your eyes/look away and answer the following questions:

- How many letters does the word have?
- How many vowels does it have? How many consonants?
- Are there any repeated letters in the word? How many?
- What is the second letter? The fourth letter? The last letter?
- Can you put the letters in alphabetical order?
- Write it on a piece of paper!
- Spell it backwards on your piece of paper!
- Write it in capital letters!

Repeat for each spelling! How many could you remember?

Can you unscramble these anagrams?

- Ogevnremtn _____
- ceelxenlt _____
- oefrgin _____
- seeypiclla _____
- npaaxitloen _____
- autnrgeea _____

especially *exaggerate* *excellent* *existence* *explanation* *familiar* *foreign*
forty *frequently* *government* *guarantee* *harass*

Synonyms

Can you think of the synonyms for these words, from today's spelling list?

- ❖ often _____
- ❖ well-known _____
- ❖ promise _____
- ❖ distant _____
- ❖ description _____
- ❖ brilliant _____
- ❖ pester _____
- ❖ life _____

