



St Uny CE Academy Weekly Home Learning
Class: Morvah



Monday		Tuesday		Wednesday		Thursday		Friday	
1	Morning Motivation								
	Joe Wicks morning activities Monday, Wednesday, Friday (9am) https://www.youtube.com/playlist?list=PLYCLOPd4VxBuPuwfVuS-OBtK_kZqJCX-b								
	Tuesday & Thursday – get active together.								
2	<p>Spellings</p> <p>Refer to weekly spelling list and practise spellings.</p>	<p>Spellings</p> <p>Refer to weekly spelling list and practise spellings.</p>	<p>Spellings</p> <p>Refer to weekly spelling list and practise spellings.</p>	<p>Spellings</p> <p>Refer to weekly spelling list and practise spellings.</p>	<p>Spellings</p> <p>Spelling test</p>				
3	<p>‘The Write Stuff’ virtual lesson link:</p> <p>Feast session 6</p> <p>https://www.youtube.com/watch?v=DQL0Ab-wcHK</p> <p><u>Alternative task:</u></p> <p>This week, you will be writing a fictional text based on the clip, ‘One Small Step’. Please find the video link below - you will only need to watch the times indicated each day to reveal that plot point.</p> <p>Watch 0.00 - 1min 2secs</p> <p>https://www.youtube.com/watch?v=yWd4mzGqQYo</p> <p>Steps to success:</p> <ol style="list-style-type: none">1) Modal verb/question2) Complex sentence, colon with a list3) Power of 3/complex sentence <p>1) Freeze frame the moment Luna blows her candles out. Pretend that you are a narrator – what rhetorical questions could you ask to capture this moment in the story? E.g. was this the best moment in her life? Was this going to be her best birthday yet? What would the next year bring? Collect a bank of modal verbs and experiment with which one suits your rhetorical question e.g. could, should, might, can, shall, will.</p> <p>2) Gather a bank of ‘ing’ ending verbs to describe the moment Luna opens the present e.g. staring, gazing, peeping, glimpsing, glancing Collect a range of adjectives for appearance and personification words to describe the appearance of the gift e.g. glistening, bright, beckoning, compelling.</p> <p>3) Watch them playing in space. Gather words for speed and time e.g. soaring, whizzing, infinity, cosmos.</p> <p>Excitedly blowing out the candles on her cake, Luna looked lovingly at her father across the table. It was her birthday. Could this be the best day of her life? The air was filled with affection, devotion, adoration. Her father passed her an enormous cardboard box, containing his handmade gift. Looking inside at the present, she saw the moon boots: shimmering, glimmering, beckoning. Filled with excitement, she jumped into the boots and they launched themselves swiftly into the cardboard box. Speeding by in seconds, accelerating in minutes, whizzing past the solar system, the pair journeyed through space.</p> <p><u>You can select whether you want to do the virtual lesson or the alternative task.</u></p>	<p>‘The Write Stuff’ virtual lesson link:</p> <p>Feast session 7</p> <p>https://www.youtube.com/watch?v=fZ-2E1fMuVw</p> <p><u>Alternative task:</u></p> <p>This week, you will be writing a fictional text based on the clip, ‘One Small Step’. Please find the video link below - you will only need to watch the times indicated each day to reveal that plot point.</p> <p>Watch 1min 2 secs – 1min 45 secs</p> <p>https://www.youtube.com/watch?v=yWd4mzGqQYo</p> <p>Steps to success:</p> <ol style="list-style-type: none">1) Relative clause2) Repetition for effect3) Complex sentence <p>1) Use the simple sentence, ‘Luna collected her essay’. Think of a list of extra information that could be included as a relative clause e.g. who again faced failure; who was gradually becoming disheartened; who was finding school tough. Remember to punctuate your relative clause with commas to separate it from the main clause and use the correct relative pronoun.</p> <p>2) Think of synonyms for school, time and failure. Use them to create phrases e.g. time after time, day after day, term after term, essay after essay, rejection after rejection.</p> <p>3) Gather a bank of clauses beginning with ‘despite’ e.g. despite the failures coming thick and fast; despite the setbacks; despite the mounting problems. Gather a bank of extra information beginning with an ‘ing’ verb e.g. pushing her to the bottom of the class; forcing her to re-evaluate her dreams; challenging her beliefs.</p> <p>Luna, who was feeling dejected, collected her end of year essay. Lesson after lesson, month after month, failure after failure, she was beginning to feel that she didn’t have what it takes. Luna didn’t give up despite the blows being quick and hard. She didn’t give up despite the blows being quick and hard, knocking her down every time.</p> <p><u>You can select whether you want to do the virtual lesson or the alternative task.</u></p>	<p>‘The Write Stuff’ virtual lesson link:</p> <p>Feast session 8</p> <p>https://www.youtube.com/watch?v=sSju6u8StC0</p> <p><u>Alternative task:</u></p> <p>This week, you will be writing a fictional text based on the clip, ‘One Small Step’. Please find the video link below - you will only need to watch the times indicated each day to reveal that plot point.</p> <p>Watch 2mins 55secs – 3mins 38secs</p> <p>https://www.youtube.com/watch?v=yWd4mzGqQYo</p> <p>Steps to success:</p> <ol style="list-style-type: none">1) Colons2) Modal Verbs3) Simile <p>1) Gather a bank of positive feeling words to describe Luna’s emotions e.g. overjoyed, thrilled, expectant, intrigued.</p> <p>2) Collect a range of modal verbs e.g. can, might, shall, could, should, would, will, must Experiment with different rhetorical question endings e.g. would she dare to reveal the contents? Should she dare to reveal the contents?</p> <p>3) Generate ‘show don’t tell’ phrases for disappointment e.g. tears welled in her eyes; her chin quivered; lips trembled; colour drained from her cheeks. Gather a bank of themed space words that can be applied to how Luna feels e.g. rocketed, soared, landed, disintegrated, crashed, eclipsed. Think of space related nouns to attach a negative incident to e.g. a star burning out/losing its shine; a supernova imploding; a meteor crashing; an engine failure.</p> <p>Walking through the door, Luna saw the letter she had eagerly been waiting for. Holding it in her hands, excitement rushed through her veins: elated, thrilled, ecstatic. Her father looked on with bated breath. Can she open it? Should she open it? Will she open it? Her forehead creased in disappointment as her heart sank like a rocket plummeting to Earth. The realization of her rejection from the astronaut candidate programme dawned on her.</p> <p><u>You can select whether you want to do the virtual lesson or the alternative task.</u></p>	<p>‘The Write Stuff’ virtual lesson link:</p> <p>Feast session 9</p> <p>https://www.youtube.com/watch?v=Rn477ajLhaY</p> <p><u>Alternative task:</u></p> <p>This week, you will be writing a fictional text based on the clip, ‘One Small Step’. Please find the video link below - you will only need to watch the times indicated each day to reveal that plot point.</p> <p>Watch 3mins 50secs – 4mins 30secs</p> <p>https://www.youtube.com/watch?v=yWd4mzGqQYo</p> <p>Steps to success:</p> <ol style="list-style-type: none">1) Pathetic fallacy2) Repetition for effect3) Complex sentence <p>1) Watch a clip from the Lion King where the weather represents the mood from the story. https://www.youtube.com/watch?v=Xw5bha0ZkRY Generate negative weather e.g. thunder, lightning, fog, rain. Collect negative action verbs e.g. wailed, cried, ripped, tore, strangled. Gather a bank of negative adjectives e.g. ominous, foreboding, grim.</p> <p>2) Think of reasons why Luna may want to get home e.g. wants to get back home for a cuddle, for safety, dinner, to curl up in bed, comfort Generate negative phrases that start to show something is wrong e.g. the workshop door was closed; the lights were off; the discarded walking stick on the floor.</p> <p>3) Listen to a sound scape of a storm https://www.youtube.com/watch?v=6M4IRbGJxqA Collect negative emotions to do with loss e.g. overwhelmed with loss; engulfed with fear; flooded with loneliness Gather a bank of negative impact weather e.g. hailstorm battering; gust of wind; crash of thunder; wind wailed against the window.</p> <p>Everyday seemed like it was worse than the last. At the end of a particularly bad day, she headed home as the rain cried tears from the gloomy sky and the wind ripped the last leaf from the tree. Today, she wanted to get back into the warmth of her own home, safe with her father. Today, the lights were off. Today, he was gone. Overwhelmed with loss, she ran to her bedroom and tore down the stars they had made together as lightning lit up the room.</p> <p><u>You can select whether you want to do the virtual lesson or the alternative task.</u></p>	<p>‘The Write Stuff’ virtual lesson link:</p> <p>Feast session 10</p> <p>https://www.youtube.com/watch?v=-5kyNsuzE</p> <p><u>Alternative task:</u></p> <p>This week, you will be writing a fictional text based on the clip, ‘One Small Step’. Please find the video link below - you will only need to watch the times indicated each day to reveal that plot point.</p> <p>Watch 5mins 32secs – 6mins 55secs</p> <p>https://www.youtube.com/watch?v=yWd4mzGqQYo</p> <p>Steps to success:</p> <ol style="list-style-type: none">1) Show don’t tell including ‘ly’ adverbs2) Inner thoughts3) Positive adjectives <p>1) Gather a bank of action phrases that show don’t tell her emotions e.g. heavy sigh, deep breath, furrowed brow, heart palpitations, quivering lips. Generate a bank of adverbs for opening the letter e.g. nervously, cautiously, apprehensively, hopefully</p> <p>2) Think of ideas for Luna’s inner thoughts at the moment she opens the letter. Think of Luna’s stream of consciousness e.g. I’ve made it; I did this for you dad; my hard work has paid off; I love you to the moon and back, dad.</p> <p>3) Gather a positive bank of words to describe the view of the moon e.g. enthralling, fascinating, hypnotising, spellbinding, awe-inspiring.</p> <p>After years of grit, determination and hard work, she held the letter that she had always dreamed of. With a heavy sigh, deep breaths and sweaty palms, Luna opened the letter expectantly. Thoughts raced through her mind: it’s here. I’m an astronaut. I hope Dad knows. Landing on the moon, the accomplished astronaut looked around at the glorious, mesmerising and breath-taking view. As her boot touched the moon’s surface, she remembered the boots that her father made her on her sixth birthday. “One small step, Dad,” she whispered.</p> <p><u>You can select whether you want to do the virtual lesson or the alternative task.</u></p>				

Follow the link below to watch a demonstration lesson on reviewing square and cube numbers and complete the questions as you go.

<https://vimeo.com/465336467>

If you cannot watch the clip, or if you want extra practice, try the questions below.

6a. Complete the calculations.

$$8^2 = \square$$

$$6^3 = \square$$

$$12^2 = \square$$



VF

7a. Calculate then order from smallest to largest.

$$7^2$$

$$5^3$$

$$11^3$$

$$3^3$$

$$6^2$$



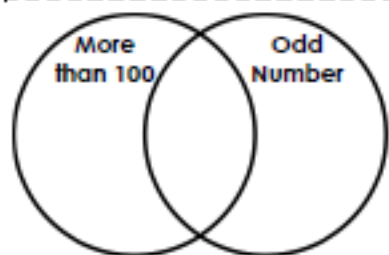
VF

8a. Find the pattern. What are the missing numbers in the sequence?

1,728, 1,000, 512, \square , \square

4b. Sort the square and cube numbers into the Venn diagram.

11^2	10^3	9^2
7^3	6^3	5^2



5b. Match the square and cube numbers to the correct cards.

1,331

$$8^3$$

216

512

$$7^2$$

49

$$11^3$$

Which is the odd one out? Convince me.

Follow the link below to watch a demonstration lesson on using the order of operations and complete the questions as you go.

<https://vimeo.com/465421787>

If you cannot watch the clip, or if you want extra practice, try the questions below.

1b. Match the calculation to the correct answer.

$$A. 4 \times 4 + 8$$

36

$$B. 9 \times 3 - 8$$

24

$$C. 8 \div 2 \times 9$$

19



VF

2b. Find the missing number.

$$9 \div 3 + \square = 11$$



VF

3b. Which calculation below gives the following answer?

28

$$A. 2 + 7 \times 8$$

$$C. 12 \div 2 \times 8$$

$$B. 12 \times 7 - 8$$

$$D. 9 \times 8 + 14$$

2a. Chuan is completing this calculation:

$$2 + 6 \div 2$$

The answer is 4.
I did $2 + 6 = 8$,
then $8 \div 2 = 4$.



Chuan

Is he correct? Explain how you know.



R

3a. Work out which child has completed the calculation correctly from their answers.

$$3 + 2 \times 7 =$$

My answer is 17.

My answer is 35.



Hannah



Kelly

Follow the link below to watch a demonstration lesson on using mental calculations and estimation and complete the questions as you go.

<https://vimeo.com/465739450>

If you cannot watch the clip, or if you want extra practice, try the questions below.

5b. Circle the facts that could help you answer this calculation:

$$40 \times 12 \times 30$$

$$A. 12 \times 4 = 48$$

$$B. 8 \times 6 = 48$$

$$C. 1 \times 12 = 12$$

$$D. 30 \times 12 = 360$$



V

6b. True or false?

The calculation below is written in the most efficient order.

$$£3,291.43 + £3,278.19 + £2,708.57$$



V

7b. Match each number sentence to its approximate answer.

$$A. 5,988 \div 6$$

3,000

$$B. 1,543 + 1,498$$

4,000

$$C. 8,982 - 5,017$$

1,000

2a. Harry is solving the calculation $80 \times 4 \times 2$.



I did $80 \times 4 = 32$,
then $32 \times 2 = 64$.

Is he correct? Convince me.

Key Facts

$4 \times 5 = 20$, $4 \times 6 = 24$, $4 \times 7 = 28$
 $4 \times 8 = 32$, $4 \times 9 = 36$, $4 \times 10 = 40$



3a. Use rounding and estimation to find the odd one out.

£1,961 – £1,056

£2,000

£1,000

Explain your reasoning.

Key Facts

1,000 – 1,499 rounds down to 1,000
1,500 – 1,999 rounds up to 2,000

Follow the link below to watch a demonstration lesson on reasoning from known facts and complete the questions as you go.

<https://vimeo.com/466189554>

If you cannot watch the clip, or if you want extra practice, try the questions below.

5a. Use this fact to complete the calculations.

$$600 \div 20 = 30$$

$$60 \div 20 = \square$$

$$6 \div 20 = \square$$

$$30 \times 20 = \square$$

$$60 \div \square = 0.3$$

$$0.3 \times 2 = \square$$



6a. If $14 \times 208 = 2,912$, what is:

$$A. 14 \times 20.8 =$$

$$B. 1.4 \times 208 =$$

$$C. 1.4 \times 2,080 =$$



7a. True or false?

If $28 \times 19 = 532$ then $280 \times 1.9 = 53.2$.
2a. Alice is using $45 \times 2 = 90$ to solve other calculations.

She says,

45 x 20 will give the same answer as 4,500 x 2. They both equal 900.



Alice

Is she correct? Explain how you know.



R

3a. Which is the odd one out?

$$A. 60 \times 20$$

$$B. 60 \times 2$$

$$C. 6 \times 200$$

$$D. 600 \times 2$$

Explain how you know.

Practise your times tables up to 12×12 – you need to be able to shout out the answer within 6 seconds.

Play these games to help practise first:

<https://www.topmarks.co.uk/mathsgames/hit-the-button>

<https://mathsframe.co.uk/en/resources/resource/383/Marlons-Magical-Maths-MissionMultiplication>

<https://mathsframe.co.uk/en/resources/resource/289/KS2-Maths-Invaders>

Use TTRS to build your pace – see if you can beat Miss Griffiths' weekly challenge on Rockslam!

Flashback 4 Year 6 Week 7 D

- Calculate $3,688 \times 12$
- Which is greater, 2 cubed or 2 squared?
- What are the common factors of 18 and 24?
- How long is the journey from Green Park to Penny Bridge on bus A?

	Bus A	Bus B	Bus C
Green Park Road	08:45	09:50	09:15
Forrest Drive	09:05	09:20	09:35
Summersville Street	09:22	09:37	09:52
Penny Bridge	09:40	09:55	

Flashback 4 Year 6

- Complete the number sentence.
 $48 \times 15 = 48 \times ? + 48 \times 5$
- Is 9 a prime number?
- Write down the factors of 15
- How many minutes are there in 2.5 hours?

Flashback 4 Year 6

- Calculate $10 \times (12 + 4)$
- Which number is the lowest common multiple of 15 and 20?
- Calculate $1,188 \div 12$
- How many mm is equal to 3 m?

5 Rea din g	<p>Reading</p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p>Link to free online e-books: https://home.oxfordowl.co.uk/reading/free-ebooks/</p>	<p>Reading</p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p>Link to free online e-books: https://home.oxfordowl.co.uk/reading/free-ebooks/</p>	<p>Reading</p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p>Link to free online e-books: https://home.oxfordowl.co.uk/reading/free-ebooks/</p>	<p>Reading</p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p>Link to free online e-books: https://home.oxfordowl.co.uk/reading/free-ebooks/</p>	<p>Reading</p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p>Link to free online e-books: https://home.oxfordowl.co.uk/reading/free-ebooks/</p>
6 Proj ect	<p style="text-align: center;"><u>Geography</u></p> <p>Use the following link on the BBC Bitesize website to practise and review your geography skills. There are sessions related to longitude/latitude, time zones and map reading skills. https://www.bbc.co.uk/bitesize/topics/zvsfr82?scrlybrkr=521c2621</p> <p>Once you have accessed the sessions on the BBC website, use the following link to complete a map skills session. You will be taught to read four-figure grid references, will be introduced to the geographical concept of scale, and will be able to identify map symbols. The lesson ends with a game of bingo using the maps and symbols. https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-four/</p> <p>If you are still looking to complete more topic work, you could create your own map of your local area. Remember to include symbols to signify any local features, and challenge yourself to include the hills and valleys in your local area using contour lines.</p> <p style="text-align: center;"><i><u>You can also select on-going 'Chilli Challenge' homework tasks.</u></i></p>				