

## P6 Tasks

w/c 11<sup>th</sup> May – PERSONAL PROJECT DUE FRIDAY 15<sup>th</sup>

**PE** - Create a dance routine to your favourite tune

**HWB** - Write a letter to a friend or relative

### **LITERACY**

#### Spelling

Brainstorm as many words that include the following sound – age

Remember to grow your words

From your lists choose 10 words do one of the following activities

Use a thesaurus to find 5 synonyms for your word	Write a silly sentence that includes all your spelling words	Create a wordsearch with your words	Play hangman with someone using your words	Create your own spelling game
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#### Reading

Choose one of the following to complete.

**MOANA - HOW FAR I'LL GO**

I've been staring at the edge of the water  
'Long as I can remember, never really  
knowing why  
I wish I could be the perfect daughter  
But I come back to the water, no matter  
how hard I try  
Every turn I take, every trail I track  
Every path I make, every road leads back  
To the place I know, where I can not go,  
where I long to be  
See the line where the sky meets the sea?  
It calls me  
And no one knows, how far it goes  
If the wind in my sail on the sea stays  
behind me  
One day I'll know, if I go there's just no  
telling how far I'll go

**Questions**

- Why do you think she has been staring at the edge of the water?
- How do you feel about open water? Does it make you feel excited or scared? Why?
- Why do you think she wants to be a 'perfect daughter'?
- Is there such a thing as being perfect? Why? Why not?
- Do you think she is supposed to be at the water? Are there any clues that support your answer?
- The tempo of the music changes during 'Every turn I take, every trail I track'. Why do you think this happens? Does it suit the lyrics she is singing?
- Why do you think Moana can not go to the water?
- Can you think of any reasons why you must be careful around water?
- Can you think of any words to describe the water?
- Do you think Moana is feeling quite optimistic that one day she will be able to go into the water?
- Can you find any clues to support your answer?

<https://www.youtube.com/watch?v=cPAbx5kgCJo>

## Card 21 - St. Nicholas

Jolly old St. Nicholas,  
Lean your ear this way!  
Don't you tell a single soul,  
What I'm going to say;  
Christmas Eve is coming soon;  
Now, you dear old man,  
Whisper what you'll bring to me:  
Tell me if you can.



When the clock is striking twelve,  
When I'm fast asleep,  
Down the chimney broad and black,  
With your sack you'll creep;  
All the stockings you will find  
Hanging in a row;  
Mine will be the shortest one,  
You'll be sure to know.

Emily Huntington Miller, 1865

### Questions

- R** 1. In what year was this poem written?
- R** 2. List all pairs of rhyming words in this poem.
- U** 3. What does 'Lean your ear this way' mean?
- A** 4. When do you think the first verse of this poem is set? How do you know?
- A** 5. At what time will he come down the chimney? Why?
- E** 6. Do you think the narrator has brothers or sisters? Why?
- C** 7. Research the poem and write the third verse, then retell the poem's story as a comic strip.

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## Writing

### Story starter!



In the deepest, darkest depths of the forest, Mr. Wolf waited.

His disguise hadn't worked, but that didn't concern him. Now, the boy thought he was safe. Mr. Wolf didn't think he was. Mr. Wolf knew exactly where he was. He could sense him. He could smell him. He could almost taste him...

Can you use them to continue the story about the wolf?

Image by: Caras Ionut

Pobble.com  
Pobble365.com

## Numeracy

National Sumdog Competition – play sumdog for at least one hour during the week.

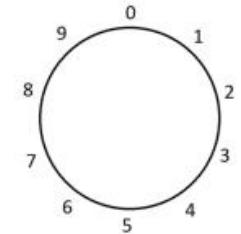
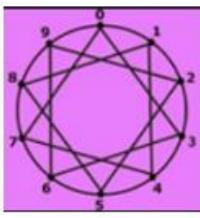
Choose a maths art activity to complete

### Maths and Art

Create a messy geometric picture. Put masking tape onto the canvas in a series of intersecting lines of various lengths and at various angles. Now get messy! Splatter the canvas with paint, the more freeform the better. Allow the paint to dry then remove the tape. What shapes have you been left with?



Using the numbered circle shown investigate the different patterns that times tables can make. Take the unit number from a times tables sequence (e.g. in the 3 times table 3, 6, 9, 2, 5,...) and use that sequence to create a linear pattern that travels from one digit to the other.



Investigate different times tables patterns on the same numbered circles. Are there any times tables that create the same patterns?



Download a set of tangrams

(<https://www.activityville.co.uk/tangram-colour>)

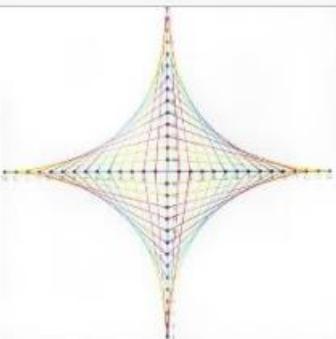
Carefully cut out the tiles and use them to create your own pictures. Can you recreate some of the images below?



Did you know that you can create curves by only drawing straight lines? These curves are called parabolic curves and, if you look closely, you will see that they have been made entirely out of joining the same digits together with straight lines. Download different parabolic grids here

[https://mrchads.weebly.com/uploads/9/1/3/8/9138245/parabolic\\_curve\\_worksheet.pdf](https://mrchads.weebly.com/uploads/9/1/3/8/9138245/parabolic_curve_worksheet.pdf)

Try joining points together with a range of different colours to create a rainbow pattern or using a drawing pencil leaving you with a design that you could colour in.



Fractal Symmetry drawings. Experiment drawing with one shape only. For example a square. Decide on your rules, perhaps rotate 45 degrees and shrink shape by 1cm. overlap these shapes on a set point. What designs can you create?



Using only 2D shapes what skylines can you design?



Using mathematical symbols and digits create a portrait or a picture. Try to hide some of the symbols and challenge a grown up to try to find them all.



Continue to practice your numeracy skills on Hit the Button

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

Use topmarks to revise any of the numeracy topics we have covered so far this year (addition, subtraction, multiplication, division, time, bus and train timetables, graphs, shape, money, factors, fractions, area and perimeter)

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=3>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

### Rigour Maths

Revise the topics we have covered so far using the above website.

Also revise the strategies you use with the Rigour calendar, you could also use these to do a number talks with your parents (discuss the different strategies you used to get the answer) <https://www.cdmasterworks.co.uk/e-s-o-s/>

w/c 18<sup>th</sup> May

**PE** – Create a short obstacle circuit in your garden using everyday items

**HWB** – carry out a random act of kindness for a member of your family

## LITERACY

### Spelling

Brainstorm as many words that include the following sound – ou

Remember to grow your words

From your lists choose 10 words do one of the following activities

Use a thesaurus to find 5 synonyms for your word	Write a silly sentence that includes all your spelling words	Create a wordsearch with your words	Play hangman with someone using your words	Create your own spelling game
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### Reading

Choose one of the following to complete.



**THE DESCENDANTS - SO MANY WAYS TO BE WICKED**

Crashin' the party, guess they lost my invitation  
Friendly reminder got my own kinda persuasion  
Looks like this place could use a bit of misbehaviour  
Happily ever after with a little flavour  
Bad to the bone, with even worse intentions  
We're gonna steal the show, and leave 'em all defenceless  
A fairy tale life can be oh-so overrated  
So raise your voices and let's get it activated  
Long live havin' some fun  
We take what we want  
There's so many ways to be wicked  
With us evil lives on the right side of wrong  
There's so many ways to be wicked  
Apple, apple dip, dip  
Wanna try it?  
Tick, tick  
Take a bite, o'mon, be bold  
Change the way the story's told  
This time the dark is finally getting your attention  
We're wicked by the book, and class is back in session  
You like it, steal it  
Gotta beat 'em to the treasure  
A right of passage- bad just doesn't get much better

**Questions**

- What does 'crashin the party' mean?
- Do you think their invitation was lost? Why/ Why not?
- Why might they not be invited to the party?
- Do you think there is ever a right time to 'use a bit of misbehaviour'?
- What does 'bad to the bone' mean? Do you think it is a good use of descriptive language?
- If someone is left defenceless, what does this mean?
- 'A fairy tale life can be oh-so overrated'. Can you think of anything that you think is overrated?
- 'Apple, apple dip, dip'. Which other Disney film do you think they are referring to with this lyric?
- What does being 'bold' mean?
- 'Bad just doesn't get much better'. Do you agree or disagree with this?
- Can you think of a time you were good/bad?
- Do you think the Descendants really like being bad?

<https://www.youtube.com/watch?v=GU0DhAIYCyI>

## Card 15 - Contents

Table of Contents	
Page 2.	Introduction
Page 3.	Cars
Page 4.	Buses
Page 5.	Vans
Page 6.	Motorbikes
Page 7.	Cyclists
Page 8.	Pedestrians
Page 9.	Staying safe
Page 12.	Index

## Questions

- R** 1. What page would you look to find information about vans?
- R** 2a. What is on page 6?  
2b. What is on page 1?
- U** 3. Why is there no page 10 or page 11 in the Contents?
- A** 4. What would a good title for this book be?
- A** 5. What do you think 'Staying safe' will be about? Why?
- C** 6. Draw a front cover for this book.
- C** 7. Research and make one of the pages for this book.



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## Handwriting

Copy the poem below, remembering to present it in your best handwriting.

Draw a picture with it that links to the poem

### Horton Hatches the Egg

By Dr Seuss

I meant what I said  
And I said what I meant....  
An elephant's faithful  
One hundred per cent!

And it should be,  
it should be, it SHOULD be  
like that!  
Because Horton was faithful!  
He sat and he sat!

"My goodness! My gracious!"  
they shouted. "MY WORD!  
It's something brand new!  
IT'S AN ELEPHANT-BIRD!!"

## Numeracy

### Stirling and Clackmannanshire Sumdog Competition – play sumdog for at least one hour during the week.

Choose a maths activity to complete

#### Cooking with Maths

##### Edible dominoes

Make edible dominoes using this recipe from Sainsbury's  
<https://recipes.sainsburys.co.uk/recipes/baking/domino-biscuits>



You will need to weigh with grams and measure volume with tablespoons. 1 tablespoon is 15ml, can you convert the amount of milk into ml? What about if you made a double batch? Can you double the other ingredients too? You have to roll out the dough until it is 3mm thick. Use a ruler to check. Last of all cook them for 10 minutes. If you put the dominoes in at 3:30 what time would they be ready? What would that time look like on an analogue clock?

Young children need to practise subitising (instantly recognising the number of objects in a small group without counting them) so put the smarties into a variety of arrangements on the biscuits instead of sticking to the classic dice formations in the picture.

Ask older children to think systematically. If you had a different colour for each number, how many of one colour would you need for all the dominoes with a 6 on? With a 5 on? Etc. Can you use one answer to calculate the next answer more quickly? How?

Play classic dominoes to practise number recognition and matching. Play again but this time, instead of matching numbers, place dominoes touching so that the total where they touch is always 6? Can you make a list of all the possible combinations in order?

Add the numbers on each domino and sort them by total. Can older children work out how many dominoes there will be for each total before checking practically. What if the dominoes could have 7 or 8 on them?

##### Playdough

Make playdough - you could try this simple no cook recipe  
<https://www.bbcgoodfood.com/howto/guide/playdough-recipe>



If you wanted to make two different colours, how much of each ingredient would you need now? What about if you wanted to make 3 colours or 4?

Use playdough to investigate length and mass through play. Can you roll a sausage that is longer than the spoon? Shorter than the key? Can you make a bun that is heavier than the teaspoon? Help your child to get a feel for how heavy a gram and a kilogram are by using scales and by looking at weights on bags e.g. flour.

Make playdough cupcakes and provide real decorations to put on them. Young children can follow a 'recipe' to decorate their cake making sure they recognise numerals and count accurately. Older children can work on division, multiplication and fractions with questions like. If we wanted to put 3 candles on each cake, how many candles would we need altogether? We have 24 silver balls and 6 cakes. If we want to share them equally how many would be on each cake? We are going to share the cakes between 4 children, how many cakes will they each get? Put a third of the jelly beans on this cake and then share the rest equally. How many will be on that cake?

##### Mr Twit symmetrical pie

Make a pie with mashed potato on top like a Shepherd's Pie or a Fish Pie.

Use different food ingredients to make a face on top. Can you name the different 2d and 3d shapes and say why they would be good for each body part? E.g. we need a sphere for the eyeball. The eyebrows should be rectangle-shapes. What could we find for that? Try to make your face symmetrical too. The original design (pictured) comes from Roald Dahl's revolting Recipes but you could make an animal face or even yourself.



MR. TWIT'S BEARD FOOD  
from Twit Twidgle

##### Roman Ratio cookies

Not every roman household would have been rich enough to have scales. Imagine cooking without scales. The recipe may have been given in parts like on the right. The parts are mass not volume.

Give your child 500g of flour, 500g sugar and 300g butter that they have bought at the Roman market and 10 cups.



Yikes! We do not have the right amounts...  
500 grams 500 grams 300 grams  
Puzzle it out before you bake.

They cannot afford to buy more of anything but it is OK to have some ingredients left over. It is important to make as many biscuits as possible from these ingredients while maintaining the correct ratio.

Can they work out a method using just the cups? Ask them to show their logic on a piece of paper with words or pictures before mixing ingredients. (answer upside down below)

(NB: remember 500g of different ingredients don't always take up the same volume e.g. 500g of cornflakes would be more cups than 500g of flour so you can't just do the same volume of sugar and flour.)

You could use your cookies to investigate factors. You can watch the video of The Doorbell Rang for some ideas for 12 cookies. <https://www.youtube.com/watch?v=BXtu90JnDkM>

Assuming you baked 12 cookies you could represent the recipe using the algebraic equation

$$4f + 2s + 3b = 12c$$

Using these costs for the original ingredients can you calculate the cost per cookie?

flour cost 20 aureus for 500g, sugar cost 5 aureus for 500g, butter cost 10 aureus for 500g

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w/c 25<sup>th</sup> May

**PE** – Create a list of races for a virtual sports day that could be done in your garden.

**HWB** – Write a list of 10 things you want to do once lockdown is lifted.

## LITERACY

### Spelling

Brainstorm as many words that include the following sound – ant

Remember to grow your words

From your lists choose 10 words do one of the following activities

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### Reading

Choose one of the following to complete.



**THE LITTLE MERMAID - UNDER THE SEA**

The seaweed is always greener  
In somebody else's lake  
You dream about going up there  
But that is a big mistake  
Just look at the world around you  
Right here on the ocean floor  
Such wonderful things surround you  
What more is you lookin' for?  
Under the sea  
Under the sea  
Darling it's better  
Down where it's wetter  
Take it from me  
Up on the shore they work all day  
Out in the sun they slave away  
While we devotin'  
Full time to floatin'  
Under the sea  
Down here all the fish is happy  
As off through the waves they roll  
The fish on the land ain't happy  
They sad 'cause they in their bowl  
But fish in the bowl is lucky  
They in for a worser fate  
One day when the boss get hungry  
Guess who's gon' be on the plate?

**Questions**

- Where would you find seaweed? Have you ever touched it? What did it feel/smell/look like?
- Why would Ariel dream about going 'up there'? Where is 'up there'?
- Sebastian says this is a big mistake. Why do you think he says this? Do you think it would be a mistake? Why/why not?
- Ariel's world is the ocean floor. Would you like this to be your world? What kinds of things make up your world?
- What wonderful things do you think make up Ariel's world? Why do you think she wants to leave it?
- 'While we devotin'. What does 'devotin' mean? Why do you think it is spelled slightly different in the lyrics?
- Sebastian compares the fish in the sea to the fish on land. Why do you think he does this? Is it convincing?
- What does 'fate' mean?
- Who do you think is going to be on the plate?
- Can you summarise Sebastian's main points to convince Ariel to stay under the sea? Pretend you are Ariel. Can you come up with an argument for each point?

[https://www.youtube.com/watch?v=GC\\_mV1lpjWA](https://www.youtube.com/watch?v=GC_mV1lpjWA)

## Card 20 - New home



"I really hope this family likes me." Tom thought as he approached the door with his social worker. It was the fourth family he had gone to since the accident. He really missed his parents. He wondered if this new house would be his new 'forever' home. He wondered what they would be like - his new carers.

He felt sick inside as the social worker knocked on the door. Tap, tap, tap. The seconds felt like hours as he stood there in the doorway waiting for it to open. He heard a dog barking inside and winced, imagining a huge, vicious beast. And then, the door opened. She saw a young lady with such a warm smile. He couldn't help but smile back.

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### Questions

- R** 1. How did Tom feel when the social worker knocked on the door?
- U** 2. How many other families had Tom been to 'since the accident'?
- A** 3. Why did the seconds feel like hours?
- A** 4. How do you think Tom felt at the end of this text? Why?
- A** 5. Do you think Tom wants this to be his 'forever' home? Why?
- E** 6. Do you think Tom liked the other families? Why?
- C** 7. Continue the story as Tom goes into the house and meets the dog and any other family members.



### Writing



Choose 4 things you notice about the picture.

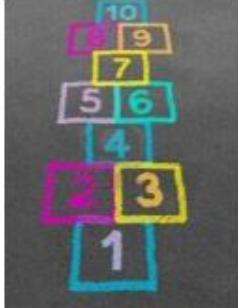
Brainstorm adjectives to help you describe each of the 4 things.

Write a descriptive sentence for each of the 4 things using your adjectives.

# Numeracy

Play some sumdog for fun.

Choose a maths activity to complete

 <b>Garden Maths</b>	 <b>For Maths</b>
<p>If you have a garden and are lucky enough to be able to make the most of the beautiful weather at the moment then here are some ideas for mathematical activities that can be done with things from your garden or by using the location of your garden.</p> <p><b>Investigating symmetry</b> - what things in your garden can you find that have symmetrical features (leaves, flowers, butterflies, insects)?</p> <p>Try cutting some of the leaves/flowers that you have found in half and drawing the other half using reflective symmetry.</p> 	<p>Hopscotch Number Sequence - draw a hopscotch grid and encourage your child to try to throw the stone on an odd number, an even number, a number lower than 5, a number greater than 8.</p> <p>For older children ask them about the actual hopscotch grid. What number patterns can they see? How many different patterns can they find? Can they spot any times tables in the sequences? Would 14 be in a single square? Would 17 be in a double square? Will the 10<sup>th</sup> number in the single square be odd or even?</p> 
<p><b>Counting</b> - Ask your child to go and collect a certain number of objects. Use these collections of objects to investigate concepts such as more or less, total and difference.</p> 	<p><b>Data Handling</b> - throw a hula hoop on the ground or mark out an area with ribbon or string. Ask your child to look at what they can see within the circle. Encourage them to think about an efficient way to gather data about this range of objects. Could they create a tally chart? Can this information be used to create a bar chart or pie chart?</p> 
<p><b>Roman Numerals</b> - Make a range of Roman Numerals using twigs, sticks or blades of grass. Can you make your age? Can you make today's date?</p> <p>How many twigs/blades of grass did you use to make your age?</p> <p>Investigate numbers up to 100. Which Roman Numeral took the most sticks to make?</p> 	<p><b>Investigating capacity</b> - using a range of containers and bottles investigate how many smaller containers in takes to fill a larger container. How could a larger container be filled exactly using a range of smaller containers?</p> <p><b>KS1</b> - non-standard measures (cups, buckets, plant pots, watering cans)</p> <p><b>KS2</b> - Standard measures (bottles or containers with metric measures marked on the labels) Encourage these children to look at the numerical values of each container and try to calculate mathematically first then test their calculation practically - 1 litre will be filled using one 500ml bottle, 2 200ml yoghurt pots and one 100ml carton.</p> 
<p><b>Fibonacci</b> - This spiral pattern occurs often in nature and it is called the Fibonacci sequence or the Golden Ratio. It follows a mathematical rule, yet many things grow in this pattern naturally. Can you find any plants in your garden that follow the Fibonacci sequence?</p> 	<p><b>Skittles/Water pistol targets</b> - Save a number of plastic bottles to make skittles or water pistol targets. How many skittles/targets can your child knock over with one throw or one squirt?</p> <p>For older children assign each bottle a different numerical value. Encourage them to work out a system for keeping a running total to keep track of their scores over a number of goes. What is the most efficient way to add the new score on to the running total? Can they work out the difference between the winning score and the other scores?</p> 

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