Year 6 Home Learning 17/11/2020 Daily Timetable

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| Morning Tasks  | Practise this week’s spellings using the look, cover, write,check method. Can you use the words in a sentence? Use this as an opportunity to discuss the meaning of the words and put them in context. Practise your cursive handwriting while you’re at it! Daily mental maths: <https://www.topmarks.co.uk/maths-games/daily10> (Level Six, addition).Enjoy reading a chapter of your reading book or library book aloud to a family member.  |
| English  | Look through the slides on reciprocal reading strategies. First, verbally summarise Episode Two to remind yourself what happened. Can you summarise the key events clearly and concisely? Next, make some predictions as to what you think might happen in Episode Three. Write down a few events which you believe might happen. After these first two tasks, enjoy listening and reading along with Episode Three: The first of the three spirits:<https://www.bbc.co.uk/teach/school-radio/english-ks2-a-christmas-carol-episode-3-the-first-of-three-spirits/zbpkgwx> Your next task is to clarify any unfamiliar words by looking them up in a dictionary, after guessing what they might mean based on the context. <https://www.oxfordlearnersdictionaries.com/> Finally, if you could ask Scrooge a question, what would it be? What would you ask the ghost? What would you like to ask the author, Charles Dickens?  |
| Maths  | Continuing from yesterday’s objective, we will consolidate adding and subtracting fractions. It’s easy to add and subtract fractions when the denominators are the same. I.e. 1/4 + 2/4 = 3/4 But what about when the denominators are different? We learnt yesterday about finding a common denominator. Watch the below video: <https://vimeo.com/470094960> Can you complete the fraction calculations on the accompanying worksheet?  |
| History  | What do you already know about the Industrial Revolution? Go through the slides explaining what the Industrial Revolution was, including the development of steel, steam and the number of factories. How do you think the Industrial Revolution affected the lives of people in Britain? Watch the below video clip: <https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4> The population moved from the countryside to the towns because of the increase in work available in factories. Can you describe how this affected living conditions and the lives of ordinary people in Britain? Think about the positive and negative effects of the Industrial Revolution and complete the table on the slides with your initial ideas. (see final slide).Using the fact cards, sort them into a Venn diagram (see below.) Positive effects of the industrial revolution in one circle, negative effects in the other and facts which could be both positive and negative can be written in where the circles overlap.  |