



## Key Stage 2 Weekly Learning Guide

<b>Year:</b> 6, Elm and Oak	<b>Theme:</b>	<b>Week beginning:</b> 15.06.20
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### Daily Activities

<b>Wake up &amp; Shake up</b> 20 - 30 mins	Exercise with Joe Wicks, go for a walk, run or dance, practise your football skills in the garden. Keep a skills diary e.g. how many keepy-uppies can you do over the course of a week or how many seconds you can hold a plank for.
<b>Reading</b> - 20 mins	Read a reading book from home, school or online. Try the reading comprehension called 'A Ship in a Storm'
<b>Maths</b> - 30 mins	Log on to Mathletics or PurpleMash and practise a key skill listed below. Have a look on Google Classroom for the extended maths projects: <b>Twinkl Maths Problem Cards</b>
<b>BREAK</b>	Eat a healthy snack, exercise or relax with some mindfulness.
<b>Times Tables</b> - 10 - 15 mins	Log on to Time Tables Rock Stars or Mathletics to hone your times tables and arithmetic skills. Lower your TTRockstars speed to under two seconds per question.
<b>Spelling</b> - 5 - 10 mins	Practise your weekly spelling list and put your spellings into sentences. Challenge: can you write a silly short story using ALL your spelling words?
<b>Writing</b> - 30 mins	Use the picture of the ship in a stormy sea to tell a story. The beginning has been written for you. Can you challenge yourself with some prepositions?

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> <li>Understand how to add, subtract, multiply and divide fractions</li> <li>Understand simple algebraic equations and how to find unknowns</li> <li>Understand how to convert between different metric measurements</li> <li>Understand how to convert between key metric and imperial measures e.g. km - miles</li> <li>Confidently convert between fractions, decimals and percentages</li> <li>Multiply and divide by 10, 100, 1000 confidently and quickly</li> </ul>	<ul style="list-style-type: none"> <li>Be able to decode increasingly complex texts</li> <li>Understand how to infer meaning from texts (reading between the lines)</li> <li>Ask questions about the author's motivations for using certain words or sentence structures</li> <li>Be able to answer a range of different comprehension questions related to texts that you have been reading</li> <li>Understand how to write short summaries of fiction and non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Using simple SPaG conventions consistently and correctly i.e. capital letters, full stops or other ending punctuation</li> <li>Writing developed noun phrases with ambitious vocab</li> <li>Use varied sentence structure, thinking about sentence openers to excite the reader e.g. fronted adverbials</li> <li>Use interesting punctuation to engage your audience e.g. semi-colons, brackets and exclamation marks</li> </ul>

### Weekly Activities

<b>Geography/History</b> For Geography this week, we would like you to focus on the impacts that storms have on people. For this piece of research, you may choose to focus on a famous extreme storm, either close to home or further afield. If you are particularly interested with storms around the world, you could focus on tropical storms in the Caribbean, S.E. Asia or other extreme storm patterns across the world. When doing this activity, it is a good idea to have a look at past news articles on websites such as BBC, First News and Newsround to get an idea of what people experience when their homes are impacted by extreme storms.	<b>PSHE</b> For PSHE this week, we would like you to focus on diversity. In our puzzle "Being Me," we looked a lot at the importance of diversity and what that means for us and society. You can start your task by mindmapping what diversity means to you and then perhaps related words (or synonyms) to the word diversity. Afterwards, we would like you to either: <ol style="list-style-type: none"> <li>1) Create a piece of artwork that symbolises or has a message of diversity</li> <li>2) Write a short piece of writing, such as a short story or poem, about diversity</li> </ol>
<b>Science</b> <a href="https://eo.ucar.edu/kids/dangerwx/tstorm4.htm">https://eo.ucar.edu/kids/dangerwx/tstorm4.htm</a> <a href="https://www.weatherwizkids.com/weather-thunderstorms.htm">https://www.weatherwizkids.com/weather-thunderstorms.htm</a> Use these websites to help explain how storms are caused. Can you draw a diagram to go with your explanation? Thinking of the water cycle might help you.	<b>Art</b> For art this week, we would like you to try and show two different days on a beach. Split your page in half and show a calm day in one half and a stormy day in the other. Think about the sky, waves, colours, clouds etc. Use any medium you like!





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### Problem 1

Toby has saved up £52.85.  
His big sister has saved up £123.60.

How much have they both saved up altogether?

### Problem 2

The total perimeter of a regular octagon is 296cm.

What is the length of one side?

### Problem 3

Can you find two numbers that add up to 250?

123	222	109	78	115
239	86	72	148	
201	136	129	97	114

### Problem 4

Anne has £8.97.  
She buys some fruit. Now she has £5.34.

How much did her fruit cost?

### Problem 5

A factory makes 3.8 litres of lemonade a minute.

How much lemonade is made in 7 minutes?

### Problem 6

A factory uses 112 kilograms of sugar to make 16 batches of lemonade.

How much sugar is used per batch?

### Problem 7

For every 7 eggs that Chicken A lays, Chicken B lays 12.

If Chicken A lays 84 eggs, how many eggs does Chicken B lay?

### Problem 8

Which is greater?

25% of 76

20% of 84



### Problem 9

2357 people go to a concert.  
The tickets cost £4.70.

How much money was made?

### Problem 10

Jane travelled 17.6km on a bus,  
8.2km by train and then a further  
1300m by foot.

How many kilometres has Jane  
travelled?

### Problem 11

What is the total of £113.56,  
£8.79 and £281.24?

### Problem 12

An apple costs £0.36.

How much would 12 apples cost?

### Problem 13

There is a 25% reduction off of the price of a table.

The original price was £300.

How much is it now?

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### Problem 14

There are 92 children in year 6.

One quarter of the year walk to school. 18 children are driven. 23 children cycle.

How many children use other forms of transport?

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### Problem 15

831 are getting on a train.

Each carriage seats 60 people.

How many carriages are needed for everyone to be able to sit?

How many spare seats are there?

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### Problem 16

1272 people have bought tickets for a concert.

The venue has 30 rows of 42 seats.

How many people will have to stand?

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### Problem 17

Farmer Jack has 48 sheep.  
Half of his sheep have twins, quarter have one lamb and two sheep have triplets.  
Two thirds of the lambs are male.

How many female lambs are there?

### Problem 18

For every male cow on the farm, there are 7 female cows.

If there are 301 female cows, how many male cows are there?

### Problem 19

I think of a number, add 5.1 and multiply it by 3.5.

The answer is 35.

What was my number?

### Problem 20

A shop makes £32,350 this year. That is £2,456 better than last year.

What did the shop make last year?



# Answers:

1. £176.45
2. 37cm
3. 114 & 136
4. £3.63
5. 26.6 litres
6. 7kg
7. 144 eggs
8. 25% of 76 (19)
9. £11 077.90
10. 27.1km
11. £403.59
12. £4.32
13. £225
14. 28 children
15. 14 carriages with 9 empty seats
16. 12 people
17. 22 lambs
18. 43 cows
19. 4.9
20. £29 894

## Group 1

digital

quadrant

numeral

multiplication

observation

container

electricity

measurement

precaution

function

## Group 2

digital

quadrant

numeral

multiplication

observation

container

electricity

measurement

precaution

function

## Group 3

isle

aisle

aloud

allowed

affect

effect

ascent

assent

cereal

serial

## A SHIP IN A STORM


Did you ever go far out into the great ocean? How beautiful it is to be out at sea when the sea is smooth and still!

Let a storm approach, and the scene is changed. The heavy, black clouds appear in the distance and throw a deep, deathlike shade over the world of waters. The captain and sailors soon see in the clouds the signs of evil. All hands are then set to work to take in sail.

The hoarse notes of the captain, speaking through his trumpet, are echoed from lip to lip among the rigging. Happy will it be, if all is made snug before the gale strikes the vessel.

At last, the gale comes like a vast moving mountain of air. It strikes the ship. The vessel heaves and groans under the dreadful weight and struggles to escape through the foaming waters. If she is far out at sea, she will be likely to ride out the storm in safety. But if the wind is driving her upon the shore, the poor sailors will hardly escape being dashed upon the rocks and drowned.

Once there was a ship in a storm. Some of her masts were already broken, and her sails lost. While the wind was raging, and the billows were dashing against her, the cry was heard, "A man has fallen overboard!"

The boat was lowered quickly, and she was soon seen bounding on her way over the mountain waves. At one moment, the boat seemed lifted to the skies, and the next, it sank down and appeared to be lost beneath the waves! 

Finally, the man was found. He had almost drowned; but he was taken on board, and now they made for the ship. But the ship rolled so dreadfully that it seemed certain the boat wouldn't make it to her. And now, what should they do?

The captain told one of the men to go aloft and throw down a rope. This was tied fast to the boat, and when the sea was somewhat calm, the boat was hoisted and landed on the ship with a dreadful crash. It was a desperate way of getting on board, but fortunately no lives were lost.

On the dangerous points along our seacoast are lighthouses which can be seen far out at sea and serve as guides to ships. Sometimes the fog is so dense that these lights cannot be seen, but most lighthouses have great fog bells or fog horns; some of the latter are made to sound by steam and can be heard for a long distance. These bells and horns are kept sounding as long as the fog lasts.

There are also many life-saving stations along the coast where trained men are ready with lifeboats. "When a ship is driven ashore they at once go to the rescue of those on board, and thus many valuable lives are saved.

Take it all in all; a sailor's life is a very hard one. Our young friends owe a debt of gratitude to those whose home is upon the great waters, and who bring them the luxuries of other countries.

1. Based on the passage, what is a **gale**?
2. Why do lighthouses use fog bells?
3. Why is it safer for a ship to be in a storm when it is far out at sea?
4. Give an example about why, as the passage says, "A sailor's life is a hard one."



The wind howled menacingly like a wolf at the full moon. Lightning licked across the evil sky: a serpent's tongue tormenting the clouds. The Earth began to shatter...

Can you continue the story using similes and metaphors to paint a vivid picture in the readers mind of The Greatest Storm?

### Challenge

A preposition is a word which shows the relationship between one thing and another.

Examples; beneath, beside, on, within, under, over, beyond

Can you write 3 sentences that contain prepositions?



Watch the lesson on you tube. <https://youtu.be/bO7SPaYfZl0>



## Materiales

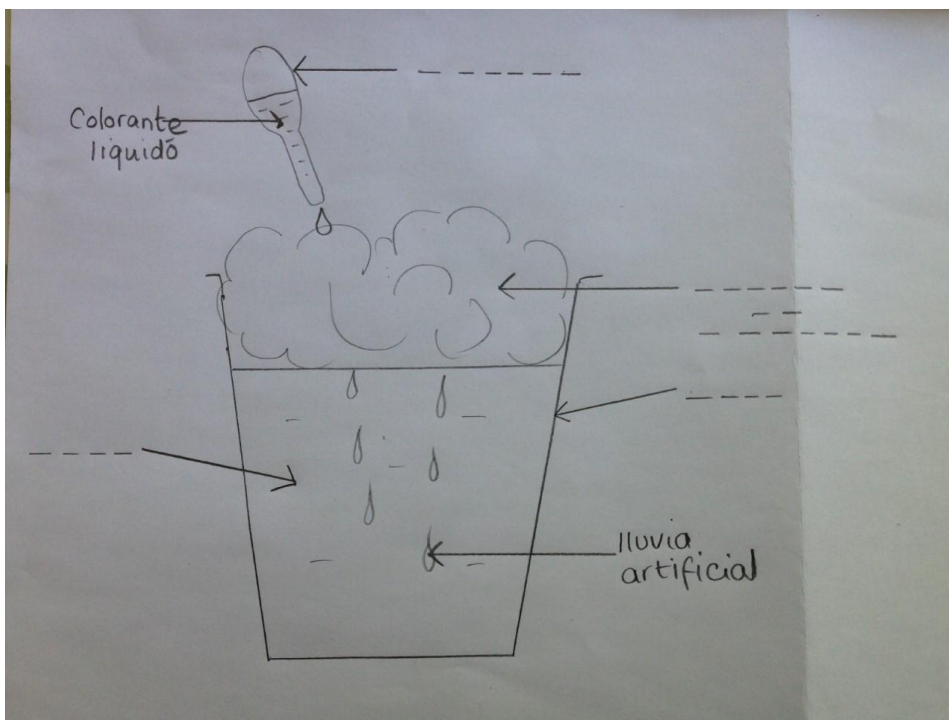
Necesitarás los siguientes materiales:

- ✓ Espuma de afeitar o espuma para el cabello
- ✓ Vaso
- ✓ Agua
- ✓ Colorante alimentario o acuarela líquida
- ✓ Gotero, pipeta o cuchara pequeña

## Procedimiento

Llena  $\frac{3}{4}$  de tu vaso o frasco con agua del grifo. Usa la espuma para crear una nube en la superficie del agua, espera un minuto a que la espuma se asiente un poco. A continuación, agrega varias gotas del colorante de alimentos encima de la nube de espuma. A medida que la nube se hace más pesada por el colorante, observarás que el colorante cae al agua creando un efecto similar a la lluvia.

Label the diagram using words from above



La Cancion del Tiempo, por Señor Jordan



Cuando  
**hace sol,  
hace sol,**  
necesito usar  
bloqueador.



Cuando  
**hace calor,  
hace calor,**  
¡quiero  
más helado  
por favor!



Cuando  
**hace frío,**  
me pongo  
los guantes  
y un abrigo.

x2



Cuando  
**hace fresco,**  
cerca del fuego  
permanezco.



Cuando **hace viento,**  
**hace viento,**  
normalmente  
camino  
más  
lento.



Cuando **está despejado,**  
**está despejado**  
  
**hace sol y no** está nublado.


Cuando  
**está  
lloviendo,**  
quiero estar  
en mi cama  
durmiendo.



x2

Cuando  
**está  
nevando,**  
chocolate  
caliente  
estoy  
tomando.



Cuando  
**afuera está feo,**  
**afuera está feo,**  
  
los truenos escucho  
y los rayos veo.



Cuando  
**está bonito,**  
**está bonito**  
**afuera,**  
¡hacer un picnic  
yo quisiera!



Cuando  
el clima  
no sé,  
necesito preguntar:  
"¿Qué tiempo hace?"



x2

Cuando  
el clima  
no sé,  
necesito preguntar:  
"¿Qué tiempo hace?"

