

# Weekly Plan for Year 6: 25-01-2021

Dear Parents,

Here is the planning for this week. Please take photos where applicable (please ensure the photo clearly shows the children's work, and that it is readable) and send the photos and work to [class6@st-edmunds-rc.oxon.sch.uk](mailto:class6@st-edmunds-rc.oxon.sch.uk). There are daily reading comprehensions on Purple Mash, and weekly spelling practice. The children are expected to practice their times tables every day. Please encourage the children to look after their presentation and punctuation when writing in their books. I will send resources for the lessons via email – please do let me know if there any problems with these.

You can watch the weekly worship session from [the Mark 10 Mission](http://theMark10Mission.com) website so the children can understand and reflect on last Sunday's Gospel. Please click on <https://www.themark10mission.co.uk/theepisodes/seriesthree> to access the most recent episode. For each episode, you have the choice to print the Gospel as well so your child can follow the text.

Thank you for your help and support.  
Mrs Dahle

## Monday

Maths	
<b>Mental Arithmetic Monday</b> Go to <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a> and scroll down to today's date. Choose your level and have a go at the mental maths questions (you don't have to print them – just write your questions and answers and send them to me).	
<b>Bronze – My Maths</b> Go on to MyMaths and complete the Mental Maths I have set for you there.  When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.	<b>Silver &amp; Gold – My Maths</b> Go on to MyMaths and complete the Mental Maths I have set for you there.  When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

English		
Focus: <b>To write descriptive answers to questions</b>		
<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
This week we are going to be finding out about the artist and explorer, <b>Frederick Catherwood</b> . He was famed for his pictures of the Mayan temples and buildings. His work is going to inspire our descriptive writing in the few lessons. Read the Powerpoint presentation about Frederick Catherwood to understand who he was and what he achieved.  I would like you to look at this particular picture: <a href="https://www.smith.edu/libraries/libs/rarebook/exhibitions/catherwood/plate10.htm">https://www.smith.edu/libraries/libs/rarebook/exhibitions/catherwood/plate10.htm</a> (If you can't access the link for any reason, try searching for 'Archway at Uxmal Catherwood' and you should find the image)  Look closely at the picture and <b>create a word bank</b> of descriptive words and phrases to help you in your next task.  Then consider these questions: <i>What is it a picture of?</i> <i>Why do you think this was built?</i> <i>Are there any people in the picture? What are they doing?</i> <i>What can see when you look closely? Describe in detail the buildings or sculptures.</i> <i>What do you think this picture can tell us about the Maya?</i> <i>What do you think Catherwood is trying to say in the way he created the picture? Think about the background, his use of light, people and angles.</i> <i>Do you think his pictures are a true representation of the Maya people? Explain your answer.</i> (continued on next page)		

I would like you to write your answers to these questions in full sentences, with descriptive language. Please **do not write the questions in your work** – they are merely to guide your writing.

There is some helpful information about the picture in the above link but if you use of any this make sure it **is in your own words**.

This piece of writing should be at least three paragraphs, and I will be looking for some really lovely descriptive language.

## Science – Evolution and Inheritance

**This term we are going to be learning about Evolution and Inheritance.**

Focus: To identify key ideas of the Theory of Evolution

**Key Vocabulary: Adaptation, environment, habitat, DNA, genes, adaptive traits, mutation, replication, accidental**

Today we are going to be learning about the Theory of Evolution. There have been many scientists putting forward their ideas about how various species (including humans) have evolved over the centuries. We are going to have a look at some of these scientists and their theories.

1. Read the Theory of Evolution information at the end of this plan.
2. Read the information sheet attached to your email which outlines a number of the ideas and the great thinkers behind them (there are a lot of them!)
3. Read about how Darwin discovered the idea of adaptive traits on a trip to the Galapagos Islands (at the end of this plan)
4. Answer the questions written at the end of this plan – remember to answer in full sentences.
5. Complete the True or False chart (attached to your email)

## Tuesday

### Maths

**Starter:** Go to <https://corbettmathsprimary.com/5-a-day/> and scroll down to today's date. Choose your level and have a go at the mental maths questions.

Today we are going to look at giving remainders as decimals.

We will use the Target Your Maths worksheets that you use in class (these are in your email. You don't need to print them, just write your calculations and answers on a sheet to send me).

This short video gives a clear explanation should you require it:

<https://www.youtube.com/watch?v=CgS8E-LA4NQ&safe=true>

Further explanation is given at the top of the worksheet but if you do have any problems, feel free to email me your questions.

#### Remainders as decimals

Work through the Bronze, Silver or Gold questions on P60 as you would in class. Remember to show your workings.

When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

### English

Focus: **To write a description of a setting**

**Bronze**

**Silver**

**Gold**

Today we are going to write a description of a setting that uses our five senses.

Have a look at this picture by Catherwood:

<https://www.smith.edu/libraries/libs/rarebook/exhibitions/catherwood/plate25.htm>

(If you can't access the link for any reason, try searching for 'Colossal Head at Izmal Catherwood' and you should find the image)

*What does the word 'colossal' mean? Can you think of any synonyms for colossal?*

Imagine you are the explorer in the picture, seeing this new land for the first time. Create a word bank describing what you can **see/hear/feel/smell/taste**.

Now, using the word bank you created, write a description of this setting. You must include sensory descriptions to make your reader fully understand what it is like to be there. You should aim to write at least two paragraphs.

Send me a copy of your word bank along with your setting description.

## **RE - Revelation**

**Focus:** To make links between St Paul and the belief that people can change.

**Key Vocabulary:** **Apostolic Tradition** – the succession of bishops from the Apostles. **Apostle** – one of an authoritative New Testament group sent out to preach the Gospel and made up especially of Christ's 12 original disciples and Paul. **Conversion** – process whereby a person becomes a Christian. **Revelation** – the truth of God's revelations communicated to us through the Scripture and the teaching of the Church.

### **Read Acts 9: 1 – 19 and Acts 7:55 – 8:3**

*How does the story of St Paul show us that people can change?*

Write a description of Paul before his conversion. What kind of person was he? What was his life like? What do you think his values were? Why was he involved in persecuting Christians?

Now think about changes you could make in your own life. They may only be small things but they could have a big impact. Make a list of things you could change and how they would affect your life and the lives of those around you. Here are some ideas to inspire you (try to give specific examples where you can).

1. Be Grateful (Always say thank you and appreciate what you are given)
2. Have a Plan (Begin with the end in mind).
3. Stop Complaining (Try to help to solve the problem)
4. Have empathy (Think about other people's feelings)
5. Do the right thing (Always).
6. It's important to give e.g. forgiveness (Sometimes this needs patience)
7. Be optimistic (Be hopeful, don't give up)
8. Be true to yourself (Don't just do what your friends do)

Do you think it is possible for people to change? Have you ever witnessed or heard about somebody making a change in their life?

## **PSHE**

This term we are going to be thinking about our environment and the impact that we have upon it. This week, we will be thinking about reducing, reusing and recycling.

Click on this link to watch the video, then complete the activities:

<https://classroom.thenational.academy/lessons/reduce-reuse-recycle-crt38c>

## Wednesday

### Maths

**Starter:** Go to <https://corbettmathsprimary.com/5-a-day/> and scroll down to today's date. Choose your level and have a go at the mental maths questions.

Today we are going to look at giving remainders as fractions or decimals.

We will use the Target Your Maths worksheets that you use in class (these are in your email. You don't need to print them, just write your calculations and answers on a sheet to send me).

This short video gives a clear explanation should you require it:

<https://www.youtube.com/watch?v=JgH0N0zM41o&safe=true> (remainders as fractions)

Further explanation is given at the top of the worksheet but if you do have any problems, feel free to email me your questions.

#### Remainders as fractions or decimals

Work through the Bronze, Silver or Gold questions on P61

as you would in class. Remember to show your workings.

When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

### English

Focus: **To plan a story**

#### Bronze

#### Silver

#### Gold

Today, you are going to draw on the descriptive writing you have been doing to plan and write a short story. Your story could be about Catherwood arriving in the jungle and discovering the Mayan structures, or perhaps you would like to write about a fictional explorer who has found themselves in this strange land full of gigantic stone statues. You could link with some of the facts you already know about the Maya people, too.

Your task for today is to **plan your story** (you can use the story map from last week if you find it helpful to organise your ideas that way).

I am going to be looking for:

- Setting description
- Sensory details
- Strong adjectives
- Linking your paragraphs with adverbials

These **should all be included in your plan**.

Remember, whilst this is a piece of fiction, it is important to ensure your details are as historically accurate as possible. Catherwood, for example, would not be taking pictures on a phone or even a camera – he would have been making sketches to capture the scenes he saw.

### Spellings

I have set your spellings this week on Purple Mash.

Can you use them in a sentence? Write your sentences and send them to me.

### MFL - French

Talking about your family

Please click on <https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/zcqsxbk> to go on the BBC Bitesize website. Read and listen to the information on the page carefully and repeat the words to learn them!

## Music - Unit: Pulse and Metre

Exploring 4 beats in a bar

In this lesson, we are going to explore how music is organised and look at music with 4 beats in a bar.

Please click on <https://classroom.thenational.academy/lessons/exploring-4-beats-in-a-bar-cgwk2t> to go on the Oak Academy website. Listen carefully to the teacher and engage with what you are asked to do. Have fun!

## Thursday

### Maths

**Starter:** Go to <https://corbettmathsprimary.com/5-a-day/> and scroll down to today's date. Choose your level and have a go at the mental maths questions.

Today we are going to look at equivalences between fractions, decimals and percentages. We will use the Target Your Maths worksheets that you use in class (these are in your email. You don't need to print them, just write your calculations and answers on a sheet to send me).

You might find this short video helpful:

[https://www.youtube.com/watch?v=XTri2ZTH\\_HA&safe=true](https://www.youtube.com/watch?v=XTri2ZTH_HA&safe=true)

Further explanation is given at the top of the worksheet but if you do have any problems, feel free to email me your questions.

#### Percentages

Work through the Bronze, Silver or Gold questions on P62/63 as you would in class. Remember to show your workings.

When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

### English

Focus: **To write a descriptive story**

#### Bronze

#### Silver

#### Gold

Using the plan you wrote yesterday, **write your short story** about an explorer discovering the Mayan land. As I said yesterday, I will be looking for all these to be included in your story:

- Setting description
- Sensory details
- Strong adjectives
- Linking your paragraphs with adverbials

Your story doesn't need to be too long but I would suggest a minimum of three paragraphs to give yourself space to fit in all the details and adventure. I'm really looking forward to reading them!

## Topic – The Ancient Mayans

This term we are going to be learning about the Ancient Mayans. Each week, you will complete an activity which we will compile at the end of the unit to make an information leaflet. You can create your leaflet any way you would like – on your own paper in your lovely handwriting, in a Word document, or you can use the leaflet template in Purple Mash (on the home page find Topic, then scroll to the Maya page. There you will find the leaflet). Send me your completed page each week to check. Feel free to add illustrations, maps, or diagrams.

This week, we are going to find out about the **Mayan number system**.

Read the lesson presentation PDF to find out how the number system works. Can you work out what the symbols represent? Have a go at writing some number using the symbols. Then, look at the activity sheets in your email and see if you can work out the numbers – you can go all the way to 5080 if you're feeling confident!

For the next page of your leaflet, write an explanation of the number system with illustrations and even some sums for people to solve. Can you teach someone in your household how the system works and get them to solve some sums?

## Friday

### Maths

**Starter:** Go to <https://corbettmathsprimary.com/5-a-day/> and scroll down to today's date. Choose your level and have a go at the mental maths questions.

Today we are going to practice mental calculations using fractions, decimals and percentages. We will use the Target Your Maths worksheets that you use in class (these are in your email. You don't need to print them, just write your calculations and answers on a sheet to send me).

#### Mental calculations

Work through the Bronze, Silver or Gold questions on P64 as you would in class. Remember to show your workings.

When you finish, login on TT Rockstars to practice your timetables! I have set up a battle for this week so make sure you take part.

### English

Focus: **Reading comprehension**

#### Bronze

#### Silver

#### Gold

Have a try of this interactive reading comprehension activity. You need to click **Launch**, then **Let's Go!** To start the activity. The PIN for this is **PK9827**

<https://www.twinkl.co.uk/resource/tg2-e-02-uks2-tyger-tyger-differentiated-reading-comprehension-activity>

If you aren't able to access it, look at the comprehension attached to your email. You can do either, or both!

### Computing

I have set you some work on Purple Mash – check your 2 do list. You are going to be creating your own 3D game.

### Art

Focus – **To draw a Catherwood-style illustration**

Have another look at the drawings of Frederick Catherwood. You find a whole selection of them at

<https://www.smith.edu/libraries/libs/rarebook/exhibitions/catherwood/>

Today, I would like you to draw a picture to illustrate the story you have written. Use Catherwood's pictures to inform your style of drawing and colour palette. Think about the details to include – which type of Mayan structure featured in your story? What has been carved into this structure? Are there any people?

#### Additional Learning Activities

- Play a game on Purple Mash.
- Play a maths game on Topmarks <https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers> Choose any category you like!

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| <ul style="list-style-type: none"><li>• Play Hit the button! <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></li><li>• <b>Play Countdown</b> <a href="https://nrich.maths.org/countdown/main.html">https://nrich.maths.org/countdown/main.html</a></li><li>• <a href="https://www.bbc.co.uk/bitesize/this-terms-topics">https://www.bbc.co.uk/bitesize/this-terms-topics</a></li></ul> |
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## The Theory of Evolution

Humans, as far as we know, have always been curious about the world around them and tried to explain how life has come about.

In the past, there were many different ideas about life on earth in different parts of the world, in different cultures, societies and religions. Scientists have developed a particular approach that uses evidence to support ideas and theories.

Non-scientific ideas which have alluded to the evolution of living things have existed for thousands of years.

While Ancient Greek and Roman ideas died out in Europe during the Middle Ages, Arabian Scholars translated, studied and explored them further.

Some of you may have heard of Tusi as he was responsible for the idea that planets orbited and rotated at the same time. He was a polymath (as are many of the key thinkers and scientists mentioned here). A polymath is a person who has studied and contributed to many different fields of learning. His evolutionary theory was highly accurate – especially in identifying the location of the apes that humans evolved from.

The Renaissance was a period of time when thinkers in many European countries started to study the ideas of the Ancient Greeks and Romans again, along with those of the Islamic Scholars. This led to the development of science as a subject and further development of some of the earlier ideas that had been lost. There were many theories before Darwin's that anticipated the theory of evolution – that is they came close to the explanation but were not complete enough theories to explain how evolution worked.

Leclerc's ideas did not constitute a theory of evolution but his writings did influence many others to continue exploring and investigating this area of study, where once it would have been accepted that all living things were fixed and unable to change.

In the end it was Charles Darwin and Alfred Wallace who pieced together a whole theory of evolution that could explain how and why evolution occurred. It is this coherent theory that led to the field of genetics that is studied in the present day. So how did they come to their conclusions?

Charles Darwin, more than Wallace, is linked to the idea of evolution. They both came to the same conclusion separately but at a similar time. Darwin is the better known of the two due to his book, **On the Origin of Species by Means of Natural Selection**, in which he gave a detailed account of this theory. He also made the connection that all living things must have had a common ancestor in the past that they adapted and evolved from. His subsequent book, **The Descent of Man** (1871), gave a detailed account of how he thought humans had evolved from apes. It is also the first time he used the word evolution!

### Charles Darwin and the Galapagos Island finches

From a young age I was fascinated by living things and studied them. I trained to be a doctor but could not deal with all the blood! So I studied plants and animals instead. When I was 22 years old I was able to go on the most fascinating journey to the Galapagos Islands, which took 5 years! It was in the Galapagos Islands that I studied different animals and started to come up with my greatest theory: the theory of evolution. It was the different types of finches (and nightingales) that really got me thinking.

I observed that there were lots of different types of finches. People believed that these were different species of birds that happened to have some similarities.

However, I realised that these birds were varieties of the same species and were related.

I thought that all the Galapagos finches had originated from one type of finch. The parents reproduced and created offspring. These offspring would have varied.

In one part of the Galapagos Islands, bad weather affected the plants and so only those with larger seeds were left. Those finches who had slightly larger beaks were able to eat these seeds while those with smaller beaks could not.

Only the offspring with large beaks could break open and eat the larger seeds. Therefore, these offspring survived and the other, smaller beaked offspring died. 'Survival of the fittest' means those that are most suited to their environment as a result of their inherited or adaptive traits survive while others do not.

The Galapagos finches with large beaks reproduced and had offspring. More of these offspring inherited large beaks and survived. In other parts of the Galapagos, smaller beaks ensured better survival than larger ones, larger eyes than smaller ones, etc. The adaptations caused by variation meant that over a long period of time the Galapagos finches evolved adaptive traits that caused differences between them.

These offspring would also have differed due to inherited and environmental factors and so eventually over time stopped resembling their common finch ancestors.

Evolution is the process of adaptation over a long period of time.

**This process, whereby certain inherited and adaptive traits allowed them to live and reproduce while others became extinct, is called natural selection.**

### Questions:

What did Zhang Zhou think about evolution?

What was the difference between Augustine of Hippo and Ibn Khaldun's views on evolution?

What was Malthus' main idea?

What was similar about Darwin and Wallace's ideas about evolution?

Why did some animals survive better than others according to Al-Jahiz?

How were Charles Darwin's ideas about evolution different to his grandfather, Erasmus Darwin's?

Compare and contrast Tusi and Leclerc's ideas. Whose ideas were closer to Darwin's? Why do think this?

Who believed that the environment was important in the evolutionary process?

What is natural selection?