

## Weekly Plan for Year 6: 22-02-2021

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://the Mark 10 Mission website) 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**

##### **Mental Arithmetic Monday**

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 (you don't have to print them – just write your questions and answers and send them to me).

##### **Bronze –**

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.

##### **Silver & Gold –**

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: To identify themes in a story

##### **Create a book review to encourage others to read**

Re-read the Rain Player story (I have included the full text at the end of this plan). Think about the themes that run throughout the story. Have a look at this table and see if you can identify the themes (not all of these are themes!):

Perseverance	Pok-A-Tok	Kindness	Friendship
Pik	Collaboration	Responsibility	Water
Bravery	Honesty	Patience	Courage

Now, I would like you to find evidence from the text to show when the theme occurs in the story. Here's an example:

Theme	Evidence
Collaboration	Jaguar, Quetzal and Cenote help Pik to win the game.
Courage	Pik challenges Chac even with the risk of being turned into a frog.

Feel free to add more themes if you can think of any.

Your next task is to write a book review for Rain player. Include examples of the themes contained in the story and use lots of positive language to encourage people to read the book.

Here's an example to guide you:

*Rain Player is an exciting adventure story of bravery and courage set in the Maya civilization. Pik is a heroic character who, with perseverance, saves his people from a year of drought...*

## Science – Evolution and Inheritance

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

**Focus: How human intervention affects evolution**

**Key Vocabulary: Evolution, human intervention, adaptation, selective breeding, environment, inherited traits, genetic, genes, modification.**

Today, we are going to be looking at the affect human intervention has had on evolution. Your first task is to read through the lesson presentation and see if you can answer the true or false questions.

Then I want you to complete the advantages and disadvantages of adaptation table (at the end of this planning).

When you have read about selective and cross breeding, have a go at sorting the cards into parents and selectively bred offspring. You can copy and complete the table, or arrange the cards and take a photo.

Your final task is to complete the future human adaptation sheet. You need to think about what adaptive trait a human in the future might evolve to have and what the advantages and disadvantages of this might be.

## 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 **missing number problems**.

This is an introduction to algebra which we are going to be looking at all this week. Many of the questions will use the symbol  $x$  which just indicates the number that is missing from the calculation.

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).

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

Work through the Bronze, Silver or Gold questions on P78/79 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 summarise information around a theme**

**Create a mind-map; note information**

Read through the Author's Notes (PDF in your email). This will give you lots of information about Mayan culture and some background to the story. I would like you to make notes on the facts contained in this piece. You can record your facts in a mind-map, as bullet points, or whatever method you find most useful to compile information.

Add to this any other facts you have learned about the Mayans from Topic.

This information is going to be really useful in the next few lessons as we are working towards writing a report about the Maya.

## R.E. - Lent

Read **Luke 16: 19 – 31** – *Parable of the rich man and Lazarus* and answer the following questions:

- What do we know about helping the needy?
- How would you define 'needy'?
- Can you find any examples in recent news stories of people helping others less fortunate than themselves?
- How does this parable teach us the importance of giving alms during Lent?

Lent is a time to notice God's work and to receive God's mercy. Fasting, charitable works (Almsgiving) and prayer are the three traditional practices during Lent. The scriptures during this time challenge us to also consider how we can repair our relationship with God and with others.

Lent is a time to REPAIR:

Inward challenge: It might be relationships that we have neglected, or promises that we have broken, and saying sorry is a start to repairing the hurt (this is for you to contemplate, you do not have to share this with anyone).

Outward challenge: To raise the concerns of those in the world who are disadvantaged, and support them through our charitable giving (think about how you might be able to do this as an individual but also how people can help more generally).

In your email is a PDF about the Stations of the Cross. Read through the first seven stations and think about how you could represent each one in pictorial form. Have a look at this website for ideas:

<http://www.casopportsmouth.org.uk/lent-stations/>

Then see if you can create your own representation of one of the stations – ask your family to join in! Take a picture and email it to me and let me know if you are happy for your image to be forwarded to the CASO website for possible inclusion.

## 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 deforestation.

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

<https://classroom.thenational.academy/lessons/deforestation-70vk0c>

## 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 be looking at more **missing number problems**.

Remember to use the symbol  $x$  to indicate the missing number in your answer.

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).

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

Work through the Bronze, Silver or Gold questions on P80/81 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 retrieve and record information**

### Create a research question; note key information

We are going to be exploring the following question over the next few lessons:

***What have the Maya ever done for us?***

We are going to be researching and writing an analytical essay based on the topic. Look back over your notes from yesterday and see how many examples you can find of the influence Maya civilisation has had on our society. Then I want you to click on this link and add your ideas to this live Google document:

[https://docs.google.com/document/d/1MmFumzzwqvKZ5da94mBss0zmkfj4Fd57Hfu\\_BIPWD4Y/edit?usp=sharing](https://docs.google.com/document/d/1MmFumzzwqvKZ5da94mBss0zmkfj4Fd57Hfu_BIPWD4Y/edit?usp=sharing)

Have a look through the ideas that people have added and choose two or three that you would like to find out more about. Your task for today is to research your chosen topics and make notes, much like you did yesterday.

You don't have to send me your research, but I would like you to send me a couple of sentences to tell me:

- Something new you've learned
- Something you still want to find out

## 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

Eating out

Please click on <https://www.bbc.co.uk/bitesize/topics/zjcbjr6/articles/zg94ydm> 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 -

This term, we are going to be doing our music lessons on a website called Yumu. I have emailed you all your own personal log in details so you can access the lesson.

The first few lessons are going to be focused on a song called 'You've Got A Friend' by Carole King.

Log on to the site and follow the instructions to access the listen. You are first going to listen to the song and think about how it makes you feel. Then there are further activities and games to play, and an opportunity to learn the song. Just work your way through the tabs on the right-hand side.

[Yumu/Home](http://Yumu/Home) – [Oxfordshire County Music Service](http://Oxfordshire County Music Service) ([oxfordshireonlinemusic.co.uk](http://oxfordshireonlinemusic.co.uk))

Here is a link to the second music assemble, all about the guitar:

[Music Assembly 2 on Vimeo](#)

## 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 be **using a formula**.

Make sure you read the instructions on the page and email me if you have any questions.

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).

Work through the Bronze, Silver or Gold questions on P82/83 as you would in class. Remember to show your workings. Remember to include the unit of measurement in your answer!

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 an introductory paragraph**

**Address the question; use subject specific vocabulary; use specific adjectives**

Today we are going to be writing the introduction to our analytical essays.

Firstly, we need to think about what makes an effective introduction. I would suggest the following:

- Hook to capture reader's attention;
- Brief background information;
- Statement addressing the question.

Here is an example of the first part of an introduction to give you an idea:

*What have the Maya ever done for us? A couple of words: chocolate, the calendar and the number zero.*

*The Maya were a group of exceptionally talented Native Americans who made many significant discoveries and inventions. They settled nearly 4,000 years ago yet many of their remarkable achievements are still being used today.*

You would then go on to give more information about your chosen topics, but make sure you don't include **all** of the facts just yet – these will go in the next section. Ensure you are using adjectives which make judgements and give opinions (for example, *exceptionally talented, remarkable achievements*) and make sure that your vocabulary is specific to the subject. Remember, this is a formal piece of writing so you would not be using contractions (*wouldn't, haven't, can't* etc)

Once you have written your introduction, self-edit it and check that you have included all the features mentioned above.

## Topic – The Ancient Mayans

**Focus: Food**

At last, we have reached the lesson you've been waiting for – the one with the chocolate in! I hope that, like me, you have been doing a lot of independent research on chocolate (I researched a whole bar of Dairy Milk yesterday).

The Maya did indeed bring us the idea of chocolate (although as a drink, not a food) but they also were known for their vast consumption of maize (what we know as corn).

Read through the lesson presentation PDF (in your email), then see if you can solve the food anagrams (at the end of this plan).

You might enjoy watching this parody Mayan cooking show which gives more information about some of the foods eaten by the Maya:

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-the-maya-eat/zkxc8xs>

As you learn in the presentation, chocolate and corn were both very significant and precious foods in ancient Maya, but which do you think was the most important?

Your challenge today is to research both foods in more detail and decide which you think is most important.

I would like you to consider the following when researching the foods:

- The religious significance of the food;
- Any myths or stories relating to the food;
- It's role within the society;
- The nutritional and medicinal benefits of the food.

When you have written about both foods, write a paragraph summarising which one **you** think is the most important and why.

I have included recipes in your email for both maize tortillas and Mayan hot chocolate so you can try them out at home. If you do make any, send me a picture and let me know how it tasted (I'm very intrigued by the spicy hot chocolate!)

## 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 be looking at **equations with two unknown variables**.

This time, the questions will contain the symbols  $x$  and  $y$  to indicate missing numbers.

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).

Work through the questions on P84 as you would in class. Remember to show your workings. 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**

I have included a reading comprehension in your email. Choose your level, as you did previously. You don't need to print it out, just write your answers and send them to me.

### Computing

**Algorithms** – An algorithm is a precise sequence of instructions, or set of rules, for performing a task.

**Decomposition** – Decomposition is the process of breaking down a task into smaller, more-manageable parts. It has many advantages. It helps us manage large projects and makes the process of solving a complex problem less daunting and much easier to take on.

Today you are going to design a simple model and then create instructions for someone else to make the same model.

This is a step-by-step process that can take a little time but it is important to be thorough to ensure no steps are forgotten.

You will need Lego blocks if possible but if you don't have any, feel free to adapt the instructions accordingly. Choose 10 Lego bricks and build a model.

Take a photograph of the completed model. Then remove one brick and photograph again (with the removed brick next to the model). Repeat this process until all the bricks have been removed.

You then need to upload your photos to a computer or tablet and copy them into Word or Google docs.

Arrange the photos in reverse order and label the photos in numerical order.

You have now created an algorithm on how to build your model. Show it to someone else and see if they can follow your instructions to recreate your model.

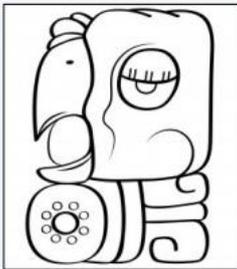
This is how you can check if there are any errors or 'bugs' in your algorithm.

## Art

### Focus – Create an emblem glyph for our class



Emblem glyph for the 'Holy King of Copan'



Sak K'uk Name Glyph

Archaeologists now think the Mayas were grouped into cities with a ruler for each one.

Cities would create emblem glyphs to show their power and the things they were good at.

These were like flags or badges.

Each emblem glyph contained a combination of smaller glyphs.

One of these glyphs represented the ruler or person in charge. The other glyphs were the all about their identity as a city.

Can you create an emblem glyph for our class?

It needs to contain a glyph for your teacher and two glyphs to represent the things you are good at as a class. For example, you may be good at running (draw a jaguar), talking (a parrot's head), caring (an outstretched hand or quietly listening (a rock, mountain or tree). Use the information from the topic lesson on Mayan writing to help you.

#### 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!
- Play Hit the button! <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Play Countdown <https://nrich.maths.org/countdown/main.html>
- <https://www.bbc.co.uk/bitesize/this-terms-topics>

### Rain Player

The city lay in darkness, yet the *Ah Kin Mai* had been awake for hours. Trembling, the old priest consulted his chart and calendars once again. "Kintunyaabil," they declared. "A year of terrible drought."

The sky reddened and the blazing face of Lord Sun appeared. Without rain, his dreadful heat would soon devour the corn. And without corn, the people would perish.

The *Ah Kin Mai* blew a long clear note on his conch shell. The people had to know their fate. Perhaps Chac, the god of rain, would also hear and have mercy.

On the ball court, Pik played *pok-a-tok* with his friends. Like his father, who had competed before the supreme ruler in full costume, Pik had great skill. He blocked a pass with his shoulder and sent the ball flying through the stone ring above his head. "Game!" he cried.

"Hush!" warned the others. "Listen!"

The call of the *Ah Kin Mai* floated in the dusty air. The boys ran to hear what fate the new year would bring.

Pik listened impatiently to the prophecy. "Do the gods have nothing better to do than torment us?" he whispered to his companions. "Things would be different if I were the *Ah Kin Mai*. I would just tell Chac to get to work!"

The boys' laughter was cut short by a chorus of croaking. The little frogs of the forest, the *uo*, filled the trees about them. Knowing *ou* to be the heralds of Chac, the boys fled. But before Pik could take a step, he was whisked into the swirling clouds above.

The voice of Chac rumbled like thunder. "Is it right for such a small creature to bear such a large tongue?"

Pik bowed before the rain god. "O might Chac, I misspoke," he said politely. "I beg your forgiveness."

"Forgiveness must be earned," Chac replied.

Pik thought quickly. "May I earn it playing *pok-a-tok*? That is what I do best!"

"You wish to challenge me?" boomed Chac.

Pik nodded nervously.

"Very well!" Chac agreed. "Two days hence, we shall play. Bring a team, if you can find one. Two games of three shall decide your fate."

"What if I win?" Pik asked.

"You will earn my forgiveness and rain for your people," Chac replied.

"And if I lose?"

Chac laughed and the air smelled like lightning. "You will become a frog and croak my name forever."

\*\*\*\*\*

"But I don't want to be a frog!" wailed Pik.

"You should have thought of that before insulting Chac," said his father sternly. "Challenging a god to *pok-a-tok*! No wonder your friends refuse to join your team."

"Won't you?" Pik asked hopefully.

"No, I will not," his father replied. "Much more than skill is required."

He emptied the contents of a leather pouch onto a table. "At your *hetzme*k, these things were placed in your baby hands: a planting stick, to make the hole for the corn seed, and a ball – "

"To make me a great player!" Pik interrupted. "It has done so!"

"But there is more," his father chided. "Here is a jaguar tooth, that you might share Jaguar's fierce strength. And here is a quetzal feather, that you might receive Quetzal's silent speed. And, most precious of all, the



“One for me!” thundered Chac. He came down from the clouds, and his colossal form dwarfed the tallest temples. “Now I will break this tie!”

The ball fell to the court again. Pik scrambled backward as Chac lifted his huge foot. Then with a terrific crack, the ground gave way and Chac plunged into the cenote below.

Racing skilfully over the broken ground, Pik sent the final goal flying through the centre of the ring. “Mine!” he whooped.

Chac lifted himself out of the hole in silence. Without a word, he took Pik in his great hand and soared into the heavens. “You have won, little man,” Chac muttered, “and I cannot say that I am pleased. But we had an agreement.”

He placed Pik by the enormous gourd that hung from his belt. “Gently now,” Chac warned. “Don’t flood the world.”

Using both hands, Pik tilted the gourd. A great rain gushed from it and fell to the thirsty earth below.

Chac kept his word to Pik that season and for many seasons thereafter.

In time, the fine young player with the strength of a jaguar and the speed of a quetzal gained great renown. He became known as Rain Player, for distant thunder greeted his entrance on the court, and gentle showers followed each victory.

### Advantages and Disadvantages Table

Copy and complete the following table using the cards below.

Adaptive Trait	Advantage	Disadvantage

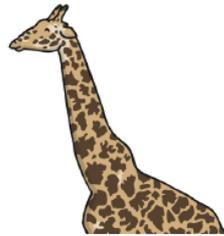
Can eat leaves from tall trees.



Forward facing eyes

Have to rest more often as can't rest one leg at a time.

Can grow on land that is not always wet.



long neck

Does not allow a wide view of the environment.

Frees up limbs to carry food.



Vascular Plants  
(can transport water and food via root, stems and leaves)

More vulnerable to attack when drinking water.

Allows accurate judgement of distances.



Bipedalism

More likely to desiccate (dry out) and lose more water.

## Mayan Food Anagrams

(anagrams are in the lesson PDF)

**Use the clues below to help you work out the anagrams for some Maya foods.**

- A large animal hunted by the Maya for food.
- A protein rich food often grown alongside corn.
- A small, spicy fruit which could be added to many dishes.
- A sweet, sticky food made by a buzzing insect.
- A wild or domesticated animal which provided meat and eggs.
- The main food in the Maya diet. Used in a range of recipes.
- A small bean which was very precious and was used to make chocolate.
- A root vegetable whose seeds could be made into a nutritious paste.