



Briar Road, Shepperton

Middlesex, TW17 0JB

Tel: 01932 563035

Fax: 01932 566830

Email: [info.saxon@lumenlearningtrust.co.uk](mailto:info.saxon@lumenlearningtrust.co.uk)

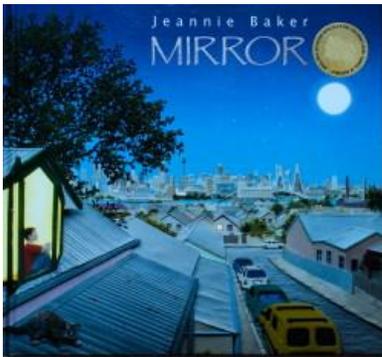
Website: [www.lumenlearningtrust.co.uk](http://www.lumenlearningtrust.co.uk)

Headteachers: Mrs. B. Davis M.A. & Miss N. Morris BA (Hons)

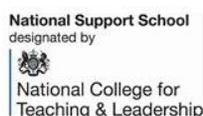
Executive Principal: Mrs. M.E. McCarthy M.A., Ed.M

**Learning From Home**  
**Year 6**  
**Week 6 (week beginning 6<sup>th</sup> July)**

Please find below details of your child's learning from home tasks for this week.

| <b>Book of the Week</b>   |   |
|---|---|
| <p><b>Mirror</b><br/>By Jeannie Baker</p>  <p><a href="https://www.youtube.com/watch?v=9toq9SV1ggQ">https://www.youtube.com/watch?v=9toq9SV1ggQ</a></p> | <ol style="list-style-type: none"> <li>1. Look closely at the pictures and find the objects that people use in their daily life in Australia and Morocco. <ul style="list-style-type: none"> <li>➤ What sorts of tools and utensils do they use?</li> <li>➤ What types of transport do they use?</li> <li>➤ What sorts of things do they buy?</li> <li>➤ What sort of houses do they live in?</li> </ul> </li> <li>2. What is important in your family – what values do your family have?</li> <li>3. How are family life and the values and beliefs of people expressed in the material objects a family owns?</li> <li>4. Imagine being the boy from Morocco or the boy from Sydney. Have a conversation about how your mother and father bought you (a) a carpet (b) a new computer. Construct a short script of one part of that conversation.</li> </ol> |

|                          | <b>Learning Focus</b>                              | <b>Links to useful websites, resources and videos to support with the learning focus</b>  | <b>Tasks to complete</b>   |
|--------------------------|--|---|--|
| <b>Phonics/ Spelling</b> | L.O. We are learning to use synonyms and antonyms. | BBC Bitesize:<br><a href="https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z8t8pbk">https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z8t8pbk</a><br>Synonyms game:<br><i>This game require Flash, so might not work on an ipad or mobile phone.</i> | Choose an adjective – can you find 5 words that have a similar meaning and a few words that have the opposite meaning?<br><br>Have a go at the synonyms game.<br><br>Complete the attached work sheet to |



|  |  |   |  |
|--|--|---|--|
|  |  | <a href="http://resources.hwb.wales.gov.uk/VTC/Phase2delivery/Wales/Literacy/Keystage2/Writing/Usingsynonyms/Introduction/wbpopup1.htm">http://resources.hwb.wales.gov.uk/VTC/Phase2delivery/Wales/Literacy/Keystage2/Writing/Usingsynonyms/Introduction/wbpopup1.htm</a>   | apply your knowledge of antonyms and synonyms.   |
| <b>English</b>                                 | L.O. We are learning to identify how language, structure and presentation contribute to meaning. | <p><b>Video by Miss Kober for 6K:</b><br/> <a href="https://youtu.be/HAWPzuRY684">https://youtu.be/HAWPzuRY684</a></p> <p><b>Video by Miss Revels-Hull for 6R:</b><br/> <a href="https://youtu.be/rnZ-gMB0_u0">https://youtu.be/rnZ-gMB0_u0</a></p> <p>BBC Bitesize: Language.<br/> <a href="https://www.bbc.co.uk/bitesize/topics/zfkk7ty">https://www.bbc.co.uk/bitesize/topics/zfkk7ty</a><br/>           What does an author do?<br/> <a href="https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/zg4g7p3">https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/zg4g7p3</a></p>   | From a reading book of your choice, we would like you to focus on the ending of the story. By focusing on the final thoughts of your story it will allow you to reflect on the ending and the story as a whole. Consider these questions: How does the writer bring the story to a close? Is it what you expected or have you been surprised by what happened? Did it match your expectations for the genre? |
| <b>Maths</b>                                   | L.O. We are learning to solve questions involving unit pricing and scale factor maps.            | <p><b>Video by Miss Kober for 6K:</b><br/> <a href="https://youtu.be/b9tpBlguAgE">https://youtu.be/b9tpBlguAgE</a></p> <p><b>Video by Miss Revels-Hull for 6R:</b><br/> <a href="https://youtu.be/DEkiSTkYQRw">https://youtu.be/DEkiSTkYQRw</a></p> <p>How to work out a unit price:<br/> <a href="https://www.bbc.co.uk/bitesize/topics/znmtsbk/articles/z2jqcj6">https://www.bbc.co.uk/bitesize/topics/znmtsbk/articles/z2jqcj6</a><br/>           What is a scale factor?<br/> <a href="https://www.bbc.co.uk/bitesize/topics/z3pfb9q/articles/zgrn8mn">https://www.bbc.co.uk/bitesize/topics/z3pfb9q/articles/zgrn8mn</a></p> | Complete the Maths questions below.  |
| <b>Project linked to foundation subject(s)</b> | L.O. We are learning to develop an awareness of composition, scale and proportion in their work. | <p>Drawing with perspective:<br/> <a href="https://www.bbc.co.uk/bitesize/clips/zp29hv4">https://www.bbc.co.uk/bitesize/clips/zp29hv4</a></p> <p>Picasso:<br/> <a href="https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso">https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso</a><br/> <a href="https://www.bbc.co.uk/bitesize/clips/zq34wmn">https://www.bbc.co.uk/bitesize/clips/zq34wmn</a></p>   | <p>Research the pencil sketches completed by Leonardo da Vinci and Picasso.</p> <p>How are they similar and different?<br/>           How do they create a 3D image?<br/>           Practise sketching by creating a picture of an object in your house, and make it 3D through your use of shading.</p>   |

|                            |   |  |   |
|----------------------------|---|--|---|
|                            |   | Leonardo da Vinci:<br><a href="https://www.ducksters.com/biography/leonardo_da_vinci.php">https://www.ducksters.com/biography/leonardo_da_vinci.php</a><br><br><a href="https://www.sciencekids.co.nz/sciencefacts/scientists/leonardodavinci.html">https://www.sciencekids.co.nz/sciencefacts/scientists/leonardodavinci.html</a> |   |
| <b>Transition Activity</b> | L.O. We are learning to find ways to improve our wellbeing. |  | Complete the Smart Moves pages either in your journal or on paper. Keep your move to secondary school in mind as you complete these activities. |

**Other useful websites, games, resources and videos:**

**Maths**

- Hit the button: <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Other links: Timestables Rockstars: <https://play.ttrockstars.com/auth/school/student> and Saxon Maths website: <https://saxonmaths.weebly.com/>

**English**

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- Other links: Spag.com: <https://www.spag.com/> and Spelling: <https://spellingframe.co.uk/>

**Art**

- KS2 Art and Design Quiz: <https://www.educationquizzes.com/ks2/art-and-design/>
- Find out more about Picasso: <https://www.tate.org.uk/kids/make/cut-paste/make-picasso-fortune-teller>

If you have any questions regarding your child's learning, please send an email to:

[learning.saxon@lumenlearningtrust.co.uk](mailto:learning.saxon@lumenlearningtrust.co.uk) and either Miss Doherty or Mrs Hartshorn will look into your query and respond as soon as possible.

## Spellings Task

### Vocabulary

#### Synonyms and antonyms

Some words have similar meanings, for example:

*I am glad / happy / cheerful.*

Words with similar meanings are called *synonyms*.

1. Find the *synonym* hidden in the squashed-up letters below. Circle the word then write another synonym in the space beside it. You can use a thesaurus to help you. The first one has been done for you.

|       |                |                    |
|-------|----------------|--------------------|
| sly   | DISCRAFTYIABLE | _____ artful _____ |
| dull  | PRETDOWDYED    | _____              |
| aid   | GRHELPPDER     | _____              |
| shout | ERFBAWLIZE     | _____              |
| hug   | CUDDLEPING     | _____              |
| mop   | STEWIPERS      | _____              |
| ooze  | OEFWSWEEPG     | _____              |



2. Choose three of the synonyms you found in question 1 and write a sentence using each word.

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## Vocabulary

*Synonyms* are words with similar meanings and *antonyms* are words with opposite meanings. We often use antonyms in sayings, for example: *through thick and thin* and *it's an open and shut case*.

### 3. Draw a line between the antonyms below.



night

closed

proud

retreat

peace

small

seldom

slow

humble

large

war

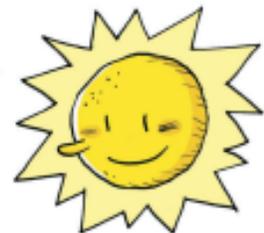
day

advance

open

often

rapid



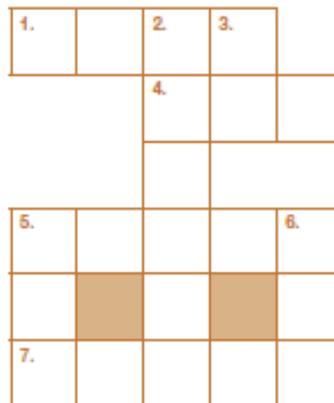
### 4. Solve the crossword below by placing the antonym of the clue in the boxes.

#### Across

1. first
4. bottom
5. quickens
7. day

#### Down

2. weak
3. from
5. moon
6. stand



### 5. Choose a saying with opposites in it and write it below.

Saying: \_\_\_\_\_

\_\_\_\_\_

R4

## Unit Pricing

- 1) A bag of six apples cost £1.08  
What is the price per unit?
  
- 2)
  - a) A pack of 40 teabags costs £1.20  
What is the price per unit?
  - b) A pack of 50 teabags costs £2.00  
What is the price per unit?
  - c) Which pack offers better value for money?

*A calculator can be used for this question.*

- 3) Julie wants to buy 24 yoghurts.  
The shop sells them in two pack sizes.  
There is a 12-pack at £3.90  
There is an 8-pack at £3 or you can buy two 8-packs for £4.
  - a) What is the cheapest way for Julie to buy 24 yoghurts and what will the price be?
  - b) What is the price per unit, to the nearest penny if Julie buys the yoghurts in the cheapest way?

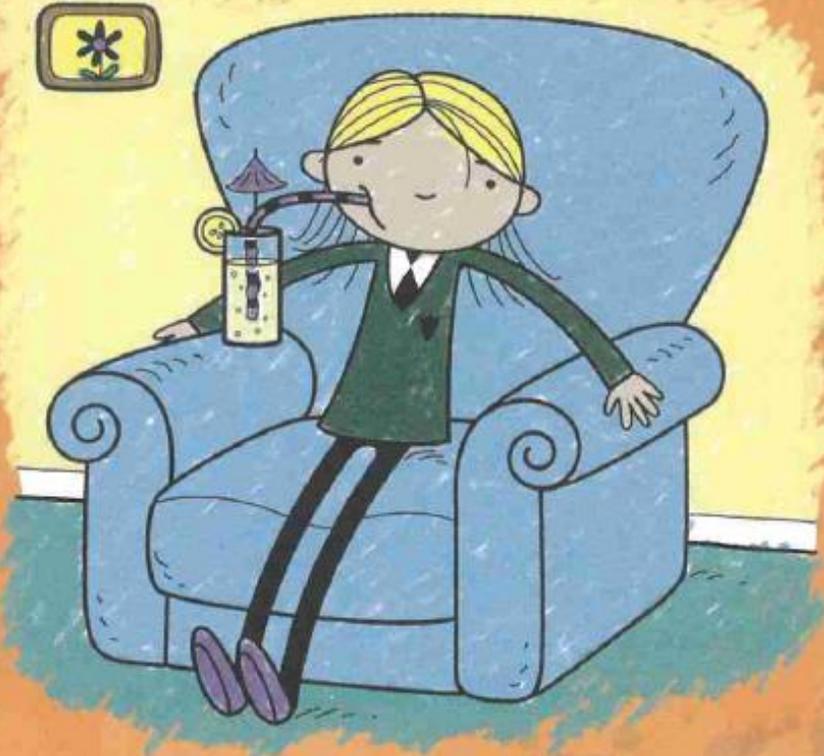
# R6

## Scale Factors - Maps

- 1) The scale on a map is 1 : 2500
  - a) The school and the church are 8 cm apart on the map.  
How far apart are they in real life?  
Give your answer in metres.
  - b) Two villages are 3.2 km apart in real life.  
How far apart would they be on the map?  
Give your answer in centimetres.
  
- 2) The scale on a map is 1 : 10 000
  - a) Two towns are 17 km apart.  
How far apart would they be on the map?  
Give your answer in centimetres.
  - b) The viewpoint and the pier are 7.1 cm apart on the map.  
How far apart would they be in real life?  
Give your answer in kilometres.
  
- 3) A model car is made with a scale of 1 : 18  
If the model is 25 cm long, how long is the real car?  
Give your answer in metres.

# Relaxing

Imagine that you've had a very busy day at school. Can you think of things that you could do to help yourself to feel relaxed and refreshed?



Write about them here

# TOP TIPS to relax

## Laugh

Laughter is the best medicine. Laughing out loud increases oxygen and blood flow which automatically makes you feel better! So tell a joke and laugh!

## Listen to music

Listening to music can help calm you down and put you in a better frame of mind. If you feel stressed, put on some calming music while you work.

## A varied and healthy diet

Eating fresh ingredients and lots of fruit is really important. Juices filled with vitamin C, such as orange or grapefruit juice, are good for your immune system and can help with stress.

## Exercise

Doing sport at least once a week is the best way to reduce stress. It helps your body produce chemicals called endorphins, which make you feel good. Even walking for 30 minutes can help, but better to get out of breath!

## Remember to breathe

The next time you're feeling worried, stop what you're doing for one minute and perform the following steps:

- Take five deep breaths in and out (your belly should come forward with each inhale).
- Imagine all that stress leaving your body with each exhale.
- Smile. Fake it if you have to. It's pretty hard to stay grumpy with a goofy grin on your face.

## Look at the big picture

The next time you find your worries becoming too much, take a deep breath, and ask yourself:

Will this matter to me...

- Next week? Next month? Next year? In 10 years?

**Hint:** No, it won't. I bet most of the stuff that stresses you wouldn't matter the next week (maybe not even the next day).



# Think

Write three positive things about yourself

1.

2.

3.

Write three positive things about other people

1.

2.

3.



Write three positive things about a situation where something negative happened but it turned out OK in the end

1.

2.

3.

# positive

One way to think positive is to think of all the things that you are thankful for in your life.



People I am thankful for

A large, empty white rectangular box with rounded corners, intended for writing names of people one is thankful for.

Places I am thankful for



A large, empty white rectangular box with rounded corners, intended for writing names of places one is thankful for.

Things I am thankful for



A large, empty white rectangular box with rounded corners, intended for writing things one is thankful for.