

W/C: 01.06.2020: Learning Project - Under the Sea

Age Range: Y6

Weekly Reading Tasks (Aim for one per day)	Weekly Spelling Tasks (Aim for one per day)
Encourage your child to read for enjoyment whilst listening to these sea noises .	Your child can create a vocabulary bank about life under the sea which includes verbs, adverbs, expanded noun phrases and relative clauses.
Ask your child to create a true or false quiz based on the book they read yesterday. Can they test it out (remotely) on a friend who has also read the book?	Some words end with a ‘shus’ sound . How many more words can your child think of which end with -tious or -cious ? Write the meanings.
Ask your child to listen to and read along with The Mermaid’s Lament . Find the glossary in the Teach section and see if your child can identify some of the terms used in the poem, for example rhyme and personification.	Pick 5 Common Exception words from the Year 5/6 spelling list . Challenge your child to pick one spelling at a time and write it as many times as they can in one minute. Can they beat their score?
Click on this Oxford Owl link for a reading comprehension activity about sea adventures. Challenge your child to read the text in under 3 minutes and complete the comprehension questions.	Task your child with creating a glossary for these sea-related words: estuary, algae, plankton, tsunami & urchin . Can they draw illustrations to represent each of these words too?
Your child can read the First News . Can they find the following: good news, bad news, reference to a famous politician, a story about a popstar and the name of a city or country? This could be completed with a free, local newspaper.	Get your child to proofread their writing from the day/week. Encourage them to use a dictionary to check the spelling of any words that they found challenging. Can they improve any of their word choices?
Complete the reading comprehension below on The Hobbit.	
Weekly Writing Tasks (Aim for one per day)	Weekly Maths Tasks- Converting Time and Timetables (Aim for one per day)
Visit the Literacy Shed for this wonderful resource on The Lighthouse . There is a vast array of writing, reading and maths activities on this resource. Or your child can create a diary entry based on a day in the life of a deep sea diver.	Write down the names and ages of each member in your household in years. Get your child to convert the ages into months, days, hours etc.
Can they compose their own poem of what a person wishes they could do if they were a sea creature? Why not perform it to the family? Eg. If I were a dancing dolphin, I would cross the widest ocean. I would.....	Choose a film to watch as a family daily. Add up the total running time and record it in hours and minutes - get your child to convert this into just minutes.
Ask your child to choose one sea creature of interest . They can write a description about it in detail. Think about: its appearance, movement and actions. Remind them to include ambitious vocabulary and complex sentences.	Get your child to make a timetable of their typical day at school. How many hours do they spend on each subject? Can they convert this into minutes spent on each subject? Can they convert this into seconds?
Can your child write an information report about their sea creature one sea creature of interest . This should include: subheadings, key information, pictures and interesting facts. If you have access to a PC, your child could type this up	Click here to find a timetable of some bus routes. Give your child different scenarios and they have to work out which bus they need to catch. An example could be - ‘Which bus would I have to catch to get to Birmingham for 14:25?’ How

once they have edited their final version.	long does it take to get from to
Write an under the sea adventure story. Your child should include: dialogue, ambitious vocabulary and a range of openers and conjunctions.	There is a series of 5 maths lessons with teaching and activities to complete on https://www.thenational.academy/online-classroom/year-6/#schedule
There is a series of 5 English lessons with teaching and activities to complete on https://www.thenational.academy/online-classroom/year-6/#schedule	Play on Hit the Button - focus on times tables, division facts and squared numbers.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.

- **Working Together to Save Our Oceans** -The [BBC programme Blue Planet 2](#) sparked an outcry about the health of our oceans and the huge threat caused by plastics, but lots of people around the world are working hard to help solve this problem. Direct your child to [read about Madison Edwards](#), a 12 year old environmental activist. Encourage them to do their bit to help preserve our oceans by asking them to keep a 'plastic diary' recording how much single-use plastic the family uses. Ask them to [write down one thing](#) that the family will do to use less plastic.
- **Speeding Through The Seas**- Sailfish are the [fastest fish in the ocean](#). Challenge your child to be just as speedy and complete the following 5 activities as fast as possible: Star jumps, tuck jumps, press-ups, squats and lunges. Ask them to record how many repetitions of each activity they can perform in 1 minute. Can they beat their personal best? Challenge them to record their heart rate (beats per minute) after each activity.
Recommendation at least 2 hours of exercise a week.
- **Pirates: Daring Figures of History or Brutal Sea-Thieves?**- Many books have been written and movies made about pirates. But who were the real pirates of the past? Direct your child to explore [these facts](#) about real pirates from history. They could create a fact file or information report about what they have learned, including key dates and figures. Alternatively, they could create a 'wanted' poster for a pirate, including facts about his/her deeds and adventures.
- **Bioluminescence: Lighting up Our Oceans** - Many sea creatures possess a fascinating light-producing ability called [bioluminescence](#). Some fish dangle a lighted lure in front of their mouths to attract prey, while some squid shoot out bioluminescent liquid, instead of ink, to confuse their predators. Direct your child to [find out about bioluminescence](#) and how [some sea creatures rely on this](#) for their survival. They could then choose a sea creature which uses bioluminescence (like the anglerfish) and create a poster fact sheet about it, including what bioluminescence is and how their chosen sea creature uses it.
- **Artwork to Light up Your Life**- Following on from what your child learned about bioluminescence, direct them to create a bioluminescent sea creature inspired piece of artwork. Based on the resources you have available at home, they could choose to express this as a [drawing](#) or as a [model](#). Encourage them to use bright colours and to be as realistic as possible.



Additional learning resources parents may wish to engage with

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. **(Miss Smith's group only)**
- IXL online. Click here for [Year 6](#). You can practise any maths skills you like on here especially if there is an area you are finding challenging. There are also lots of English activities on here too (just select English at the top).
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- Talk for Writing Home-school Booklets [Y6](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

#TheLearningProjects

Inside the hall it was now quite dark. Beorn clapped his hands, and in trotted four beautiful white ponies and several large long-bodied grey dogs. Beorn said something to them in a queer language like animal noises turned into talk. They went out again and soon came back carrying torches in their mouths, which they lit at the fire and stuck in low brackets on the pillars of the hall about the central hearth, the dogs could stand on their hind legs when they wished, and carry things with their fore-feet. Quickly they got out the boards and trestles from the side walls and set them up near the fire.

Then baa - baa - baa was heard, and in came some snow-white sheep led by a large coal-black ram. One bore a white cloth embroidered at the edges with figures of animals; others bore on their broad backs trays with bowls and platters and knives and wooden spoons, which the dogs took and quickly laid on the trestle-tables. These were very low, low enough even for Bilbo to sit at comfortably. Beside them a pony pushed two long-seated benches with wide rush-bottoms and little short thick legs for Gandalf and Thorin, while at the far end he put Beorn's big black chair of the same sort (in which he sat with his great legs stuck far out under the table). These were all the chairs he had in the hall, and he probably had them low like the tables for the convenience of the wonderful animals that waited on him. What did the rest sit on? They were not forgotten. The other ponies came in rolling round drum-shaped sections of logs, smoothed and polished, and low enough even for Bilbo; so soon they were all seated at Beorn's table, and the hall had not seen such a gathering for many a year.

There they had supper, or a dinner, such as they had not had since they left the Last Homely House in the West and said goodbye to Elrond. The light of the torches and the fire thickened about them, and on the table were two tall red beeswax candles. All the time they ate, Beorn in his rolling deep voice told tales of the wild lands on this side of the mountains, and especially of the dark and dangerous wood, that lay outstretched for to North and South a day's ride before them, barring their way to the East, - the terrible forest of Mirkwood.

from 'The Hobbit' by J.R.R. Tolkien

1. What animals attend to Beorn and his guests in the passage?
2. What is a hearth?
3. Where had Beorn's guests last eaten such a good meal?
4. What is the name of the 'terrible forest'?
5. What did the ponies do for Beorn?
6. Do you think Beorn is generous?
7. Why do you think Beorn treated his guests the way he did?
8. How do you think Beorn's guests were feeling in the hall, eating the food and listening to his stories?
9. What do you think the guests thought of the animals?



10. Do you think it would be useful to talk to animals? Why?
11. What do you think the Author means by a "rolling deep voice"?

ANSWERS

1. Four beautiful white ponies, several large long-bodied grey dogs, some snow-white sheep and a large coal-black ram attended to Beorn and his guests.
2. A hearth is the base of the fireplace where the fire is laid.
3. They last ate such a good meal at the Last Homely House in the West.
4. The terrible forest is called Mirkwood.
5. The ponies carried in torches which they then lit by the side of the fire. They also put benches at the table and a chair for Beorn and logs for the other guests to sit on.
6. He seems to be generous because he provides a dinner for all of the guests "such as they had not had since they left the Last Homely House."
7. It seems that he treated his guests so well and so generously as he had not had guests or certainly not this many for many years. It says, "the hall had not seen such a gathering for many a year."
8. They were probably enjoying the food as they had not eaten like that since they left the Last Homely House and also enjoying the stories which were told in Beorn's "rolling deep voice", however they were probably very nervous about continuing their journey into the dark and dangerous woods.
9. They would have been intrigued and maybe quite shocked by the unusual animals, such as dogs that could stand on their hind legs, ponies that could light torches and sheep that could carry trays on their backs.
10. Child's own answer.
11. A rolling deep voice is low in pitch and smooth (rolling).

