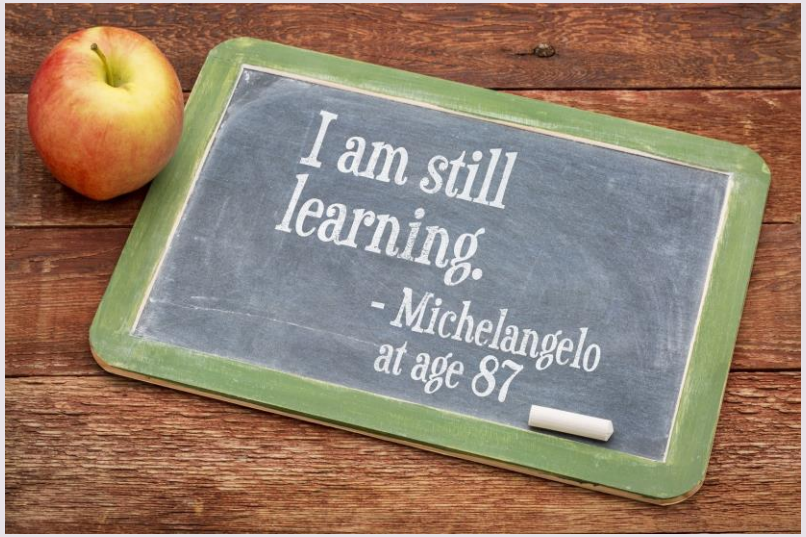
HOME LEARNING Y6

Wk. beginning 8.2.21



Monday

Word of the Day

Flail (verb)

Definition: wave or swing wildly.

What is a colon?

When a **colon** (**:**) is used, it shows that the words which follow it are an explanation, example or list of what has been written before it.

For example:

A cheeseburger is usually made up of four layers: the bottom half of the bun, the burger, the cheese, some salad and the top half of the bun.



A colon should be placed after a complete sentence.

It can be followed by lots of words or just a few words that may, or may not be in a complete sentence. For example:

There is only one thing I have to say to you: you are a pig!

complete sentence

I don't know what to do with my money: spend or save?

not a complete sentence

Colons are placed directly after the last word of the main idea and they are followed by one space only. They are ***never*** followed by either a hyphen (-) or a dash (–).



A **semicolon** (**;**) joins two **main clauses** (complete sentences) into one longer sentence.

It is used to join clauses that are too closely related to be separated by a full stop. Semicolons can replace **conjunctions** such as *and* or *but*.



Eating chocolate in moderation is fine; eating chocolate to excess is bad.

The semicolon joins the statements about chocolate into one sentence which acts like a warning: eating a little chocolate is okay but beware of eating too much. The second clause is directly related to the first clause.

Using Colons

Complete these sentences

1) You will need these items a pen, pencil, notepad and screwdriver.

2) Now carry out the following turn the lid to the left, press the blue button and run.

3) Greenhouses are perfect for growing vegetables they provide excellent conditions.

4) When the police searched the criminal they found an amazing selection of curiosities two lizards, a red jelly, a jar of marmite and some chewing gum.

5) The general faced his troops and addressed them "When we see the enemy, run".

Using Semi Colons

Complete these sentences

1) It was a terrible sight: windows were in shattered pieces ivy growing up the wall the furniture torn and mouldy piles of empty boxes stacked high.

2) Skateboarding is enjoyed by many girls and boys they hold no fear of its dangers.

3) I suggest you equip yourselves with the following: a bar of dark chocolate for energy three dragonflies to carry messages a pigeon to keep a lookout from the rooftops a compass to keep us on the right track.

4) The lane was empty it seemed almost too quiet.

5) Finally our reasons against lengthening the school day are as follows: many pupils will be extremely tired they will not be able to attend after school clubs it could impact on parents collecting children traffic around school will affect other workers travelling home.

Answers

1) You will need these items: a pen, pencil, notepad and screwdriver.

2) Now carry out the following: turn the lid to the left, press the blue button and run.

3) Greenhouses are perfect for growing vegetables: they provide excellent conditions.

4) When the police searched the criminal they found an amazing selection of curiosities: two lizards, a red jelly, a jar of marmite and some chewing gum.

5) The general faced his troops and addressed them: “When we see the enemy, run”.

1) It was a terrible sight: windows were in shattered pieces; ivy growing up the wall; the furniture torn and mouldy; piles of empty boxes stacked high.

2) Skateboarding is enjoyed by many girls and boys; they hold no fear of its dangers.

3) I suggest you equip yourselves with the following: a bar of dark chocolate for energy; three dragonflies to carry messages; a pigeon to keep a lookout from the rooftops; a compass to keep us on the right track.

4) The lane was empty; it seemed almost too quiet.

5) Finally our reasons against lengthening the school day are as follows: many pupils will be extremely tired; they will not be able to attend after school clubs; it could impact on parents collecting children; traffic around school will affect other workers travelling home.

RE


PRAYER TO THE HOLY SPIRIT
Come, Holy Spirit,
fill the hearts of
the faithful,
and kindle in them
the fire of your love.
Send forth your Spirit,
and they shall
be created
and you will renew
the face of the earth.
Amen



Task: Create your own prayer to the Holy Spirit.

flame

tongues of fire

gifts

enclose

surround

bless

descend

apostles

Pentecost

mission

Word of God

faith-filled

inspire

ignite

vocation

brightly

strengthen

guide

support

Tuesday

Word of the Day

Marathon (noun)

Definition: 26 mile race or a long task.

English

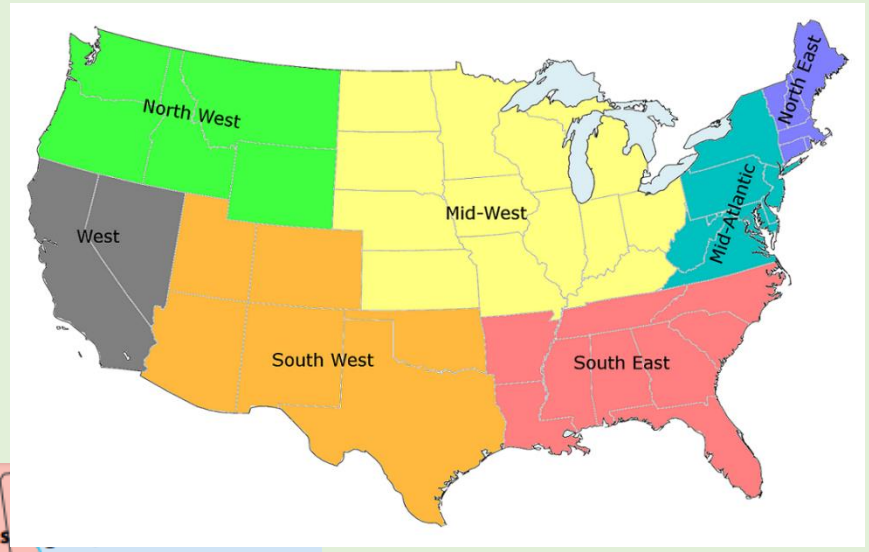
Modelled Write

As dawn broke beyond the sloping hills, James awoke after spending his first night inside the Wilson's creaky cottage. Deep down, his heart ached: Mother was miles and miles away. However, after nibbling on a slice of soggy bread and butter at breakfast, he thought he had better make the most of his time in the countryside.

Hastily and neatly, James dressed in the perfect pair of outdoor clothes before sprinting out into the wildness of the overgrown grass of the garden. Who knew what he would discover? Everything around him was so natural: birds chirped joyfully; butterflies flapping majestically amongst the sun-kissed roses; bees buzzing, whilst searching for the sweet taste of nectar. All James wanted to do was explore further and further across into the field adjacent to the cottage.

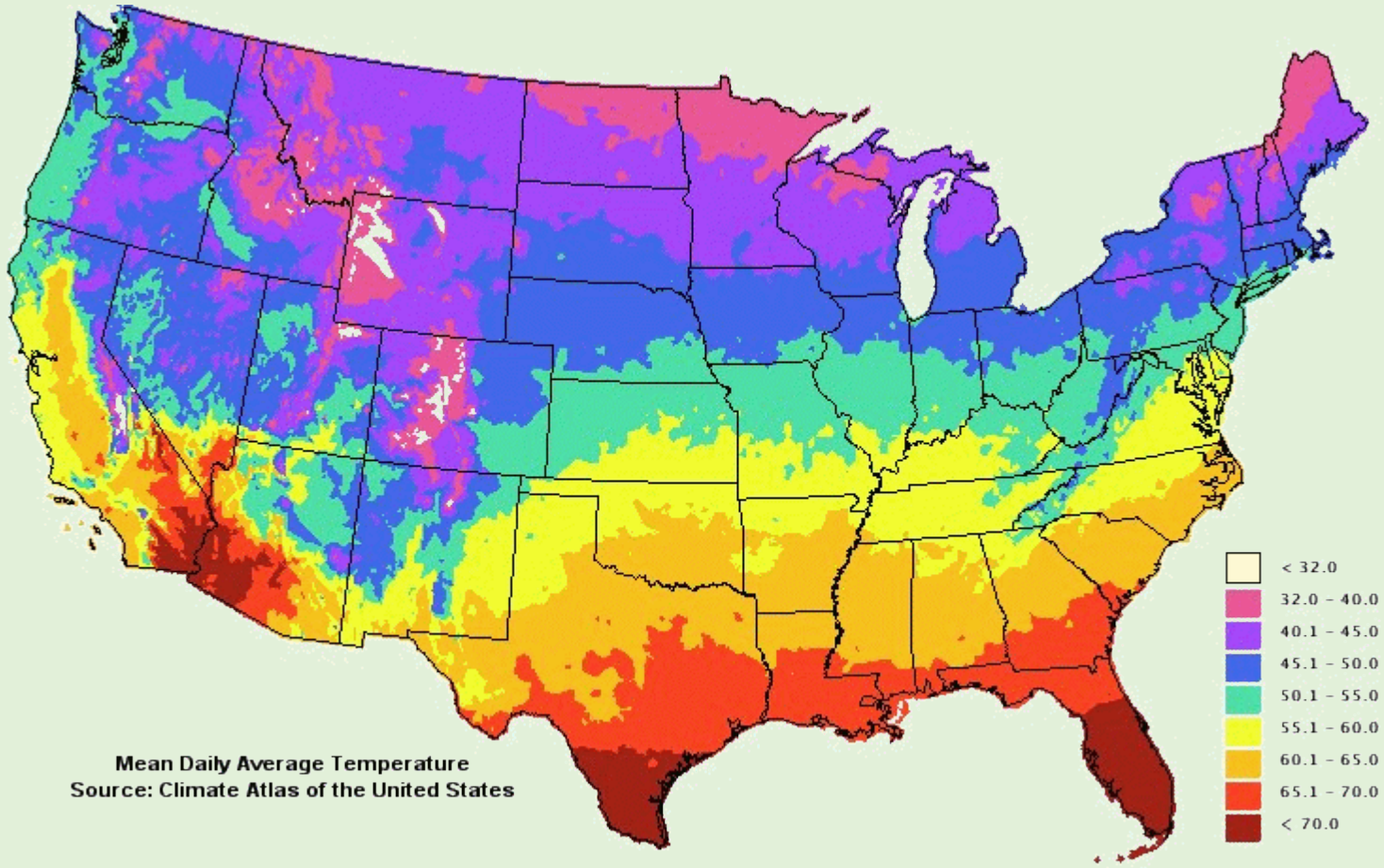
In a matter of minutes, he had scaled the splintered, rickety gates and was amongst golden corn that swayed gently in the summer breeze. Stretching out his arms, he galloped onwards until…CRASH! He collided with something solid: shattering into millions of tiny fragments.

Geography


North West
West
Mid-West
South West
South East
Mid-Atlantic
North East


The Southern Region
95° W
90° W
85° W
80° W
Ohio River
Potomac River
West Virginia
Frankfort
Lexington
Charleston
Kentucky
Virginia
Richmond
Norfolk
Virginia Beach
Chesapeake Bay
BLUE RIDGE MOUNTAINS
GREAT SMOKY MOUNTAINS
Nashville
Raleigh
Arkansas
Memphis
Tennessee
North Carolina
Charlotte
Little Rock
Mississippi River
Great Smoky Mountains National Park
South Carolina
Columbia
Atlanta
Birmingham
Alabama
Georgia
Jackson
Louisiana
Montgomery
Charleston
Savannah
ATLANTIC OCEAN
Mississippi
Baton Rouge
Mobile
Tallahassee
New Orleans
Florida
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30° N
25° N
N
W
E
S
0
150 miles
State capital
Major city
National park

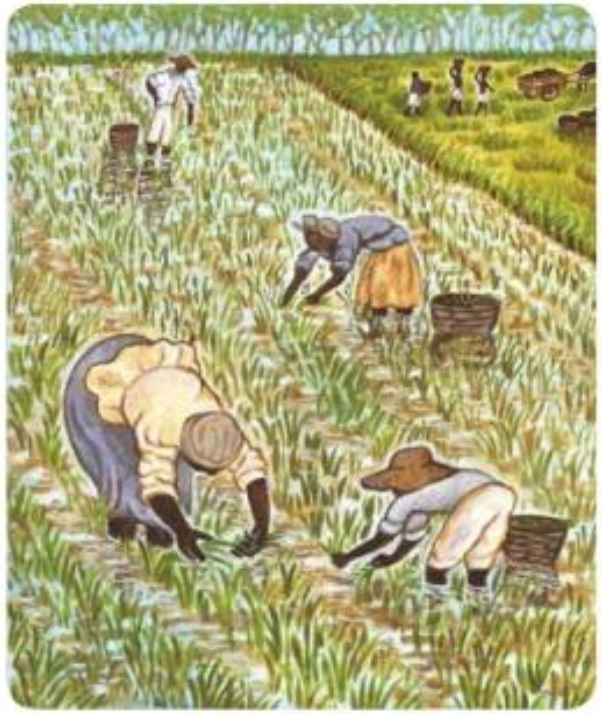
The South has a different climate from the northern states we have reported on. It is much hotter, especially in the summer. The difference in climate means that Southern farms grow different crops from those grown on northern farms.



Mean Daily Average Temperature
Source: Climate Atlas of the United States

Slavery

Workers were brought over in the 1800s from Africa and worked in terribly difficult conditions on plantations.



Enslaved workers were used to grow cotton, tobacco, and other crops in the South.

In the northern states especially, many people disapproved of slavery. For this, and other reasons, there was conflict between the North and the South. Eleven Southern states decided to form their own country and left the United States. This conflict resulted in the Civil War, which lasted from 1861 to 1865.

The Civil War ended with the defeat of the South. The Southern states came back into the Union, and slavery was abolished.

Though many African Americans moved from the South to other parts of the country in the decades after the Civil War, they still had a significant influence on Southern culture, especially on Southern art, literature, music, dance, and food.









In the south west, there is mountainous area shared by the states of West Virginia, Virginia, and North Carolina. The scenery here is very wild. The mountains are part of the great Appalachian Mountains, which reach all the way into New England. In the South, the Appalachians are known by different names. In Virginia they are called the Blue Ridge Mountains, and in North Carolina and Tennessee, the Great Smoky Mountains.

Some of the most famous beaches on the East Coast are farther south, in the state of Florida. We went there next. This state is a long **peninsula**. It juts out between two bodies of water—the Atlantic Ocean on the east and the Gulf of Mexico on the west. One reason people go to the beaches in Florida and other Southern states is because the water is warm, making it ideal for swimming. The water is warm partly because of a stream of warm water that flows through the Gulf of Mexico and up the East Coast. It is called the **Gulf Stream**.



Gulf Stream, n. a warm ocean current that begins in the Gulf of Mexico and travels north along the coast from Florida all the way to Newfoundland in Canada

Florida is often warmer than the rest of the South. In fact, it stays warm all year round in some parts of the state. Because of the warm weather, people in Florida can grow fruits that cannot be grown in the North, such as oranges.





Many people come to Miami to visit the nearby beaches. But Miami is much more than just beaches. It is also a big, modern city with a diverse population. We found out that many people from Cuba and other islands in the Caribbean Sea live in Miami. The Caribbean is the sea off Florida's southern coast. On the streets of Miami, a lot of people spoke Spanish, the language of Cuba.

In Kentucky, we visited a farm where horses are raised to run in races. The most famous horse race in America is called the Kentucky Derby which happens on the first Saturday in May.

In Tennessee, we stopped off in Nashville and Memphis, two cities famous for music. In Nashville, we saw musicians play what is called country music. In Memphis, we heard a form of music called ‘The Blues’.







Questions

1. How does the climate in the South differ from the climate in the New England and Mid-Atlantic regions?
2. How have African Americans influenced Southern culture?
3. What was the Civil War?
4. What are the Appalachian Mountains called in Virginia and North Carolina?
5. What body of water forms the eastern border of the South?
6. Why is Spanish commonly spoken in Miami?
7. How does Florida's climate influence the way people there live? Which two cities in Tennessee are famous for their music?

Wednesday

Word of the Day

Contemplate (verb)

Definition: think about or look at for a long time. Think deeply.

RE

Becoming a priest

Priests are called to serve in the church.

It is a vocation (a calling from God).

He must simply believe that God calls people like him to be priests and open his heart to the Holy Spirit.



Types of Priest



A man can apply to be a priest of a diocese (becoming a priest in a parish in his local area).

Or…

A religious order (for example to become a Dominican or a Salesian priest posted anywhere to carry out the mission of that order).





Training

Once people decide to become priests, they attend a seminary. The develop their skills of preaching, pastoral care and leadership. He studies philosophy and theology and will go on placements to parishes and schools, hospitals and care homes.

This careful process reassures the candidate that other people share his sense of God's call.

The process of formation before ordination takes up to 7 years.

Choices of Religious Priests

A religious priest makes three solemn vows even before he is ordained.

He vows poverty. He owns nothing or very little, and shares things in common with others in his community – such as a place to live and a car.

He vows obedience to his religious superior who may ask him to minister far away or have a particular role in the community.

Finally, the religious priest vows chastity, which, like the diocesan priest, means he will not get married.

Create a fact page on Ordination



Why do people become priest?

- Vocation

Types of Priest

- Diocesan Priests
- Religious Priests

Training

- Seminary (up to 7 Years)
- Preaching, pastoral care and leadership.
- Studies philosophy and theology
- Placements to parishes and schools, hospitals and care homes.

Three Vows of Religious Priests

Poverty
Obedience
Chastity

Responsibilities of Priests

Delivering Mass
Visiting the sick
Administering sacraments
Support schools

Science

REWIND - Please see the link below to revise your understanding on how shadows are formed:

https://www.youtube.com/watch?v=fy7eoMef3e8

You will need ☺

- the sun (if the weather is good ☺)
- ideally a torch (a phone light will suffice)
- a ruler
- a pencil
- your home learning book or a piece paper
- a range of objects from around the house that are translucent, transparent and opaque; be creative.

Task 1

Find two objects around the house that differ in size e.g. a tennis ball and football.





Your mission is to see if you can produce a shadow for each object that is the same size.
What rule could we create to help children carry out this experiment time?

Top Tip

Think about the positioning of each object from a light source, could this help create two shadows the same size?







Task 2

Plan and carry out a shadow investigation.
From **Task 1** we have gained an understanding that shadows can change in size, shape and darkness for a variety of different factors.




Such factors include:

- The distance of the object from a light source.




- The use of coloured filters.



- The angle upon which a light source shines on an object.



- The translucency of an object in allowing light to pass through it.




Task 2

For your experiment choose one of the aforementioned factors to investigate.

Explain why you want to investigate this Factor?

_____

What do you expect to find out?

_____

How is your investigation a fair test (What is the one thing, variable, that you have changed?

_____

_____

Equipment used:

_____

_____

- The angle upon which a light source shines on an object.
- The translucency of an object in allowing light to pass through it.

Results and Evaluation template.

Top Tip! YOUR results table will look differently if you are investigating a different factor!

My results

Object	Your Factor	Size of shadow (in cm)	Description of the appearance of the shadow

Evaluation? (Think about what you have learnt from your results and what you would do differently next time?)

_____

_____

Example of Mr Poole's experiment to the investigate size of shadows when the distance from a light source and an object is altered.

Top Tip! YOUR results table will look differently if you are investigating a different factor!

My results

Object	Distance from light source	Size of shadow (in cm)	Description of the appearance of the shadow
Transparent vase	20 cm	1cm	Very very faint
Transparent vase	15cm	3cm	Still faint but not as much as before
Transparent vase	10cm	6cm	A clear outline emerging but infill faint.
Transparent vase	5cm	10cm	A very clear outline has emerged, but infill is still blurry.

Evaluation? (What have I learnt from results?)

By choosing a transparent glass object I knew my shadow wouldn't be clear however; I didn't get the outline shadow of the vase to increase so much as the light source got nearer to it.

Thursday

Word of the Day

Occasionally (adverb)

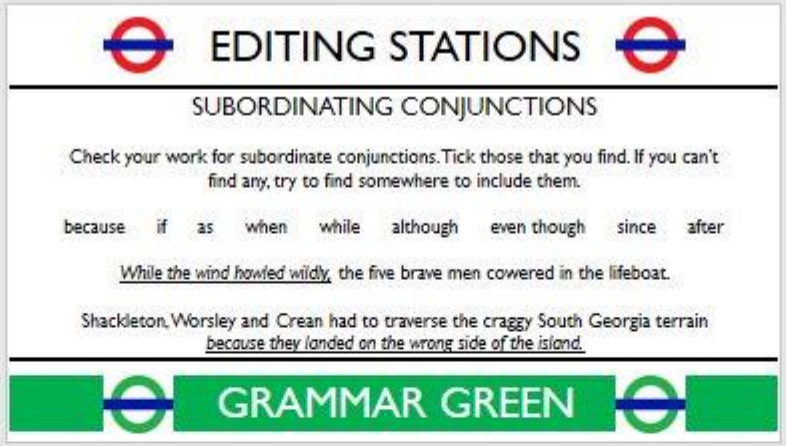
Definition: at irregular intervals.

English

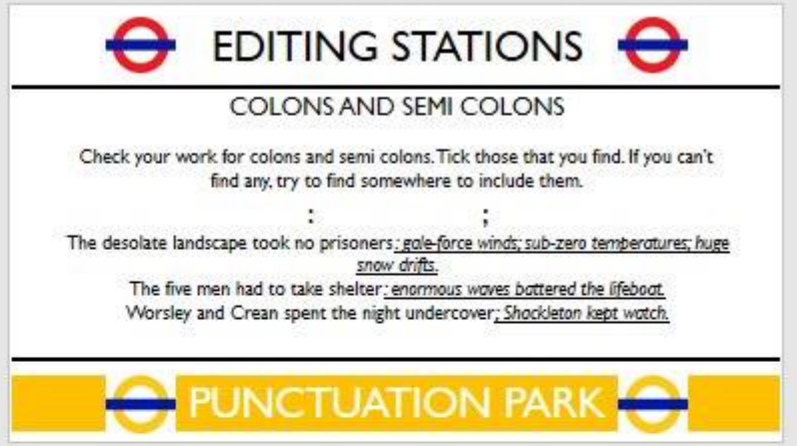
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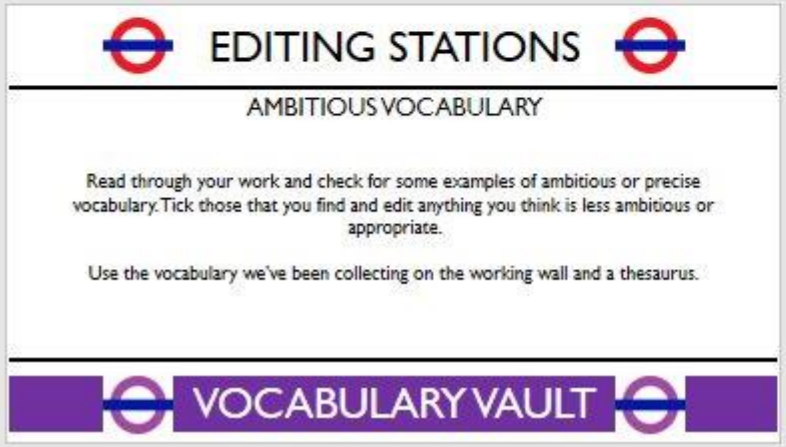
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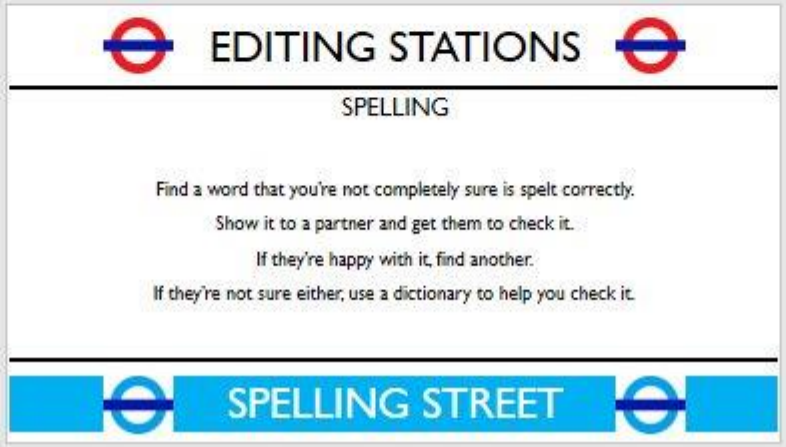


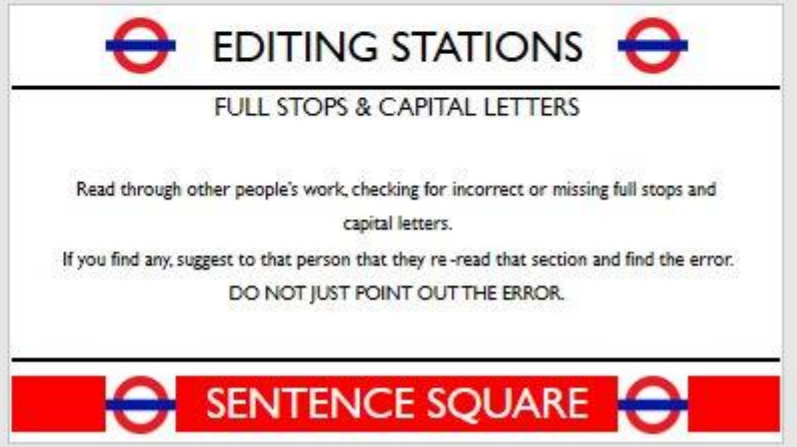
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3







Passive and Active Voice: The Rules

To be able to understand passive and active voice, you need to have a good understanding of **subjects**, **verbs** and **objects** within sentences.

The **bunny** **appeared** from the **hat**.

The **subject** is who or what we are talking about in the sentence, i.e. the **bunny** is what we are talking about.

The **verb** is the doing word (**appeared**).

The **object** is the thing the verb is working on or acting upon. In this case, the **hat**.

Active Voice: The Rules

In English, **active sentences** are used much **more often** than passive sentences.
In active sentences, **the subject performs the action (the verb) to the object.**

The family boarded the plane.





The boy ate the broccoli.

Passive Voice: The Rules

In passive sentences, the word order is reversed. The **subject** receives the **action** and the **object** is performing it.

The **plane** **was boarded** by the **family**.

The **plane** is now the subject but is receiving the action.



The **verb 'boarded'** now comes after a past tense form of the auxiliary verb 'to be', e.g. **was** or **were**.

The **family** are still performing the verb but the preposition word 'by' is added to show this.

Passive Voice: The Rules

The same happens in this passive sentence. The **subject** receives the **action** and the **object** is performing it.



The **broccoli** **was eaten** by the **boy**.

The **broccoli** is now the subject but is receiving the action.

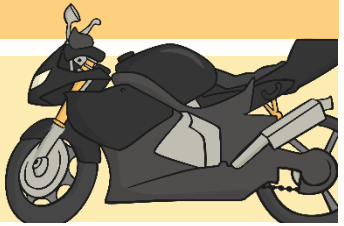
The **verb 'was'** is used again but this time 'ate' is changed to the past participle '**eaten**'.

The **boy** is still performing the verb but the preposition work 'by' is added to show this.

Passive Voice: The Tricky Bit

Some **passive** sentences **don't say who or what is doing the action** of the **verb** to the **subject**. The **object** is missing but the sentence still makes sense.

The **motorcycle** **was ridden**.



The **subject** is the mortorcycle.

The **verb** was done to the subject but we don't know by whom or what.



It **was stolen.**

The **subject** is 'it' – a pronoun.

Again the **verb** was done to the subject but we don't know by whom or what.

A subject is the person or thing doing the verb. An object has something done to it. Let's see how you get on with these questions about subjects and objects.

1. Underline the subject in each of the sentences below.

   a. The stag stood on top of the hill.

   b. Martin gave Danielle a kiss.

   c. A spaceship flew around the Earth.

   d. The weather seems to be improving.

   e. He tells a lot of great jokes.

   f. Kim and Tom are in Greece.

   g. The police officer frowned.

   h. My dog chased Stefan's cat.

2. Look at options a) - c) below. Write an 'S' in the boxes next to the underlined parts that are subjects and an 'O' in the boxes next to the underlined parts that are objects.

   a. Yvonne covered Gary's hair with shaving foam. ☐

   b. The children persuaded the teacher to do a dance. ☐

   c. On Tuesday, Gudrun gave her rabbits extra carrots. ☐

3. Underline the object in each of the sentences below. Then rewrite each sentence, replacing the object with your own object. The first one has been done for you.

   Sally and Lilly welcomed the visitors.

   Sally and Lilly welcomed Roger.

   He saw a chimney sweep on the roof.

   .....

   Kareem met Nancy at the bus stop.

   .....

An active sentence has a subject that does something. In passive sentences, something is done to the subject.

1. Draw lines to show whether each sentence is active or passive.

   The jewels sparkled in the moonlight.

   The roof was damaged in the strong winds.

   The waiter served the first course.

   The damaged costumes were quickly repaired.

   The prisoners escaped by digging their way out.

   active

   passive

2. Rearrange these words to form a passive sentence.

   the awarded were they prize first mayor by

   .....

   Now rewrite the sentence as an active sentence.

   .....

3. Rewrite this active sentence as a passive sentence.

   Uncle Max caught the chickens.

   .....

4. Rewrite this passive sentence as an active sentence.

   Mary was chased by Tina.

   .....

Answers

Subject and object

A subject is the person or thing doing the verb. An object has something done to it. Let's see how you get on with these questions about subjects and objects.

1. Underline the subject in each of the sentences below.

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h. My dog chased Stefan's cat.

2. Look at options a) - c) below. Write an 'S' in the boxes next to the underlined parts that are subjects and an 'O' in the boxes next to the underlined parts that are objects.

a. Yvonne covered Gary's hair with shaving foam. O

b. The children persuaded the teacher to do a dance. S

c. On Tuesday, Gudrun gave her rabbits extra carrots. S

3. Underline the object in each of the sentences below. Then rewrite each sentence, replacing the object with your own object. The first one has been done for you.

Sally and Lilly welcomed the visitors.

Sally and Lilly welcomed Roger.

He saw a chimney sweep on the roof.

He saw an unusual shadow on the roof.

Kareem met Nancy at the bus stop.

Kareem met a group of friends at the bus stop.

Grammagators know the difference between subjects and objects. Do you? Tick the box to show how you did.

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Active and passive voice

An active sentence has a subject that does something. In passive sentences, something is done to the subject.

1. Draw lines to show whether each sentence is active or passive.

The jewels sparkled in the moonlight. → active

The roof was damaged in the strong winds. → passive

The waiter served the first course. → active

The damaged costumes were quickly repaired. → passive

The prisoners escaped by digging their way out. → active

2. Rearrange these words to form a passive sentence.

the awarded were they prize first mayor by

They were awarded first prize by the mayor.

Now rewrite the sentence as an active sentence.

They mayor awarded first prize to them.

3. Rewrite this active sentence as a passive sentence.

Uncle Max caught the chickens.

The chickens were caught by Uncle Max.

4. Rewrite this passive sentence as an active sentence.

Mary was chased by Tina.

Tina chased Mary.

You need to get active and practise this stuff for your SATs. Tick the box to show how well you know it.

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Create this key

Subject Object Verb

Copy each sentence below underlining each of the key words below.
Decide whether it is written in the ‘active’ or ‘passive’ voice.
Re-write each sentence in to the opposite voice.

1. The lazy twins ignored their alarm clock.
2. In the playground, the girl was chased repeatedly by the boy.
3. The wounded soldier was helped by an old village woman.
4. The child was frightened by thunder and lightning.
5. Each dress was stitched by Rosy in a week.
6. Fred the gardener cared for the flowers.
7. During the storm, palm trees were toppled by the heavy winds.
8. People formed a queue on the road.
9. Luke struck the cricket ball through Amy’s bedroom window.
10. Fifty sheep were feasted on by the starving wolf.

Answers – colours

Subject Object Verb

1. The lazy twins ignored their alarm clock. (Active)
2. In the playground, the girl was chased repeatedly by the boy. (Passive)
3. The wounded soldier was helped by an old village woman. (Passive)
4. The child was frightened by thunder and lightning. (Active)
5. Each dress was stitched by Rosy in a week. (Passive)
6. Fred the gardener cared for the flowers. (Active)
7. During the storm, palm trees were toppled by the heavy winds. (Passive)
8. People formed a queue on the road. (Active)
9. Luke struck the cricket ball through Amy's bedroom window. (Active)
10. Fifty sheep were feasted on by the starving wolf. (Passive)

Changing the ‘Voice’ Answers

1. The alarm clock was ignored by the lazy twins.
2. In the playground, the boy repeatedly chased the girl.
3. An old village woman helped the wounded soldier.
4. The thunder and lightning frightened the child.
5. Rosy stitched each dress in a week.
6. The flowers were cared for by Fred the Gardner.
7. During the storm, the heavy winds toppled the palm trees.
8. On the road, the queue formed with people.
9. The cricket ball was struck by Luke through Amy’s bedroom window.
10. The starving wolf feasted on fifty sheep.

PE

LO: to create a composition applying balls skills in time to music.

Warmup: Using equipment you may have at home give yourself one minute to achieve as many skills as you can.



For instance, you can time yourself to see how many times you can loop a ball between your legs in a figure of 8 or how high can you throw the ball into the air and safely catch it after clapping as many times as you can. Be as creative as you wish.





Record this on a piece of paper. Allow your body to rest. Think about you feel? What do you notice about your breathing and heartbeat?

What muscles have we warmed up so far?

Now repeat your chosen skills and see if you can beat your personal best.

Task

Your mission is to create your own routine involving a ball to a song of your own choice. We look forward to seeing how your sequences turn out. Please be safe at home make sure you don't break any vases, mirrors, windows or even bones.



Watch the following videos for inspiration:

Single or pair bouncing -

https://www.youtube.com/watch?v=cJWnpPohZIM



Mass group ensemble-

https://www.youtube.com/watch?v=zokRdW4xX5k

Friday

Word of the Day

Indignant (adjectives)

Definition: angered about being treated unfairly.

Art



by George Azariah Lloyd, 1866





