

## **Year 6 Barnstondale Letter to Parents**

*Can all Year 6 parents please send an email to Miss Scott in the school office, for a refund of what you have paid?*

*You will need to email [k.scott@northcote.liverpool.sch.uk](mailto:k.scott@northcote.liverpool.sch.uk) with the following details:*

*-CHILD'S FULL NAME*

*-CHEQUE PAYEE DETAILS*

## **Return to School Year 6 letter**

*Please click on the above letter for all of the details regarding Year 6 children's possible return to school.*

Previous weeks' work:

[Summer term Week 1 - Year 6](#)

[Summer 1 week 2 Year 6](#)

[Summer 1 Week 3 Year 6](#)

[Summer term Week 4 year 6](#)

[Summer 1 Week 5 - Year 6](#)

[Summer 1 - Half Term - Year 6](#)

[Summer 2 Week 1 Year 6](#)

[Summer 2 Week 2 - Year 6](#)

**Year 6 - Summer 2 - Week 3**

Don't forget to send pictures either via our school Twitter @Northcotesch or directly to my school email address to show me what you have been up to:  
l.joyce@northcote.liverpool.sch.uk

## Cyber-bullying Week

This week, there is a focus on the effects of cyber-bullying and the actions you can take if you experience/witness it. With the increase of social networking sites, online activity and messaging apps, cyber-bullying is increasing. Therefore, it is extremely important that we know how to tackle it.

### Computing



Below are activities about cyber-bullying: videos, questions and true or false statements. Please complete all three cyber-bullying tasks throughout the week; they are all very important.

Task 1: [UKS2 Cyberbullying Task 1](#)

Task 2: [UKS2 Cyberbullying Task 2](#)

Task 3: [UKS2 Cyberbullying Task 3](#)

### Reading:



**Reading speed and questioning:** Make sure you keep reading daily on your Reading Plus! Your class teachers all now have logins, so can keep up to date with your progress!

**Reading for pleasure:**

**Task 1:** Read the poem below, 'Jessica's Wish', which is inspired by cyber-bullying. Then, answer the following questions:

[Jessica's Wish Poem](#)

1. What would it be like if we were all the same?
2. What's good about being different?
3. In what ways are we all different?
4. Do we always have to agree with/have the same view as other people?  
Explain your answer.

**Task 2:** This task is similar to one of our activities we do in our shared read sessions. The extract below is from a book called 'A Curse so Dark and Lonely' by Brigid Kemmerer. I'd like you to read the extract and then complete the 'Matching Vocabulary' sheet.

*There is blood under my fingernails. I wonder how many of my people I've killed this time. I thrust my hands into the barrel beside the stables. The ice-cold water bites at my skin, but the blood clings. I shouldn't bother, because it will all be gone in an hour anyway, but I hate this. The blood. The not knowing. Hooves ring against the cobblestones somewhere behind me, followed by the jingle of a horse's bridle. I don't need to look. My guard commander always follows at a safe distance until the transition is complete. Guard commander. As if Grey has men left to command. As if he didn't earn the title by default. I swipe the water from my hands and turn. Grey stands a few yards back, holding*

*the reins of Ironheart, the fastest horse in the stables. The animal is blowing hard, its chest and flanks damp with sweat despite the early-morning chill.*

### Matching Vocabulary

**Task 3:** After you've completed the 'Matching Vocabulary' sheet, can you include each of the words in a sentence?

### **Extras:** The Summer Reading Challenge

It is getting close to that time of year again, where you are challenged to read as much as possible over the Summer Holidays. Are you up for the challenge? Here is some information all about it:

<https://summerreadingchallenge.org.uk/>

## Writing



Wow...What an amazing job some of you did with your writing last week. We have loved reading your writing! The quality is still as high as ever - you deserve a huge amount of credit...keep it going!

**Task:** After reading the poem 'Jessica's Wish', I would like you to create your own poem about cyber-bullying. Jessica learned from her wish - she wished everyone was the same but quickly realised that if everyone was the same, life would be pretty boring...so she regretted her wish.

You could put a bit of a spin on Jessica's poem and write a poem about the wishes you have for a better, safer internet. Do you wish for no online trolls? Do you wish for everyone to treat each other with respect? Do you wish for people to always be kind to one another?

Have a look at the WAGOLLS below. You might want to create a similar poem or if you have your own idea, even better! You don't have to complete this activity in one day, you might want to create a plan first, then a draft, maybe some editing and then produce the final write.

### Poetry WAGOLLS

Don't forget, poetry does have key features. However, not all poems have to include them. That's the beauty of poetry...it can be however you like.

Key features you might want to think about:

- Layout
- Rhyming couplets
- Alliteration
- Similes
- Metaphors
- Powerful vocabulary
- Amount of syllables

Don't forget to send your poems to me; I can't wait to read them!

Look at the fantastic work Jamal completed last week. Let's try and get more examples next week - don't forget to send your work so we can celebrate it.

Summer 2: Week 2: 08/10/2020

Writing Task 1

Rules:

1. Always add speech marks when a character is talking.
2. Always skip a line when a new character is talking.
3. Add punctuation to the end of their speech.
4. Add verbs like said and asked depending on what type of sentence it is.

Summer 2: Week 2: 08/10/2020

Writing Task 2: Create a Dialogue:

"I am not doing it!" cried a young infant with streams of tears from his eyes.

"Yes you are!" screamed a broad older figure with his hands on his hips.

"It's your fault it happened! I tried to stop you, but no! You still did it! What will we tell her?" the young soul worried.

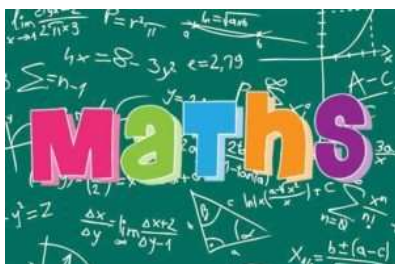
"What? No! You did it, Wayne! You have got to be responsible for your actions! Good."

Charlie stopped.

"Charlie? Wayne? Where is my golden ring?"

Charlie and Wayne gulped a ball of worries...

## Maths:



**Times tables speed and questioning:** Make sure you keep up your times table recall by logging in daily to your TT Rockstars.

Hit the button is also excellent for timestables and easy to download as an app on your phone or tablet.

This week, our focus is on **fractions**. Don't worry if you've forgotten how to add, subtract, multiply and divide fractions, I have written instructions and I've done an example on each sheet as a reminder.

**Task 1: Adding and Subtracting Fractions**

[Adding and Subtracting Fractions](#)

**Task 2: Multiplying Fractions**

[Multiplying Fractions](#)

**Task 3: Dividing Fractions**

[Dividing Fractions](#)

**Task 4: Arithmetic Paper**

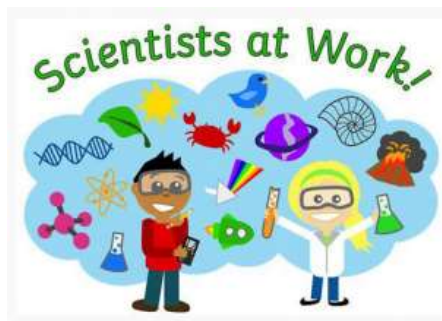
[Arithmetic Paper](#)

All last week's answers can be found at the bottom of the sheets below:

[The mystery of the guilty game show gangster maths game](#)

[Arithmetic Test](#)

Science: Electricity



This term, our unit is **electricity**. We've had some fantastic examples of work so far, let's keep that up!

Last week, you looked at the symbols, used by scientists, to represent components in electric circuits. If you didn't manage to do last week's task, don't worry, the symbols are labelled on the 'Labelling and Drawing a Circuit' sheet below.

**Task 1:** First, look at the circuit (with labels) and familiarise yourself with the symbols for each component of the circuit. Then, you will use this knowledge to label the components of different circuits. After that, have a go at drawing the given circuit, using the scientific symbols.

### [Labelling and Drawing a Circuit](#)

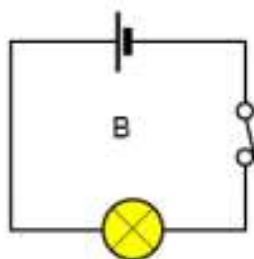
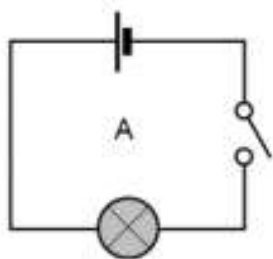
**Task 2:** A circuit **must** have a battery; this is where the energy comes from - whether it be to light up a bulb, sound a buzzer or to control a motor.

<https://www.bbc.co.uk/bitesize/topics/zq99q6f/articles/zt8vg82>

*Why is a switch important in a circuit? Because otherwise, lights (for example) would be on ALL the time, even when we don't need them! That's why we have switches - so we can control the circuit ourselves by turning them on and off.*

Think about the light switches in your home...if a switch is 'off' (open - circuit A below), there will be no energy flowing around the circuit, and therefore, no light. However, if a switch is 'on' (closed - circuit B below), energy can flow and light up the bulb.





Now, it's time for you to be a scientist - open up the sheet below and decide...will the bulbs in the circuits light up or not?

### Would it Work

**Task 3:** Now, we are going to learn about conductors and insulators. Watch the video below for information about what this means. It should just be a reminder; you did this in year 4. While you are watching, I want you to **write down what a conductor is and what an insulator is.**

<https://www.youtube.com/watch?v=a6ugPfzc70Q>

After watching the video, you should now know:

#### Conductor –

Any material that allows electric current to pass through it

\*copper

\*aluminum

\*steel

insulator

conductor

\*any metal

#### Insulator –

Any material that does not allow electric current to pass through it  
\*like the protective coating on wires

\*plastic

\*rubber

\*glass

\*cloth

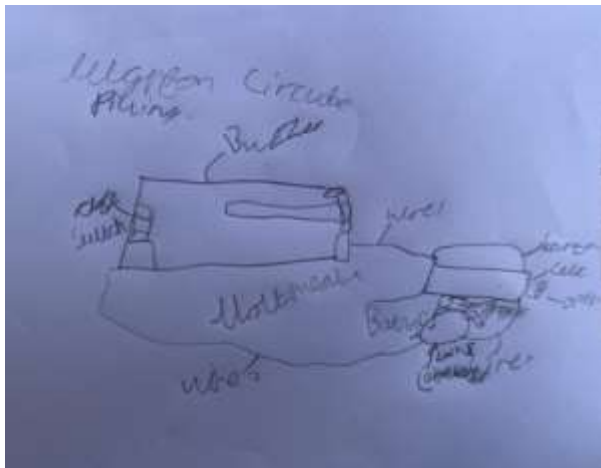
\*wood

Now, I want you to complete the sheet below, thinking about whether the items would conduct electricity or not.

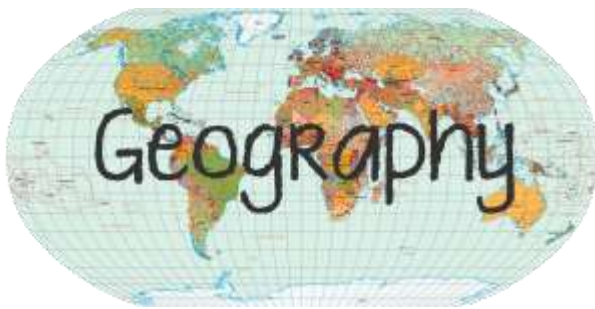
### Conductors

**EXT:** Can you find any other items around your house that are conductors of electricity?

Look at the fantastic work Leighton completed last week:



### Humanities - Geography: America



This week, we're going to focus on our **mapping skills**. We're going to be using 4-figure grid references to locate states and cities in USA.

If you're unsure what 4-figure grid references are, don't worry, I have written some instructions and I've done an example in the 'Information and Questions' document. Read this first and then open up the 'USA grid reference' document so you can begin. (You will need both documents open at the same time.)

[Information and Questions](#)

[USA grid reference](#)

## Art: Drawing



This week, we will continue to focus on landscapes...only this time, we will focus on a particular artist's landscape painting.

Most artists tend to have a 'style' and although all their pieces of art are individually beautiful, they often have things in common: colour, technique and more. Van Gogh liked to use vibrant colours - he used colours to represent emotion and capture mood, rather than always using colours realistically. Van Gogh's unique painting technique - using brush strokes to create the image, rather than drawing solid outlines - is clear to see just by looking at his artwork.

Below is a painting by Van Gogh called 'A Wheatfield with Cypresses'. Can you create a landscape art piece in the style of Van Gogh? Think carefully about the technique he used and which colours you might use to capture the mood.

Don't worry if you don't have paints at home, you can use any materials you like: colouring pencils, pastels, felt tip pens...



Look at the great artwork Mackenzie created last week:



PE



**Objective:** communicating, collaborating and competing/compare performances against previous ones and demonstrate improvement to achieve their personal best.

**Task 1:** In one minute, do as many 'Slides' as you can. In addition to this, teach a member of your family to master this skill. Evaluate your performance and your family member's performance, suggesting ways to improve performance. Record how many you and your family member get each day and see if you can improve daily.

I've put a link here if you need help with these:

<https://www.youtube.com/watch?v=z7TuoaA-WN4>

**Task 2:** In one minute, do as many 'Press Ups' as you can. Record how many you get each day and see if you can improve daily

**Task 3:** Create a fun game that you can play at home during lockdown. You need to use items that are available around the house e.g. toilet roll, rolled up socks, baskets, paper cups etc. Share videos of your game, including rules, on the school twitter page for other children to watch and play at home.

You can also continue:

Joe Wicks : <https://m.youtube.com/user/thebodycoach1>

Oti Mabuse Dance Class: <https://m.youtube.com/user/mosetsanagape>

Mr Norman has given us this 'Pick and Mix' of activities, which you can also complete if you fancy something different!

[PE Activities for June](#)

## Spanish



For the last couple of weeks, we have provided a Spanish transition booklet. There are a few tasks to complete to help you get ready for secondary school. Make sure you complete one activity a week from this booklet and send us a picture of your work. Don't worry if you can't print this out, I am happy for you to complete it on paper.

[MFL Transition Project Booklet Spanish](#)

## PSHE







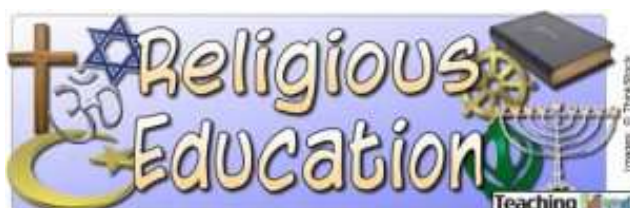
This week, we've focused on cyber-bullying throughout lots of our tasks. It is important that we are aware of what cyber-bullying is and how it affects people of any age, including children, teens and even adults. For many people, [cyber bullying](#) affects their everyday lives and brings a lot of distress and worry, so we need to know what we can do to prevent it.

**Task:** Take time to think about and discuss the following statement:

*Physical bullying is always, sometimes or never worse than cyber-bullying.*

You might want to write down your ideas and have a discussion with your family members.

## Religious Education



This week in RE, we will continue to focus on the Sikh Festival of Vaisakhi. This learning is all about how people reflect on the life of the Tenth Guru, Govind Singh, who lived 300 years ago. Sikhism is a religion we have previously focused on and I know you all enjoyed focusing on the gurus earlier this year. Learning about the Vaisakhi festival should help us remember all about the importance of the gurus to the Sikh way of life.

**Task:** Continue to complete the tasks in the document below.

[RE Sikh Vaisakhi Learning](#)

### Music



"MUSIC IS LIFE, THAT'S WHY OUR BEATS!"

Just like last week, I'd like you to carry on listening carefully to the songs that come on the radio. We always love to use a song you all like for the leavers' service, but only you know what you like!

In the past we have had:

-High High hopes

-You've got a friend

-Don't worry about a thing

Continue to listen out for a song that has lyrics linked to your time at Northcote, the friendships you have made or your new journey to high school. Send me the lyrics and name to the song, so I can start to look at these more over the next few weeks.



