



Joke of the day: Doctor! Doctor! I think I'm a needle!

Hmmmmmm, well, I can see your point.

**Good morning year 6.** I hope that you had a good day of home learning yesterday. It has been very quiet on the Google Classroom Stream; I hope you are all okay!

**Don't forget, I am online most of the day between 9am and 3pm so please message me if you have any questions or need any help.**

**(The warm-up activity is on the last page today.)**

## Maths - Adding and Subtraction Practice

Today, you need to do pages 10, 11, 12 and 13 in your 'Key Stage Two Maths SATS Question Book.' You can write straight into the book. The answers are on page 97. If this doesn't take long you can go on the following: <https://www.topmarks.co.uk/maths-games/hit-the-button> and practise your mental maths skills.

## English - Biographies

As I mentioned yesterday, you are going to be writing a biography of an inspirational person of your choice. To help us do this well, you are going to write a short biography about you! As this is a biography, you will need to write it in third person not first person. If this is too tricky, you can do it in first person. It doesn't need to be longer than a page, and don't include anything that you would rather not. You don't need to write about every big event that has happened: it would be several pages long if you did! If you would really not write a biography of yourself, you could do one on an imaginary person, or someone you know well. This activity is to help remind you of the features of a biography, so it doesn't matter who you are writing about. There is a sheet in Google Classroom to write on called, 'Practising writing a biography.' To help you, here is a reminder of the features (this is also in Google Classroom):

### Features of a Biography



#### Purpose:

to give an account of someone's life.

#### Tense:

- written in the past tense
- Closing statements may use present/future tense

#### Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological order**.

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

**Concludes** with what they are doing now, or how they are/will be remembered.

#### Include:

- information about their personality
- specific facts about achievements, influences and significant people

#### Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

#### Include:

- third person pronouns, such as:  
he, she, they,  
himself, herself,  
it, their, them

#### Include:

- adverbials, such as:  
accordingly  
consequently  
therefore  
hence

#### Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as:  
then, after that,  
this, firstly,  
whenever

## P.E.

Make sure you spend some time today doing something active!

## French - The Weather!

Today, you are going to be revisiting how to talk about the weather in French. There are two videos to watch:

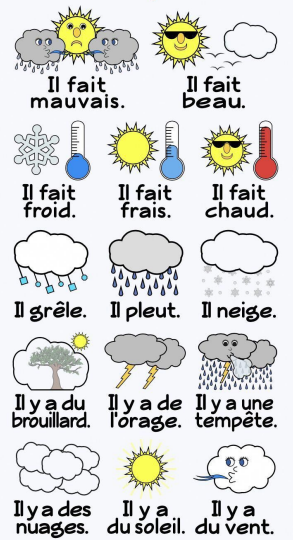
<https://www.youtube.com/watch?v=G8iBwQUvY-E&t=3s> This video goes through all of the different weather in French.

<https://www.bbc.co.uk/bitesize/clips/zj6w2hv> This is a BBC Bitesize video which introduces you to the different weather names.

(I tried to find a song with the words in but couldn't find one!)

There is also a sheet on Google Classroom which has all of the vocabulary on. You need to watch the videos and look at the sheet and then create your own flash cards or poster with the French and English on with a picture, to help you learn some of them. You could ask a family member to test you!

### Quel temps fait-il?



## Geography: Comparing a region of North America to a region in the UK.

Yesterday, you investigated two areas of the world - one on the continent of North America and one that is near to us. Hopefully, you found out lots of information using the ideas below. Today, you need to create a piece of work that compares and contrasts the two places. You can choose how you want to do this. You could create a detailed poster, make a Google Slides or Google Doc with the information on, or create a leaflet using paper you have at home. I really don't mind how you present the information - just pick whichever option that you will enjoy doing the most. You could include drawings, pictures, charts and maps to help you describe how they are similar and how they are different. You probably won't be able to include everything that you find out, and this will take you longer than just one session, so don't rush it. I will give you time tomorrow too, so you can make it as great as you can!

### Terrain

Is the region hilly or flat? What is the highest elevation?

### Water

Where is the nearest water source? Are there rivers or streams? Is the sea nearby?

### Climate

What is the climate like? How does the climate change throughout the year?

### Flora and Fauna

What kind of plants and animals would you find in this area?

### Religion

What are the major religions in this area? How does this affect life in this region?

### Employment

What kinds of jobs do people do here to earn a living? How many people are unemployed?

### Leisure

What do people do for fun in this area? What indoor and outdoor activities are there?

### Wealth

Is it a rich or a poor area? Is there a difference within the region?

### Festivals

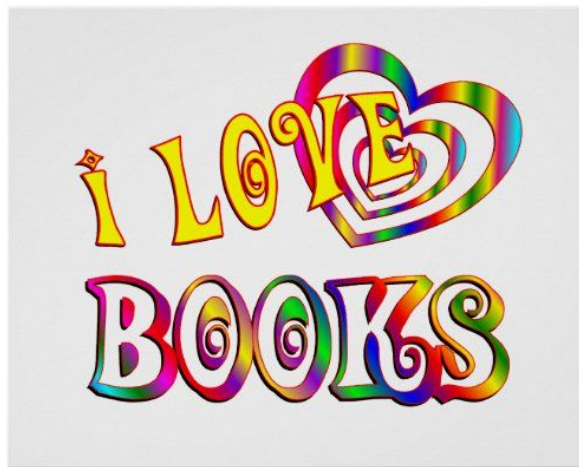
What festivals or holidays do people celebrate here? How are they celebrated?

### Buildings

What are the buildings like in this area? Are there any famous man-made landmarks?



**Class book!** The next installment of our story will be uploaded to Google Classroom this afternoon.



You have two minutes to find the words. (There are five.)

## BOGGLE – Angles

How many words linked to **ANGLES** can you make?

*Letters needs to connect in sequence*

O	B	F	N	I
S	L	T	E	R
E	U	E	X	I
A	C	A	R	O