



Year 6 - Home Learning Tasks

WB: 11.5.20

Our theme for this half term is Ancient Greece.



This week we will be learning about Greek city states, moving on to Chapter 6 - 20 of Holes, thinking about how we can use digital devices for good and we also have another mystery waiting to be solved.

	Activity 1	Activity 2	Activity 3	Videos posted to GC
Monday	Maths – International Project This week, your task is to create a heart to share with the other children around the world.	Science – Animals including humans This week, we would like you to research animal hearts	Day Explorer- Humans ‘could feel at home’ on a new planet! Share your thoughts and design your own planet!	Sweets and Chocolate Bar Quiz! Miss Bellamy will be giving 10 clues for sweets and chocolate bars. Can you work out what they are?
Tuesday	Reading – Holes Task Complete these questions based around Chapters 16 - 20. I have attached the text.	Topic – Ancient Greece Find out about the City States of Ancient Greece!	PE challenge This week, we are completing circuits. Challenge yourself to beat your times.	Holes Mrs Knight will read Holes Chapter 16 – 20. We have also included a text version of this week’s chapters.
Wednesday	Maths - 10 minute arithmetic test Complete the 10 arithmetic questions in ten minutes.	PSHE This week, explore how to use digital devices for good.	P4C Look at the thinking tasks attached. Use this to develop your P4C skills!	Maths – Arithmetic Mr Shaw will be going through the 10 minute arithmetic test – Watch this once you have finished the test.
Thursday	Spelling If you cannot access Google forms, the list of spelling words is below. Ask a member of your family to test you.	Art Create a City State Symbol!	Maths – Investigation Jails or Jewels - A box of jewels has been stolen and you have to decipher 5 sets of clues to uncover who did it!	Spelling Miss Morton will be reading out the spelling words for you to complete in the Google Forms Quiz.
Friday	Catch up and Chill – Today is the day to take part in any of the activities above if you hadn’t had a chance yet. Instead, you may have some ideas of your own! No matter what you choose to do today, make sure you relax and take some time for you!			

These are the details and links to some of the activities posted on Google Classroom this week. Due to the nature of some of the tasks, we cannot add them all to this document but they are available on Google Classroom if you are able to log in. If you experience any problems, please contact your child’s class teacher via email.

Monday - Miss Bellamy's Sweets and Chocolate Bar Quiz

Below are the ten clues I will be reading in the video. You could either quiz your family or have a go at quizzing yourself. The answers are at the bottom of the page so you will need to make sure you don't peek!

1. Clever folk
2. Spin around
3. Lots of parties
4. Sweet Tooth Cleaner
5. Little diamonds
6. Edible Fasteners
7. Wobbly Infants
8. Big Bus
9. Talk quietly
10. Arrange Marriage Partners

Answers
1. Smarties 2. Twirl 3. Celebrations 4. Candy floss 5. Midget Gems 6.
Chocolate Buttons 7. Jelly Babies 8. Double decker 9. Wispa 10. Matchmakers

Monday – International Project

Hearts

This week, your task is to create a heart to share with the other children around the world. This can be any sort of creation: drawing, painting, papier mache, baking, sewing, origami or something else entirely! I have attached some ideas for you. Let's share the love!



Melted Crayon Hearts

www.greenkidcrafts.com



How to make a Ragged Heart Wreath



Monday - Science – Animals including Humans

This week, we would like you to research animal hearts! You can investigate any animals you like - try to find similarities and differences to human hearts and interesting facts. You can present your findings however you choose! Here are a couple of links if you have access to the internet, but if not, I have included some information for you.

<https://www.morrisanimalfoundation.org/article/be-my-valentine-interesting-facts-about-animal-hearts>

<https://www.livescience.com/49795-strange-animal-hearts.html>

10 Amazing Animal Heart Facts



The animal with the largest heart-to-body-mass ratio? The dog. Photo by John Joyner/NC State Veterinary Medicine

February 13, 2018

They can be as big as a piano or too small to see without a microscope. They may beat as much as 1,000 — or as little as six — times a minute.

They are animal hearts and they're extraordinary.

Yes, the human heart is pretty astonishing, too. The thing has its electrical impulse, so with enough oxygen it can beat when outside of the body.

But then again, we just have one of them. The octopus has three. And it just gets more amazing from there.

Beat It

The **cheetah** is one of the fastest land animals, but its resting heart beat is about 120 beats per minute, similar to a jogging human. Here's the difference: While it takes some time for a human heart to reach its limit, usually 220 BPM, the cheetah can go up to 250 BPM in just a few seconds.



A cheetah's heart beat can go up to 250 BPM in just a few seconds.

Really Beat It

The cheetah has a bit of competition, however, with the **Etruscan shrew**. The smallest known mammal by mass, the Etruscan shrew weighs in at under 2 grams and has a 25 beats per second heart rate. That's a 1,500 BPM. It's also kind of cute.

Sizing It Up

The human heart is about the size of a fist — and a cow's heart is the size of a human head. The largest animal heart is the **blue whale's**, which has been weighed at about 400 pounds (and it is not the size of a small car, contrary to popular belief).

But the animal with the largest heart-to-body-mass ratio is somewhat surprising: the **dog**. Compare a dog's heart to its body mass and it's a .8 percent ratio. Almost all other animals — including **elephants, mice** and humans — have a .6 percent ratio. Another animal with a ratio larger than most mammals is the dog's ancestor, the wolf.

Sizing it down

The smallest animal hearts belong to the .006-inch long **fairyflies**. You need a microscope to see its heart, which is a tube running along its back. A new species of fairyfly found in Costa Rica is named Tinkerbella nana.

Room for Growth

The tropical, freshwater **zebrafish** is a popular aquarium addition, but it's the animal's heart that deserves the most attention. It has amazing regenerative properties, quickly closing injuries and mending itself back to almost full function.

That's why researchers study the zebrafish to uncover possible treatments for heart failure and other cardiac injuries. At the CVM, the zebrafish is helping us unlock some of the mysteries of the human immune system.



The zebrafish heart has amazing regenerative properties, quickly closing injuries and mending itself back to almost full function.

Triple Play

Human hearts, like those of all mammals, as well as birds, have four chambers. The heart's "thump-thump" sound is the four valves opening and closing as they pump blood. But **frog** hearts have three chambers — two atria and one ventricle (you can actually [see how it works in a glass frog](#)).

A Little Help

Actually, all reptiles have three-chambered hearts with one exception. **Crocodilian** hearts have four chambers, but unlike mammals they have an extra flap that can close to keep blood from going to the lungs. Researchers believe the blood can be sent to the stomach to aid digestion, which is just a smidge helpful when bones are often on the menu.

Dive right in

Many animals decrease their heart rate while diving into water. An **emperor penguin's** heart rate dips 15 percent from its resting rate when diving and drops even more during long dives (in between dives it jumps rapidly, likely to replenish tissues with oxygen). A **manatee** heart rate cuts by half while on a long dive and **seals** decrease their heart rate from 50 to 80 percent while diving. By the way, seals eat **squids**, which, like **octopuses**, have three hearts.



A manatee cuts its heart rate by half while on a long dive.

Humans ‘could feel at home’ on new alien planet

WORD WATCH

Light-years – The distance that light travels in one year, nearly 6 million million miles!

Kepler telescope – A retired space telescope launched in 2009 to discover Earth-size planets orbiting other stars. Named after astronomer Johannes Kepler.

Exoplanets – A planet which orbits a star outside our solar system.

Orbits – An orbit is the path that an object takes in space when it goes around a star, a planet, or a moon. As a verb, it means goes round and round; rotates.

Red dwarf star – The most common star in the galaxy, these stars are far less bright than our sun, and give off less heat.

Habitable zone – The region of a solar system where life is most likely to form. Usually, this is because conditions are right for water to exist.

Radiation – Energy that moves from one place to another.

Uninhabitable – Unsuitable for living in.

Nuclear fusion – The energy source which causes stars to “shine”, and hydrogen bombs to explode.

Terrain – Stretch of land.



Fly by: Telescopes missed the planet at first because it orbits its star so quickly. © Nasa

WHAT'S HAPPENING

An enormous sun rises over a dusty landscape. The morning light is deep red, and it lights up craters and mountains of rock. Somewhere on this distant planet, there could be rivers, oceans, and rain. It may be 300 **light-years** away, but scientists say it is the most Earth-like planet ever found.

FIND OUT MORE

Astronomers stopped using the **Kepler telescope** to search for **exoplanets** in 2018. It was only when checking old data that they made a discovery: a planet more similar to Earth than any they had found.

Kepler-1649c **orbits** a **red dwarf star** in a small solar system. The small sun gives off little heat, but Kepler-1649c huddles next to it, orbiting so closely that a year takes just 19 days. The exoplanet is in the **habitable zone** of its solar system, where water and life are far more likely to form. Just 8% larger than Earth, it would feel very similar to home.

“This intriguing, distant world gives us even greater hope that a second Earth lies among the stars, waiting to be found,” says Nasa scientist Thomas Zurbuchen.

Have we found a second Earth?

SOME SAY...

Not quite. We don't know enough about this planet yet. **Radiation** levels could be high, the atmosphere could be **uninhabitable**, and there is no proof of water. The planet is 300 light-years away, meaning travel is currently impossible. Plus, the star could be dangerous – a ball of **nuclear fusion** so close to a planet could wipe out life in seconds.

OTHERS THINK...

Possibly! This planet gives us a lot to hope for when it comes to finding habitable planets. It is the right size and temperature. The possibility that water could exist on it is high, and the rocky **terrain** is not unlike Earth's. As technology advances, life in space will become more likely and Kepler-1649c could be one of our first options.

Activity 1 – Would you like to live on another planet?
Record your thinking. Try to consider both sides to the argument.

Activity 2 – Your own planet

Design your dream planet, draw it, and make a fact file all about it. What is the climate? How many moons are there? What are the oceans made of?

'Holes' by Louis Sachar Week 4 Questions

Listen to Mrs Knight reading or read chapter 16-20 of Holes, then try to answer these questions:

1. Why did Stanley decide not to go out at night and dig the hole himself?
2. Find and copy the sentence in chapter 18 that describe how Stanley's body has changed as a result of the digging at Camp Green Lake.
3. Define 'callused'.
4. In Chapter 18, why does Stanley laugh?
5. Find an example of a complex sentence in chapter 19.
6. Why do you think Squid react so angrily when Stanley asked if he was okay? (chapter 19).
7. Why is it 'unfortunate' for Stanley that Mr Sir was not going to die? (chapter 20)

Tuesday – Topic - Ancient Greece

Your task this week is to find out about the city states in Ancient Greece times. I have included a map and some information about some of the main city states. Use the internet to research and then draw arrows, matching the information to each city state of Ancient Greece.

As a challenge, you could add more information about other city states and then explain which one you would have liked to live in and why.

Ancient Greece – The City States

Athens

Draw arrows to each city state of Ancient Greece then stick the correct description in each box. Use a Chrome book to help you with your research.

Macedonia

Olympia

Troy



Ancient Greece and nearby regions

Sparta

Crete

Mount Olympus

The most famous of the Greek city-states. It was the home of democracy, where people were allowed to vote for their own rulers. It is now the capital city of Greece.

Another city-state, famous for developing the greatest warriors of Ancient Greece.

The home of Alexander the Great, the greatest military commander of Ancient Greece.

The site of the original Olympic Games, where all of the different Greek city states would compete.

The largest of the Greek islands, and the mythical home of King Minos and the Minotaur.

Site of the famous war, between the Greeks and the Trojans, which ended with the building of a wooden horse.

The highest mountain in Greece and the mythical home of the twelve Greek Gods. The Gods were like humans, but eternal, and lived in a cloud palace.

Ancient Greek City States Info

<p>Ilium</p> <p>Another name for this city was Troy. It was on the eastern shores of the Aegean Sea in the area known as Phrygia. A famous battle took place here which was ended by a wooden horse!</p>	<p>Sparta</p> <p>This is found on the peninsula to the south of Greece. It was little more than a group of villages built around a central hill. It became the chief Greek city for short time after it won a war against Athens. The Spartan army was the bravest of all Greek armies</p>
<p>Mount Olympus</p> <p>This mountain is still the tallest on mainland Greece at 2,917 metres. The Greeks believed it was the home of their gods and goddesses.</p> <p>It is situated north of Thessaly</p>	<p>Macedonia</p> <p>This is in the far north. Its name came from a word meaning 'highlanders'. It was the home of the powerful Philip II and his son Alexander the Great</p>
<p>Delphi</p> <p>This place can be found on the Greek mainland just north of Peloponnesus.</p> <p>The Ancient Greeks believed this was the very centre of the world. They built one of their most important shrines here.</p>	<p>Marathon</p> <p>This place was where a famous battle took place between a small Greek army and a much larger army from Persia. The Greek army was victorious, saving Athens from being attacked.</p> <p>Marathon is a short distance north west of Athens, just where the coast bends and goes directly north.</p>
<p>Athens</p> <p>If you cross the strip of land from Peloponnesus towards the mainland and head east you will arrive at the city of Athens. It was named after Athena, goddess of wisdom and became the most important city in Greece. The idea of democracy - 'power by the people' - began here. The famous Parthenon Temple was built on a hill above the city</p>	<p>Olympia</p> <p>Olympia is situated on the peninsula of Peloponnesus. It was the giant sports complex where the Olympic Games festival was held. This was the most important Greek festival and took place every four years in honour of Zeus. The statue of Zeus at Olympia was one of the Seven Wonders of the Ancient World</p>
<p>Corinth</p> <p>The city state of Corinth had 900 square kilometres of mountains and farms. It was situated between the two other city states of Sparta and Athens. From the name 'Corinth' we get the English word 'currant' - for small black grapes which have been dried in the sun.</p> <p>Unlike Athens, Corinth was ruled by an 'Oligarchy' which means 'government by a group of people'.</p>	<p>Peloponnesus</p> <p>This jagged shaped peninsula in the south is also referred to as Peloponnesus. It is joined to the rest of the mainland by a strip of land only 11 kilometres wide. Its name means 'Island of Pelops' Pelops was a prince in a Greek story.</p> <p>Ancient Greek civilisation began in this part of Greece and the entrance to Hades is believed to be on its northernmost coast</p>

Ancient Greece

Greek City-States

– Information for the Challenge

Ancient Greece wasn't a single country or empire united under a single government, it was made up of a number of city-states. At the center of each city-state was a powerful city. The city ruled the lands and area around it. Sometimes it also ruled smaller less-powerful cities. The Greek name for a city-state was "polis".

Each city-state, or polis, had its own government. Some city states were monarchies ruled by kings or tyrants. Others were oligarchies ruled by a few powerful men on councils. The city of Athens invented the government of democracy and was ruled by the people for many years.

The two most powerful and famous city-states were [Athens](#) and [Sparta](#), but there were other important and influential city-states in the history of Ancient Greece. Here are a few examples:

Corinth

Corinth was a trade city in an ideal location that allowed it to have two seaports, one on the Saronic Gulf and one on the Corinthian Gulf. As a result, the city was one of the wealthiest cities in Ancient Greece. The Corinthians developed their own coins and required that traders use them when in their city.

Corinth is perhaps most famous for its architecture. The Corinthians developed the Corinthian order of Greek architecture which is the third major form of classical Greek architecture along with the Doric and Ionic.

The government of Corinth was a monarchy ruled by a king. Corinth provided soldiers to the Greeks during the Persian Wars. They also allied with Sparta against Athens in the Peloponnesian War.

Thebes

Thebes was a powerful city-state to the north of Corinth and Athens that was constantly switching sides in the various Greek wars. During the Persian Wars they originally sent men to Thermopylae to fight the Persians, but later, they allied with King Xerxes I of Persia to fight against Sparta and Athens. During different times in history they allied with Athens against Sparta and then switched sides to ally with Sparta against Athens.

In 371 BC, Thebes marched against Sparta and defeated the Spartans at the Battle of Leuctra. This put an end to the power of the Spartan city-state and set many of the Spartan slaves free.

Thebes was famous in Greek legend and literature as well. It is known as the birthplace of the Greek hero Hercules and played a major role in the stories of Oedipus and Dionysus. Also, perhaps the most famous Greek poet of the time, Pindar, lived in Thebes.

Argos

Argos was one of the oldest city-states in Ancient Greece, but it first became a major power under the tyrant Pheidon during the 7th century BC. During Pheidon's reign, Argos introduced silver coins as well as a standard system of weights and measures that later became known as the Pheidonian measures.

According to Greek Mythology, Argos was founded by Argos, the son of the god Zeus. The land became dry and arid after the gods Hera and Poseidon had an argument over the city. Hera won and became the patron of the city, but Poseidon got his revenge by drying out the land.

Delphi

Delphi was the religious center of the Greek city-states. People from all over Ancient Greece visited the city to receive guidance from the famous Delphic oracle Pythia. During the classical Greek period the city became the shrine to the god Apollo after he slew the Python.

Delphi was also a center of the arts, education, literature, and trade. Located in the center of Greece, it was often called the "navel (center) of the world". Delphi was also home to the Pythian Games, one of the most famous athletic competitions in early Greece.

Rhodes

The city-state of Rhodes was formed in 408 BC on a Greek island when three smaller cities (Ialysos, Kamiros, and Lindos) decided to unite and make one large city. The city was prosperous for hundreds of years due to its prime location as a trade port. The city was famous for its shipbuilders as well as its giant statue called the Colossus of Rhodes. The Colossus of Rhodes was considered one of the Seven Ancient Wonders of the World. It was a statue of the Greek Titan Helios and it stood over 100 feet high.

Interesting Facts about the Greek City-State

- People living in Ancient Greece did not think of themselves as "Greek", but as citizens of their city-state. For example, people from Corinth considered themselves Corinthians and people from Sparta considered themselves Spartans.
- The Michigan State University mascot is the Spartan.
- Many of these cities, such as Rhodes, Thebes, and Corinth were also important cities during the Roman Empire.
- The first tyrant king of Corinth, Cypselus, said that he received an oracle from Delphi telling him to take over the city.
- Each of the Seven Sages of Greece was from a different city-state. Periander was from Corinth. He was known for saying "Be farsighted with everything". Solon was from Athens. He was known for saying "Keep everything with moderation". The other sages included Cleobulus from Lindos, Chilon of Sparta, Bias of Priene, Thales of Miletus, and Pittacus of Mytilene.

Tuesday - PE – Circuits

This week, challenge yourself to complete a circuit of activities 3 times across the week. Record the amount of each exercise you manage to do in a minute.
See if you can beat it next time.

You can record on the document below or directly into your home learning booklet.

How many can you do?	Repetitions - First try	Target for next time	Repetitions - Second try	Target for next time	Repetitions - Final try
Plank	<i>Held for 1 min?</i> Yes / No		<i>Held for 1 min?</i> Yes / No		<i>Held for 1 min?</i> Yes / No
Squat hold	<i>Held for 1 min?</i> Yes / No		<i>Held for 1 min?</i> Yes / No		<i>Held for 1 min?</i> Yes / No
Shuttle runs					
Push-ups					
Star jumps					
Sit-ups					
Burpees					
Tricep dips					
Skips					

Heart Rate:

Before exercise	After exercise						
-----------------	----------------	-----------------	----------------	-----------------	----------------	-----------------	----------------

Wednesday – Maths – Arithmetic Test

1. $84.7 \div 100 =$ _____
2. _____ $= 3.7 \times 45$
3. $120837 + 15383 =$ _____
4. $3379 \div 31 =$ _____
5. $78367 - 31686 =$ _____
6. $156.69 \div 3 =$ _____
7. $747 \div 18 =$ _____ (Remember to not use remainders, your answer must be a decimal number)
8. 15% of 39 = _____
9. Two grams of silver costs £15.46. What is the cost of a quarter of a kilogram of silver?
10. If the length of a rectangle is 0.1m and the area is 25cm^2 , what is the width of the rectangle in cm?

Using Digital Devices for Good

Now that most of us are working and learning from home, digital devices are playing a bigger role in our lives. Many of us are now relying on these devices for work and school and for staying connected to the outside world. With devices playing an increasing role in our lives during lockdown, people are questioning how it is used. For example, a recent study found that 60% of adults had read false news in recent weeks.

But the less positive aspects of relying on devices are balanced by stories of how they can be used as a force for good. It is an important method for people to connect and communicate with friends, loved ones and the wider community whilst social distancing measures are in place. Platforms for accessing and sharing schoolwork and apps which help us learn and test our skills are vital for learning when teachers are far away.

- How many digital devices do you use? (This includes phones, tablets, gaming consoles, TV etc.)
- What app or programme do you use most?
- How many hours a day do you spend on social media?

What about these numbers worldwide?

- 5.9 billion people use a mobile phone.
- 4.5 billion people now use the internet (60% of the population)
- The average time people spend on their devices each day is 3 hours 40 minutes.

Now consider:

- What does this tell us about how people are using digital devices?
- What might the main reasons be for people using digital devices?

Read the following statements: how far do you agree or disagree? Explain why you agree or disagree thinking about where you sit on the line.

Strongly

Strongly

Agree

Disagree

- I use platforms like YouTube a lot.
- The things I see online are usually kind.
- I leave comments on things I read or see online.
- I mostly use my device to play games.

- Using digital devices and apps help me to learn.
- I see a lot of information online and I am not sure what is true and what is not.
- I feel connected to other people through digital devices.
- Online bullying is a big problem.

Connections

Connecting with people is important, especially now. It is easy to feel isolated when we are inside, away from our friends and social groups. Although we are apart physically, digital devices can help us feel close to our loved ones.

- Why these connections are important to you?
- Why is it important to stay in touch especially now?
- How can we safely remain in contact with each other?

Draw a map with your name in the middle. Close to your name write the names of those you live with, and then further away those you are connected to in different ways using digital platforms and devices.

Draw a different coloured line to represent a different kind of connection, maybe blue for face to face, yellow for telephone, green for email etc. It is good to remember that although we are apart, we are not alone.

Reflect on the map. Is anyone not on the map who you want to connect with more? Maybe a family member who doesn't have the internet or a classmate you can't contact.

How can you stay connected to them at this time? Maybe you can't contact them now but can later. You could create a diary or letter about your life now to share with them in the future.

Sharing Kindness

Think about the ways we have used digital devices to share kindness during this time. For example, YouTube influencers use their videos to talk about washing your hands or correct social distancing.

How can we use our devices kindly? This could also mean sharing them with your family members or taking regular screen breaks to be kind to your eyes.

REMEMBER: It is important to stay safe when we are using digital devices

How to be an internet legend

Sharp - think before you share

Alert - check it is real

Secure - protect your stuff

Kind - respect each other

Brave - when in doubt, discuss

P4C – thinking tasks

This week, instead of the sticky questions, watch these YouTube videos with 'Spots and Stripes'. They are debating three different subjects: 'selfishness', 'words' and 'time'. They start the argument, and then you can carry it on. It's always good fun to take the opposite point of view to each other – can you give the opposite view to someone else in your home?

<https://www.youtube.com/watch?v=scAZ8UaergI>

<https://www.youtube.com/watch?v=6ijU8CTyuNO>

<https://www.youtube.com/watch?v=RGsfGFzx4-E>

This Week's Game – Ping Pong Proverbs

This is a game about creating something together, give and take and surprising yourselves.

Give some examples of proverbs such as, "Sticks and stone may break my bones but names will never hurt me" or "Many hands make light work." Then create some together, going backwards and forwards one word at a time. Works best if you start with "always" or "never".

This week's riddle

You make me

And I make whatever you want

Out of thin air

Last Week's Riddle Answer:
A fire
Riddle Clues:
We connect people invisibly. If
you can see us, you probably
can't hear us.

Thursday – Spelling Test

Spelling Quiz 4 – Year 6 Exception Words

Instructions for the reader:

Read the word, then the sentence with the word inserted, then repeat the word. For example:

'Question 1: The word is symbol. The symbol for love is a red heart. The word is symbol'

At the end of the quiz, you can read all the words again so the children can check their answers.

The child only needs to write the spelling word not the whole sentence but they must make sure they do not use capital letters and their handwriting is clear (we encourage them to print during spelling tests).

1. **accommodate** The restaurant tried to _____ all dietary requirements.
2. **parliament** The houses of _____ are in London.
3. **profession** His _____ was a doctor.
4. **signature** The girl practised her _____ .
5. **immediately** "Put that down _____!" her dad demanded.
6. **suggest** "I _____ you do as you are told!" he said.
7. **muscle** Her leg _____ really ached after her run.
8. **identity** He needed his _____ card to access the building.
9. **cemetery** It was very quiet in the _____.
10. **community** The _____ centre was very busy.
11. **achieve** I wanted to _____ 15 out of 15 in my spelling quiz.
12. **ancient** The _____ Greek civilisation was fascinating.
13. **determined** He was _____ to do well in the race.
14. **equipped** She was not very well _____ when it began to rain.
15. **foreign** He decided to learn a new _____ language.

Next week, the quiz will include some of the words from the whole list of Year 5 and 6 exception words. Below is a copy of all words the children have learnt over the past two years and some different ways you can learn them:

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Different ways to learn your spellings

<p>ABC Order: Write all of your spelling words in alphabetical (ABC) order.</p>	<p>Word Parts: Write your words. Then use a coloured pencil to divide the words into syllables.</p>	<p>Write each word 5 times. Say the word as you spell it.</p>	<p>Silly Sentences: Write 3 or more sentences that use all your spelling words.</p>
<p>Picture words: Draw a picture and hide your spelling words in the picture.</p>	<p>Shape Words: s s p s p e s p e l s p e l l s p e l l i s p e l l i n s p e l l i n g (or make them boat shaped, wagon shaped, smiley face, etc.)</p>	<p>"Ransom" Words: "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p>	<p>Rainbow Words: Write your spelling words with coloured pencils. Make each letter a different colour.</p>
<p>Scrambled Words: Write your words. Then write them again with the letters mixed up.</p>	<p>Vowel Spotlight: Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>	<p>Word Search: Create your own word search with your spelling. Show the answers to your puzzle.</p>	<p>Flash Cards: Make and practice with flash cards. Put the word on one side and definition on the other.</p>
<p>Picture & a Story: Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>Explain: Read each word and explain to your parents what each word means.</p>	<p>Write a Story: Poem or Song with Words: Write a story using all your spelling words. Underline the words you used.</p>	<p>Use Technology: Type out your spelling words (and definitions) on the computer.</p>

Thursday – Art – Ancient Greece City-States

Ancient Greece wasn't a single country or empire united under a single government, it was made up of a number of city-states. At the centre of each city-state was a powerful city. The city ruled the lands and area around it. Sometimes it also ruled smaller less-powerful cities.

Some of these city-states had their own symbol that they may have used on coins, shield and other items.



ARGOS



ATHENS



CARTHAGE



CORINTH



CRETE



CROTON



EPIRUS



ETRURIANS



ILLYRIANS



IONIANS



LOCRIANS



MACEDONIA



PERSIA



RHODES



SPARTA



SYRACUSE



TARAS



THEBES



THESSALY



THRACIANS

Today, I would like you to either:

- Choose a city-state and recreate its symbol.
 - You can use any medium you wish (paints, pencils, collage or even digital).
- Create your own city-state and give it an appropriate symbol.

Challenge

- Create a life-size round shield using recycled material and either draw or paint the symbol you created earlier onto it.

Thursday – Maths - Investigation

Jail or Jewels?

A box of jewels has been stolen and you have to decipher 5 sets of clues to uncover who did it!

Each set of clues reveals a sentence that will eliminate half of the suspects from your list of suspects. Read each clue very carefully as some of them require a lot of thought. If you need some help, email me directly and I will point you in the right direction.

TOP TIP

Clue 1 - The first part of the clue is a stick figure holding two flags, each one given a letter of the alphabet. What is important to remember, is that the flags are turned CLOCKWISE. The second part of the clue is a list of pairs of degrees labelled left and right. You must match these to the correct flags and write the letter in the box. When you have written all the correct letters, a sentence will help you eliminate some suspects.

For example, the second clue is Left - 225° Right - 180° . This means that the left flag has turned 225° clockwise and the right flag has turned 180° clockwise. This matches the letter A.

The mystery is attached to the parentmail as a separate document.

