

Alternative home learning grid Year 6: Week 7

RE

<p>The information for RE is after the grid.</p> <p>Analyse the Scripture passage using the Story Wheel.</p> <p>Jesus and the Woman at the Well</p>	<p>The information for RE is after the grid.</p> <p>Complete a Storyboard of two corresponding scenes from different versions of the same Gospel story and label the differences.</p>	<p>The information for RE is after the grid.</p> <p>What is one lesson you have learnt from the parable below, that Jesus told in the Christian Scriptures and will put into practice in your life?</p>	<p>The information for RE is after the grid.</p> <p>Write a short response to these two questions: about the images of God</p>	<p>Explain how you spread the word of Jesus through your actions and the way you speak to others.</p>
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English

<p>List the ways water is being used sustainably in the picture from 'The Tomorrow Book' by Jackie French (that means water is not being wasted but used many times)</p> <p>List the ways you save water at home.</p> <p>List the ways we save water at school.</p>	<p>'The Tomorrow Book' by Jackie French</p> <p>Read the pages about dialogue (using direct speech) the write an imaginative text where you are telling your mum or dad about ways to save water but they are not interested in trying. You need to show you as being very enthusiastic</p>	<p>The Tomorrow Book' by Jackie French</p> <p>Design a poster to persuade people of the importance of saving water. Make sure your poster includes relevant information, uses persuasive devices and is eye-catching.</p> <p><u>Reading</u></p>	<p>The Tomorrow Book' by Jackie French</p> <p>Look at the pages about sharing the world with animals. The message is to find home and safe ways for them to move around.</p> <p>List all the animals you can see on the page.</p> <p>List the ways that show how the animals could</p>	<p>The Tomorrow Book' by Jackie French</p> <p>Design a poster to persuade people of the protecting emus. Make sure your poster includes relevant information, uses persuasive devices and is eye-catching.</p>
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<p>Read the article that lists many ways to save water. List 5 new ways you learned to save water. (The pictures are attached to this pack)</p> <p><u>Reading</u> Read one of the comprehension passages and answer the questions</p>	<p>and your parent is not interested. Remember to include details from the book and the importance of saving water. Don't forget to correctly use direct speech punctuation. This should be about 1 page of an exercise book.</p> <p><u>Reading</u> Read one of the comprehension passages and answer the questions</p>	<p>Read one of the comprehension passages and answer the questions</p>	<p>move safely around. Research information about emus. (there are notes or you can research online)</p>	
<u>Maths</u>				
<p>All sheet are after the grid Maths mental # times tables</p> <p>Fraction fruit pie</p>	<p>All sheet are after the grid Maths mental # times tables</p> <p>Colouring fractions</p>	<p>All sheet are after the grid Maths mental # times tables</p> <p>Matching fraction, decimals and percentages</p>	<p>All sheet are after the grid Maths mental # times tables</p> <p>Write the fraction</p>	<p>All sheet are after the grid Maths mental # times tables</p> <p>· Fraction flag activity</p>

Stage 3 Scriptures –

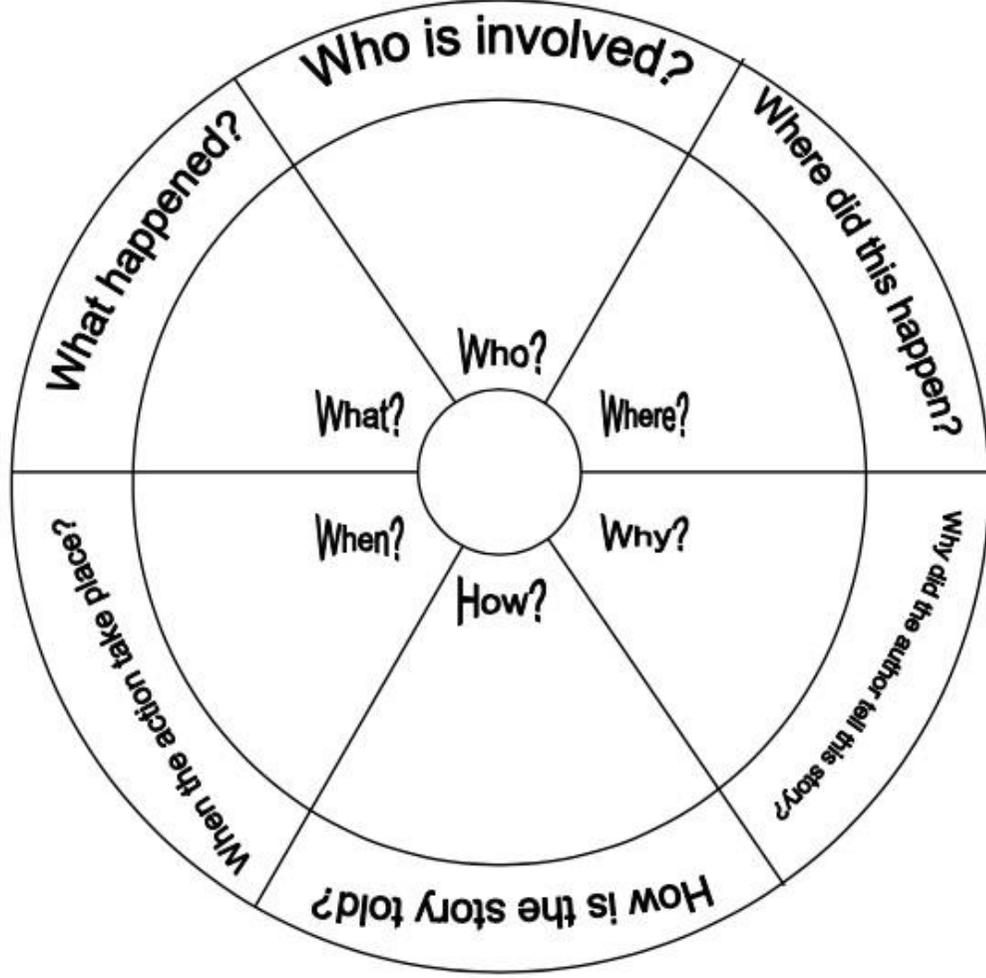
Analyse the Scripture passage using the Story Wheel.

Jesus and the Woman at the Well

John 4

Jesus sent His disciples to find food while He travelled through an area called Samaria. Many Jews did not like to travel through there because they did not like the people of Samaria. But Jesus said that He needed to go through that area. Why did He need to go? He knew that He would meet a woman there who needed to hear about God.

He stopped at a well where a woman was getting water. Jesus offered her everlasting water. She did not understand what that was. Jesus explained that people who drink water from the well would have to return and drink again. But Jesus was offering salvation—eternal life. He compared salvation to the water. Jesus said that if she would accept the salvation that He was offering then she would never have to be saved again. He called this everlasting water.



Complete a Storyboard of two corresponding scenes from different versions of differences.

The two version are below.

Mark 4:35-41

Jesus Calms the Storm

³⁵ That day when evening came, he said to his disciples, "Let us go over to the other side." ³⁶ Leaving the crowd behind, they took him along, just as he was, in the boat. There were also other boats with him. ³⁷ A furious squall came up, and the waves broke over the boat, so that it was nearly swamped. ³⁸ Jesus was in the stern, sleeping on a cushion. The disciples woke him and said to him, "Teacher, don't you care if we drown?"

³⁹ He got up, rebuked the wind and said to the waves, "Quiet! Be still!" Then the wind died down and it was completely calm.

⁴⁰ He said to his disciples, "Why are you so afraid? Do you still have no faith?"

⁴¹ They were terrified and asked each other, "Who is this? Even the wind and the waves obey him!"







the same Gospel story and label the

Matthew 8:23-27

Jesus Calms the Storm

²³ Then he got into the boat and his disciples followed him. ²⁴ Suddenly a furious storm came up on the lake, so that the waves swept over the boat. But Jesus was sleeping. ²⁵ The disciples went and woke him, saying, "Lord, save us! We're going to drown!"

²⁶ He replied, "You of little faith, why are you so afraid?" Then he got up and rebuked the winds and the waves, and it was completely calm.

²⁷ The men were amazed and asked, "What kind of man is this? Even the winds and the waves obey him!"

This image shows a template for a six-page book, arranged in two rows of three pages each. Each page is designed for a drawing and text. The drawing area is a large rectangle, and the text area consists of three horizontal lines. The entire layout is enclosed in a dashed blue border with rounded corners.

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What is one lesson you have learnt from the parable below, that Jesus told in the Christian Scriptures and will put into practice in your life?

The Parable of the Mustard Seed

³⁰ And he said, "With what can we compare the kingdom of God, or what parable shall we use for it? ³¹ It is like a grain of mustard seed, which, when sown upon the ground, is the smallest of all the seeds on earth; ³² yet when it is sown it grows up and becomes the greatest of all shrubs, and puts forth large branches, so that the birds of the air can make nests in its shade."

Meaning:

The mustard seed was the smallest seed, but it grew into a huge plant. This is Mark's third parable of growth. In this parable, Jesus teaches that although the Kingdom of God started small, with Jesus and the disciples, it would grow and spread across the world to unlimited numbers of followers.

Write a short response to these two questions:

1. What do the images in the Christian Scriptures show us about God?

2. How effective are they in helping us to understanding something about who God is?

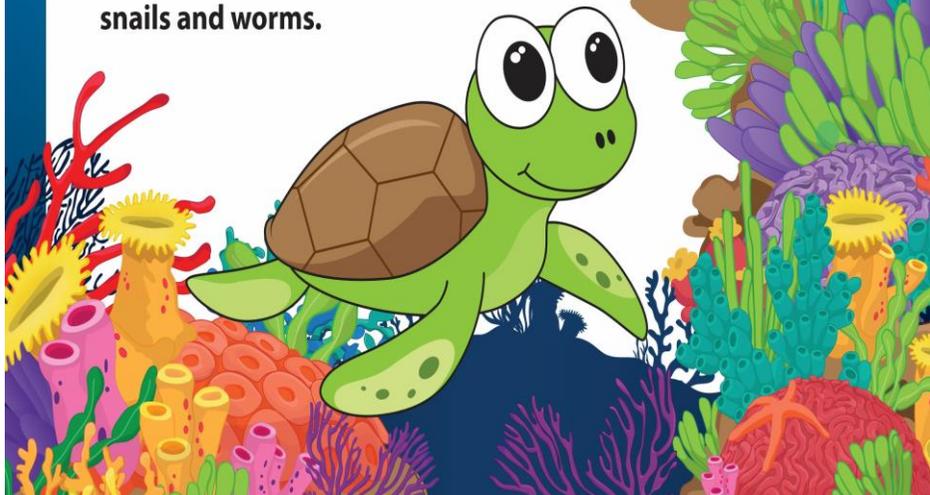
Turtles

Turtles are reptiles. They are cold-blooded, so they need sunlight to keep them warm and active.

Turtles have a hard shell on their back. This protects them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!

Turtles lay their eggs on land. Some turtles lay their eggs in sand, then leave the eggs to hatch on their own. When they hatch, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.



Name: _____ Date: _____

Finding the Main Idea

The main idea of a paragraph or text is the most important point that the author is making about a topic or subject.

1. Read the title of the text. Look at the illustration around the text.

Using these clues, what might the main idea of this text be?

What makes you think this?

2. Carefully read each paragraph of the text.

Underline any words which are repeated, or seem important.

Write them into the table below.

First Paragraph	Second Paragraph

Third Paragraph	Fourth Paragraph

Finding the Main Idea

Look at the words you wrote down in your table.

Use these to identify the main idea of each paragraph.

The first paragraph is about: _____

The second paragraph is about: _____

The third paragraph is about: _____

The fourth paragraph is about: _____

Which of the following could also be used as a title for this text?

- a) Mr. Turtle's Fabulous Adventure
- b) Amazing Underwater Plants
- c) All About Turtles

d) I Love Turtles

Which of these **could not** be included as a paragraph in this text?

e) Good names for a pet turtle

f) Where turtles live

g) How turtles survive underwater

h) How long turtles live for



Making Inferences

Making inferences when reading is using what you already know in your head and clues from the text to figure out what will happen next.

1. *Sam is making a splash for his 8th birthday!*

Come get soaked as we celebrate!

What type of party is Sam having? How do you know?

2. *Food: Italian food*

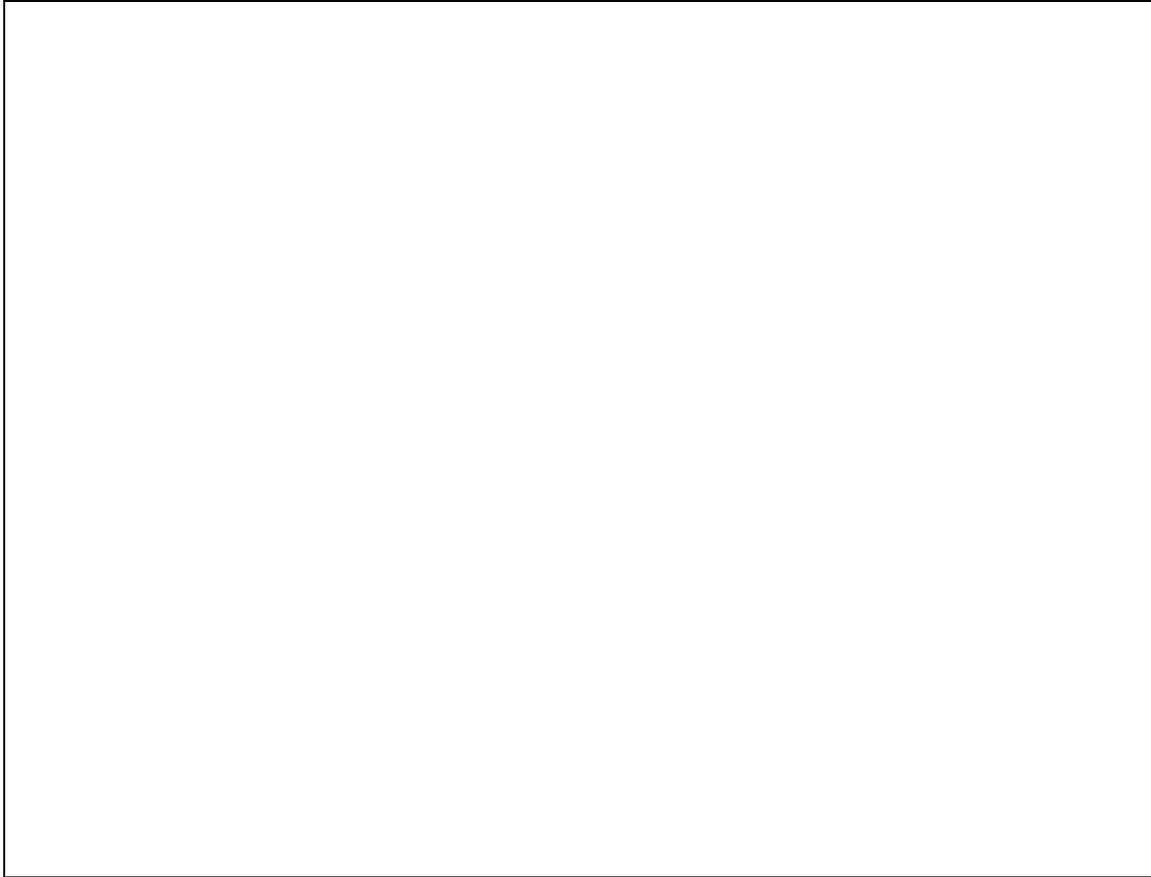
What food might Sam be serving at his party?

3. Sam's party is due to finish at 5 pm.

Why do you think this end me was chosen?

4. *Bring: Everything you need to jump in and get wet.*

In the box, draw some items you would need to take to the party.



5. Based on the information on the invitation, underline the events that will probably happen at Sam's birthday party.
- a) Sam's dad will read Sam and his friends a bedtime story.
 - b) Sam will blow out the candles on his birthday cake.
 - c) Sam's sister will be given presents.

d) The guests will be served fried rice for afternoon tea.

e) Sam and his friends will swim in Sam's pool.

How to Wash Your Dog



Equipment

- A large basin or sink
- Dog shampoo
- A small bucket
- A large towel
- A dog brush
- A dog treat
- Water

Method

1. Gently take off your dog's collar and place it somewhere safe where it will not get lost.
2. Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.
3. Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.
4. Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any shampoo into your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo on your dog, as it may make your dog itchy.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.
8. When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.
9. Give your dog a dog treat as a reward for having a bath.

 teachstarter

Sequence is the order in which things happen in a text.

1. Number these steps from the procedure from 1 to 9.

When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.	
Give your dog a dog treat as a reward for having a bath.	
Gently take off your dog's collar and place it somewhere safe where it will not get lost.	
Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.	
Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.	
Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo, as it may make your dog itchy.	

Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.	
Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.	
Squeeze some dog shampoo into your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.	

Understanding Sequence - Worksheet

Name _____

Date _____

1. To wash your dog, which of these things should you do first?

Underline the correct answer in each example.

- a) Place your dog into the water **or** brush your dog's hair?
- b) Fill up a large basin with water **or** take off your dog's collar?
- c) Massage shampoo over your dog **or** give your dog a treat?

2. Write down another step that you might do at the beginning of this procedure, before you take off your dog's collar.

3. Write down another step that you might do at the end of this procedure, after you give your dog a treat.

4. Draw a diagram to illustrate these steps of the procedure.

English

List the ways water is being used sustainably in the picture from 'The Tomorrow Book' by Jackie French (that means water is not being wasted but used many times)

List the ways you save water at home.

List the ways we save water at school.

Read the article that lists many ways to save water. List 5 new ways you learned to save water.

Read the pages about dialogue (using direct speech) the write an imaginative text where you are telling your mum or dad about ways to save water but they are not interested in trying. You need to show you as being very enthusiastic and your parent is not interested. Remember to include details from the book and the importance of saving water. Don't forget to correctly use direct speech punctuation. This should be about 1 page of an exercise book.

Design a poster to persuade people of the importance of saving water. Make sure your poster includes relevant information, uses persuasive devices and is eye-catching.

Look at the pages about sharing the world with animals. The message is to find home and safe ways for them to move around.

List all the animals you can see on the page.

List the ways that show how the animals could move safely around. Research information about emus. (there are notes or you can research online)

Design a poster to persuade people of the protecting emus. Make sure your poster includes relevant information, uses persuasive devices and is eye-catching.

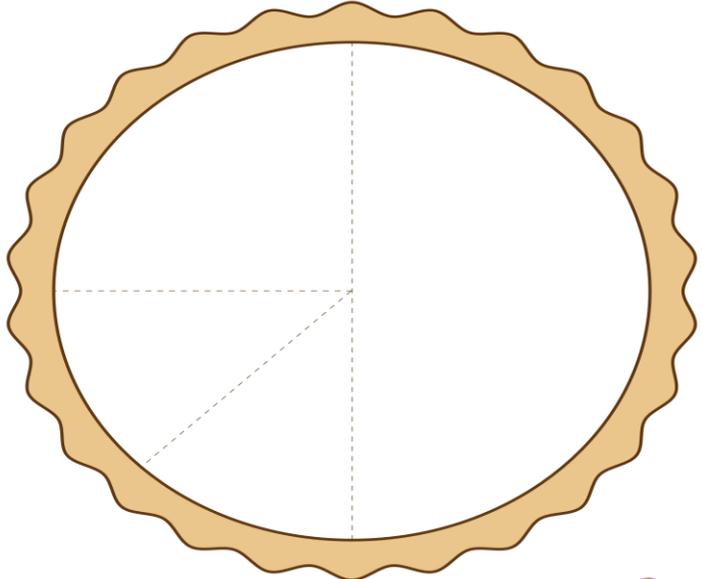
Maths

Name: _____ Date: _____

Fruit Pie Fractions

Use different colours to show the following pie fillings. Add:

- yellow custard to the whole pie
- blue blueberries to $\frac{1}{2}$ of the pie
- green apple to $\frac{1}{4}$ of the pie
- red cherries to $\frac{1}{6}$ of the pie
- orange peach to $\frac{1}{6}$ of the pie.



Teacher Resources

Now draw your own pie and colour in different fractions

Read and follow these instructions carefully.

Colour half of all the tree shapes green.

Colour one quarter the flower pink.

Colour half of the star shapes yellow.

Colour one quarter of the rainbow red, purple and blue.

Colour the whole mushroom red

Colour half the heart pink.

Colour the whole house roof black.

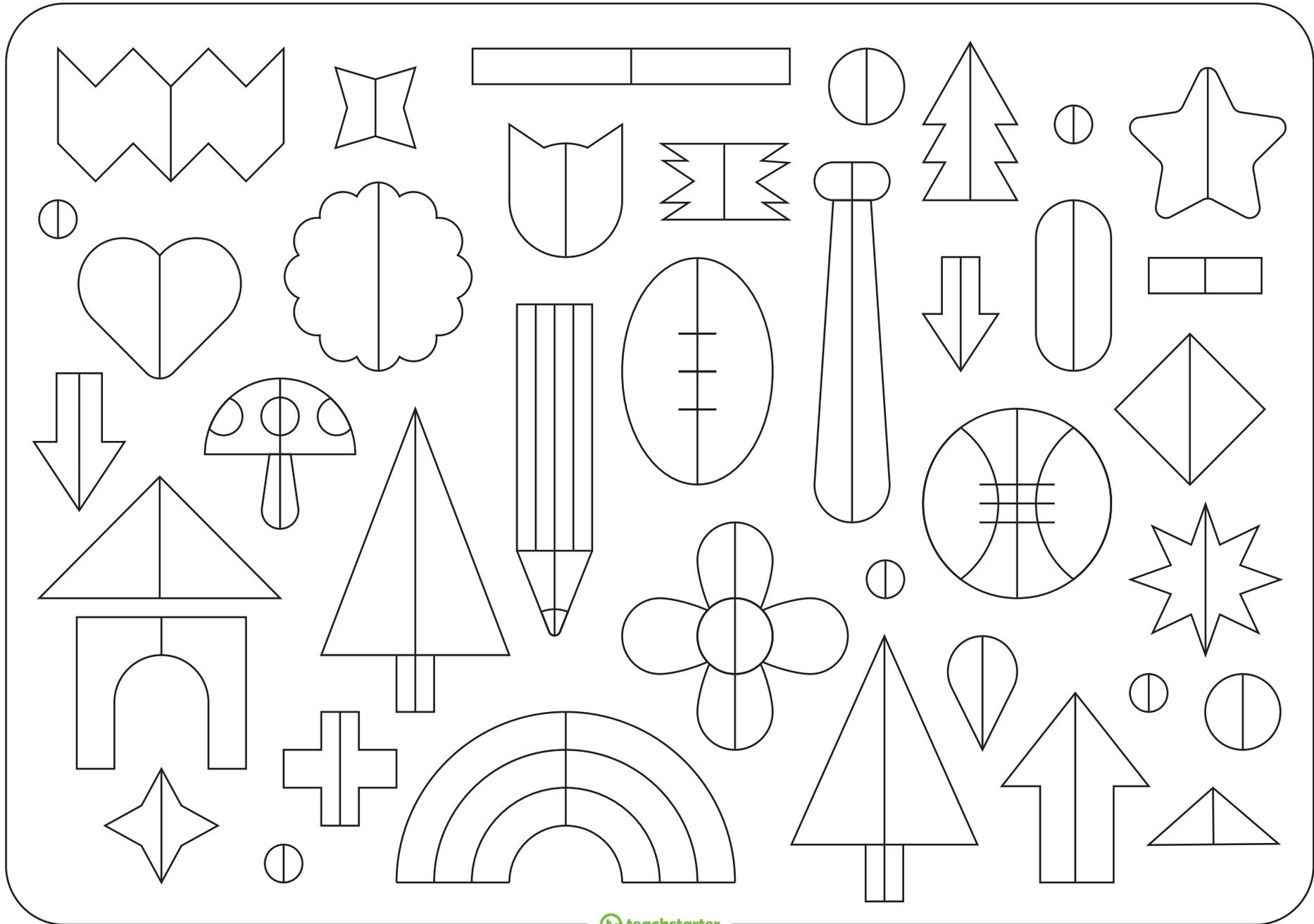
Colour half the house green.

Colour one quarter of the sports balls blue.

Colour the whole cat grey.

Do not colour any of the pencil yellow.

Colour the whole baseball bat orange.



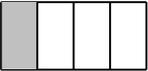
Percentages, Fractions and Decimals Match-Up

Colour the percentages, fractions and decimals and match them up in a table.

0.25	$\frac{1}{3}$	$\frac{1}{2}$
75%	0.8	20%
$\frac{100}{100}$	33.33%	$\frac{1}{4}$
50%	0.2	$\frac{4}{5}$

0.1	25%	0.75
100%	0.333...	1/10
1/5	80%	0.5
$\frac{3}{4}$	1	10%

1.  = _____

2.  = _____

3.  = _____

4.  = _____

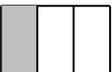
5.  = _____

6.  = _____

7.  = _____

8.  = _____

9.  = _____

10.  = _____

11.  = _____

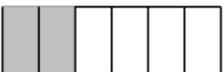
12.  = _____

13.  = _____

14.  = _____

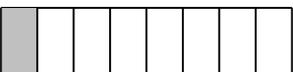
15.  = _____

16.  = _____

17.  = _____

18.  = _____

19.  = _____

20.  = _____

Students design a rectangular flag, modelling and representing the following criteria:

- it must have eight equal-sized sections
- $\frac{3}{8}$ of the flag is blue, $\frac{1}{2}$ of the flag is red and $\frac{1}{8}$ of the flag is yellow.

Students then design a different flag showing their knowledge of equivalent fractions and using the same fraction criteria as the first activity i.e. $\frac{3}{8}$ of the flag is blue, $\frac{1}{2}$ of the flag is red and $\frac{1}{8}$ of the flag is yellow.

Students are encouraged to approach the design and equivalent fraction representation in a different way in their second flag.

Then design your own flag, noting the fractions you used.

Maths Mentals: Try to do one section each day: Solve.

1 a. $80 + 13 =$ _____

1 b. $72 + 40 =$ _____

2 a. $80 + 93 =$ _____

2 b. $90 + 94 =$ _____

3 a. $100 + 25 =$ _____

3 b. $19 + 30 =$ _____

4 a. $20 + 40 =$ _____

4 b. $30 + 95 =$ _____

5 a. $59 + 50 =$ _____

5 b. $40 + 41 =$ _____

6 a. $100 + 39 =$ _____

6 b. $35 + 80 =$ _____

7 a. $100 + 22 =$ _____

7 b. $85 + 90 =$ _____

8 a. $11 + 10 = \underline{\hspace{2cm}}$

8 b. $13 + 100 = \underline{\hspace{2cm}}$

9 a. $80 + 91 = \underline{\hspace{2cm}}$

9 b. $48 + 50 = \underline{\hspace{2cm}}$

10 a. $80 + 22 = \underline{\hspace{2cm}}$

Find the missing number

1 a. $35 - \underline{\hspace{2cm}} = 27$

1 b. $\underline{\hspace{2cm}} - 1 = 39$

2 a. $89 - \underline{\hspace{2cm}} = 87$

2 b. $\underline{\hspace{2cm}} - 7 = 59$

3 a. $75 - \underline{\hspace{2cm}} = 72$

3 b. $\underline{\hspace{2cm}} - 9 = 61$

4 a. $90 - \underline{\hspace{2cm}} = 83$

4 b. $34 - \underline{\hspace{2cm}} = 30$

5 a. _____ - 3 = 56

5 b. _____ - 8 = 20

6 a. _____ - 6 = 51

6 b. 31 - _____ = 29

7 a. _____ - 2 = 12

7 b. 61 - _____ = 59

8 a. 65 - _____ = 60

8 b. _____ - 4 = 39

9 a. 39 - _____ = 33

9 b. _____ - 1 = 84

10 a. _____ - 3 = 15

Solve.

1 a. $8 + 10 + 600 =$ _____

1 b. $3 + 20 + 700 =$ _____

2 a. $60 + 1 + 500 =$ _____

2 b. $30 + 4 + 400 =$ _____

3 a. $8 + 50 + 600 =$ _____

3 b. $9 + 70 + 300 =$ _____

4 a. $1 + 40 + 300 =$ _____

4 b. $3 + 300 + 90 =$ _____

5 a. $70 + 0 + 200 =$ _____

5 b. $2 + 0 + 500 =$ _____

6 a. $5 + 500 + 20 =$ _____

6 b. $7 + 0 + 800 =$ _____

7 a. $0 + 600 + 20 =$ _____

7 b. $8 + 10 + 400 =$ _____

8 a. $7 + 70 + 300 =$ _____

8 b. $3 + 0 + 300 =$ _____

1 a. $3 \times 2 =$ _____

1 b. $2 \times 11 =$ _____

2 a. $2 \times 7 =$ _____

2 b. $3 \times 10 =$ _____

3 a. $2 \times 3 =$ _____

3 b. $2 \times 12 =$ _____

4 a. $2 \times 2 =$ _____

4 b. $3 \times 5 =$ _____

5 a. $3 \times 9 =$ _____

5 b. $3 \times 7 =$ _____

6 a. $3 \times 11 =$ _____

6 b. $2 \times 4 =$ _____

7 a. $2 \times 9 =$ _____

7 b. $3 \times 6 =$ _____

8 a. $2 \times 6 =$ _____

8 b. $3 \times 12 =$ _____

9 a. $2 \times 8 =$ _____

9 b. $2 \times 10 =$ _____

10 a. $3 \times 1 =$ _____

10 b. $3 \times 3 =$ _____

1 a. $4 \times 1 =$ _____

1 b. $6 \times 12 =$ _____

2 a. $6 \times 1 =$ _____

2 b. $4 \times 12 =$ _____

3 a. $6 \times 8 =$ _____

3 b. $6 \times 7 =$ _____

4 a. $6 \times 4 =$ _____

4 b. $4 \times 9 =$ _____

5 a. $4 \times 2 =$ _____

5 b. $6 \times 11 =$ _____

6 a. $6 \times 10 =$ _____

6 b. $6 \times 9 =$ _____

7 a. $4 \times 7 =$ _____

7 b. $4 \times 3 =$ _____

8 a. $4 \times 4 =$ _____

8 b. $6 \times 5 =$ _____

9 a. $4 \times 6 =$ _____

9 b. $6 \times 3 =$ _____

10 a. $4 \times 8 =$ _____

10 b. $6 \times 2 =$ _____