





St Edmunds Suggested Weekly Plan Date w/c 29th June

Year: Y6

Welcome to Week 12 - for the remainder of the term, **Fridays will be a revision/catch up day**. As previously, you can email us with examples of work or for any support needed on: year6@st-edmunds.richmond.sch.uk If your child is emailing from their own account, please ensure they cc you.

Below is the suggested home learning schedule for this week. We are available to be contacted regarding any additional support we can provide. Answers and method for the daily maths challenge questions are available on the Year 6 Week 12 home learning page. Miss Juniper and Miss Morris.

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| PE: Morning Workout – e.g. Joe Wicks, Cosmic Kids Yoga | | | | |
| <p>English - Brave</p>  <p>Lesson 1:</p> <p>Familiarise yourself with Brave the movie.</p> <p>If you are unable to access the film, please research the story and the characters online.</p> | <p>English – Brave</p>  <p>Lesson 2:</p> <p>Brave is a film about being careful for what you wish for. What do you think this means?</p> <p>Can you think of a time when you were told you weren't allowed to do something? How did this make you feel? How did you react? Write a short paragraph explaining this event.</p> | <p>English - Brave</p>  <p>Lesson 3:</p> <p>In the film, Merida's spell comes in the form of an enchanted cake, and the result turns her mother into a bear.</p> <p>Create your own spell. Give it a name and tell us what effect it would have. What form would it take, and how could it be reversed?</p> | <p>English – Brave</p>  <p>Lesson 4:</p> <p>Bring your ideas together in a review of the film and the story. You could include a summary of the story, mention other films that it's similar to, describe what you particularly liked or disliked and give it your star rating.</p> | <p>Revision Day</p> <p>Please use today to revise previous learning. This allows you to have a 'catch up' opportunity or to deepen any learning surrounding particular topics or tasks that the children were interested in.</p> |
| <p>Maths</p> <p>Website: (Summer term, week 10) https://whiterosemaths.com/homelearning/year-6/ Lesson 1: <u>Introducing the ratio symbol</u> – watch the video and complete the activity sheet (<i>sheet & answers on Y6 Week 12 page</i>)</p> | <p>Maths</p> <p>Website: (Summer term, week 10) https://whiterosemaths.com/homelearning/year-6/ Lesson 2: <u>Calculating ratio</u> - watch the video and complete the activity sheet (<i>sheet & answers on Y6 Week 12 page</i>)</p> <p>Daily challenge: 30th June sheet saved on the website (Y6 W12)</p> | <p>Maths</p> <p>Website: (Summer term, week 10) https://whiterosemaths.com/homelearning/year-6/ Lesson 3: <u>Using scale factors</u> – watch the video and complete the activity sheet (<i>sheet & answers on Y6 Week 12 page</i>)</p> <p>Daily challenge: 1st July sheet saved on the website (Y6 W12)</p> | <p>Maths</p> <p>Website: (Summer term, week 10) https://whiterosemaths.com/homelearning/year-6/ Lesson 4: <u>Ratio and proportion problems</u> – watch the video and complete the activity sheet (<i>sheet & answers on Y6 Week 12 page</i>)</p> <p>Daily challenge: 2nd July sheet saved on the website (Y6 W12)</p> | |

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| Daily challenge: 29 th June sheet saved on the website (Y6 W12) | | | | |
| PE: One hour of dedicated movement time | | | | |
| <p><u>Projects for the Week</u></p> <p>Growth Mindset – Week 4: MANAGING WORRIES</p> <p>This week the focus will be on managing worries. It is important to remember that everyone feels worried sometimes. Last week, we spent some time looking at a variety of strategies to help us relax and unwind. This week, we will build on this learning to look at a range of strategies to help us manage emotions connected to being worried</p> <p>Task 1: Complete the What if...? Then I can! Worksheet. Often a worry will start off with the words ‘what if...?’ which causes us to think of the negative situations that might happen. This worksheet will help you think about how you can come up with different solutions to help you combat stressful situations.</p> <p>Task 2: Fill in your Worry Jar. It can be very beneficial to write your worries down – this allows us to get the worry out of our heads and on to the paper – we can then focus on thinking of our solutions.</p> <p>Task 3: Complete the positive thoughts worksheet. Make sure to take time out of your day to think about how amazing you are and all the things you have to be grateful for, e.g. family, friends, education or even free time to enjoy fun things like your favourite song.</p> <p>Task 4: Complete the challenging our worried thoughts worksheet. You are in charge of your thoughts! When we experience worries, we often think of the worst case scenario. This exercise will help you think about what is making you feel anxious and what is actually true about your situation.</p> <p>Task 5: Have a go at some Traffic light thinking. Sometimes our thoughts can be unhelpful, these are our ‘red’ thoughts on the traffic light. We can catch these thoughts and replace them with helpful thoughts (these are our amber and green thoughts).</p> <p>Task 6: At the end of the week, complete the 3,2,1 exercise.</p> <p>Letter Writing Task</p> <p>Richmond Borough have asked the children of St Edmund’s to help them with a new project entitled #LoveThroughTheLetterbox</p> <p>Children are encouraged to write letters for care home residents in the borough, who are amongst the most affected by the current COVID-19 crisis and who might be feeling particularly lonely right now. Lots of innovative ways have emerged to help keep people connected. However, this often involves technology, which is not always easily accessible to older generations and also leads to increased 'screen-time' for children. #LoveThroughTheLetterbox is an opportunity to bring back letter writing as an activity for children and help the older generation feel connected and less isolated. The letter doesn’t necessarily have to include words, artwork and drawings are also welcomed.</p> <p>How to get involved: If you are happy to support this initiative, please write a letter (or create a piece of art) that you (and your adults) are happy for us to send off as part of the project. Letters should include your first name, year group and name of the school in case the recipient wishes to write back. The letter can include anything you feel would help the recipient to feel less lonely. You may wish to tell them what has helped you to cope during this time. You could even include some of the strategies you have developed from the growth mindset work. You may type or hand write the letter. You can email or post it to us and we will do the rest.</p> <p><u>Physical challenge:</u></p> <p>Please see the physical challenge sheet on the Year 6 home learning page.</p> | | | | |