

Week Beginning: 27.04.2020		Year group:6	Classes: 6NR, 6CSH and 6CH	Email Address: forestryear6@forestlodgeacademy. co.uk
<b><u>English</u></b>	<p>This week we will be looking at the features of a persuasive letter and will be planning and writing our own. This can all be completed in your green book or on a device if you'd prefer.</p> <p>Resources mentioned can be found below this grid and PowerPoints mentioned can be found in our home learning area.</p>	<p><b>1 - Identifying features</b> Watch this video to remind yourself of what persuasive writing is. <a href="https://www.youtube.com/watch?v=hD9arWXliddM">https://www.youtube.com/watch?v=hD9arWXliddM</a> Using the PowerPoint video (<b>Week 2 lesson 1</b>) on the website and the model text below, create a list of the features and key vocabulary you might use in your own letter in your green book</p> <p><b>Model Text letter- Resource 1</b></p> <p><b>Send us a picture of your identified features!</b></p>	<p><b>2 - Planning</b> Watch the following video and read the article: <a href="#">What happens to a plastic bottle video Article</a> Use the PowerPoint video (<b>Week 2 lesson 2</b>) on the website to guide you through generating arguments for a persuasive letter to McDonalds. Pause the PowerPoint video for each paragraph and use facts from your research last week to support and develop your ideas.</p> <p><b>Please email us a picture of your planning so we can give you feedback before writing your letter.</b></p>	<p><b>3. Writing</b> Use the arguments you wrote in the previous lesson, plus your cause and effect sentences from last week to help you write a persuasive letter. Use the PowerPoint video to help you structure your letter and include the features identified previously.</p> <p><b>Please email us your letter and we will give you some feedback.</b></p>
<b><u>Maths</u></b>	<p>This week, we will be looking at the volume of cuboids by counting cubes and then using a formula. If you have cubes or Lego-style bricks in the house this may help.</p> <p>There are two lessons learning about this and also an arithmetic paper for you to practise our arithmetic skills.</p>	<p><b>Volume of Cuboids 1</b> Work through the questions, tasks and learning points on the attached powerpoint. <a href="#">Volume of Cuboids Powerpoint 1</a> There is a copy of the images below if you need them- <b>Model Text letter- Resource 2</b></p> <p><b>You can email us your answers or wait until Friday 1<sup>st</sup> May when we will upload the answers for you to self –mark.</b></p>	<p><b>Volume of Cuboids 2</b> Work through the questions, tasks and learning points on the attached powerpoint. <a href="#">Volume of Cuboids Powerpoint 2</a> There is a copy of the images below if you need them- <b>Model Text letter- Resource 3</b></p> <p><b>You can email us your answers or wait until Friday 1<sup>st</sup> May when we will upload the answers for you to self – mark.</b></p>	<p><b>Arithmetic Paper</b> Please answer the arithmetic paper questions in your exercise book. Give yourself 30 minutes. You don't have to complete them all – try to remember what your last score was and aim to meet or beat that! You can visit the My Mini Maths Youtube Channel to help you. <b>Arithmetic Week 2</b> <b>On Friday 1<sup>st</sup> May we will upload the answers for you to self-mark and then you can email us your score.</b></p>

<b><u>Topic</u></b>	The following lessons link to our topic of ' <b>Save the Planet</b> ' as well as other areas of the curriculum.	<b>Art</b> Work through the powerpoint linked to the school website (Art lesson 3).  <b>Create and evaluate your sculpture.</b> <b>Please email us your work.</b>	<b>Geography</b> Work through the powerpoint linked to the school website (Geog lesson 1).  <b>Email us a picture of your poster.</b>	<b>PHSE</b> Complete a 'Well-Being challenge' you can find them here: <a href="#">wellbeing activities link</a> <b>Share with us which activity you completed.</b>
<b><u>Spellings</u></b>	The following spellings have been set on Spelling shed for you. Practise them in a range of ways and get someone to test you at the end of the week.	<b>explanatory    environment</b> <b>secretary      jewellery</b> <b>poisonous     company</b> <b>desperate     definitely</b> <b>reference      temperature</b>	<b>Journaling activities you could try:</b> Write them alphabetically Write them in a pyramid Try and learn a new calligraphy font Try and sign them using the sign language alphabet	
<b><u>Reading</u></b>	We still expect your child to be reading at least three times a week.	Children should be encouraged to log onto reading eggs however they could also listen to audiobooks via: <a href="https://stories.audible.com/discovery">https://stories.audible.com/discovery</a>	<b>Reading activities you could try:</b> Listen to a book Tune into David Walliams reading a story Find a book to listen to on audible Write a book review Read a book to a family member	



## Resource 1 - Model Text

Forest Lodge Academy  
Charnor Road  
New Parks  
LE3 6LH  
05/06/19

Dear Mrs Caldwell,

Did you know that at this moment in time landfill sites are overflowing with rubbish, much of which could be recycled and that our school is contributing to this? You may not be aware, however, recycling at Forest Lodge is not effective and therefore, I am writing to explain why I strongly believe that we must both educate children to recycle, but also provide them with the facilities to do so. Upon entering the dinner hall, it is clear to see that plastic is everywhere: sandwiches, wrapped in clingfilm; crisps, in plastic packets and, even from our own kitchen, ice cream, in Styrofoam pots. Did you know styrofoam takes around one million years to decompose in a landfill site? This has catastrophic effects on the wildlife and environment which I will explain below.

It is a well-known fact that around 10% of all plastic in the world ends up in the ocean (around 26 million tonnes each year). This is a huge amount and has a large impact on sea creatures, many of which are already endangered. Since plastic looks like jellyfish in water, many creatures, such as larger fish and turtles eat the plastic and consequently become ill and die. Furthermore, some smaller fish become tangled in the rubbish and cannot swim or find food.

As well as this, when our rubbish is not recycled it goes to landfill sites. This is where rubbish is buried in huge holes and covered. This is detrimental to the environment because it causes toxic gases to be released which cause pollution and can poison water supplies. Also, plastics take millions of years to decompose so this takes a long time; however, when recycled plastics can be turned into a new object within weeks.

Therefore, I implore you to act now and provide a special bin which children can use to put their recyclable waste in. This will help the school become more sustainable and help protect the environment. Surely you don't want innocent animals to die? I hope you can now see how vital it is that we make these changes quickly, to ensure that we reduce the impact our school is having on the environment and how we can play our part in saving it.

Yours Sincerely,

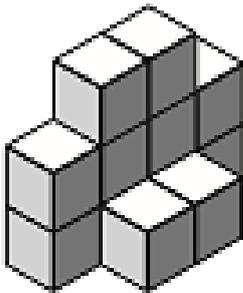
Miss Rea

# Finding the Volume by Counting Cubes

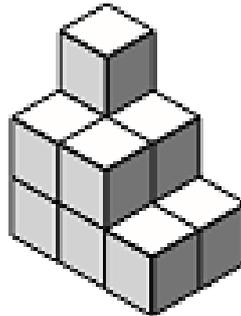
What is the volume of each shape below?



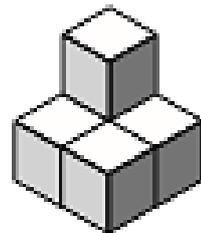
1.



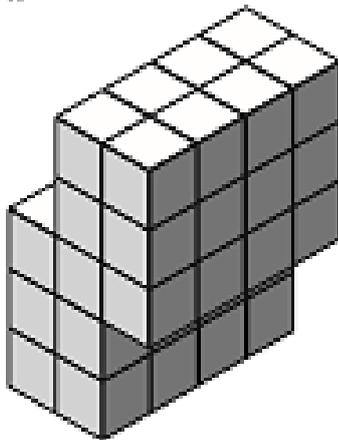
2.



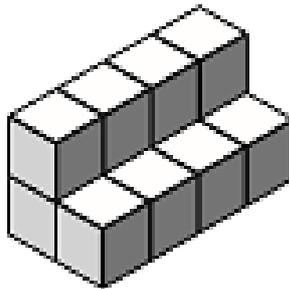
3.



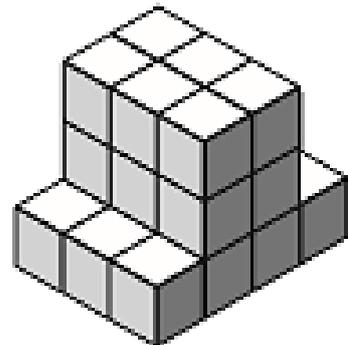
4.



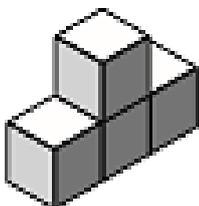
5.



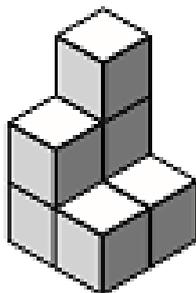
6.



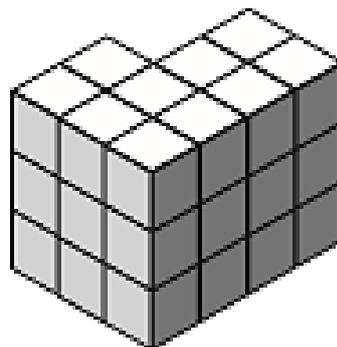
7.



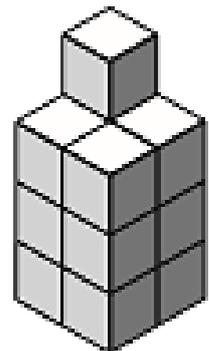
8.



9.

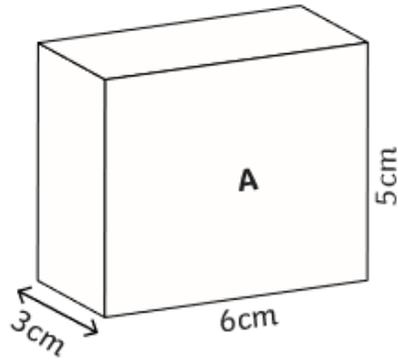


10.

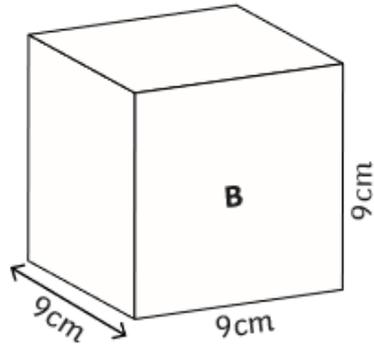


Resource 3- Maths worksheet lesson 2

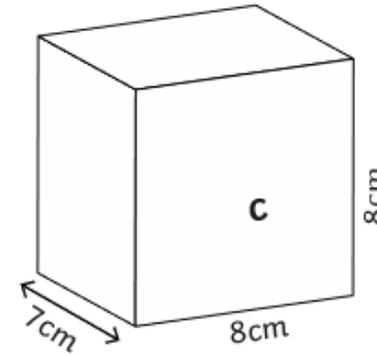
1. Calculate the volume of these cubes and cuboids and order them from smallest to greatest volume.



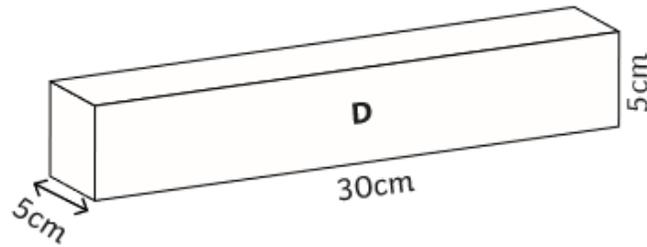
Volume =



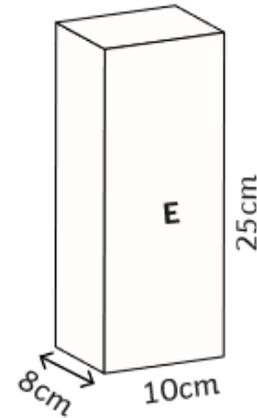
Volume =



Volume =



Volume =



Volume =

Resource 4- Arithmetic Paper

1

$$\boxed{\phantom{000}} \times 7 \times 5 = 105$$

1 mark

2

$$522 + 6,720 =$$

1 mark

3

$$\frac{1}{9} + \frac{8}{9} =$$

1 mark

4

$$665 \div 1 =$$

1 mark

5

$32 - 9 =$

1 mark

6

$14.3 + 8.227 =$

1 mark

7

$2,090,700 = 2,000,000 + 90,000 +$

1 mark

8

$4 \times 53 =$

1 mark

9

$$32 \div 8 =$$

1 mark

10

$$4 \times 168 =$$

1 mark

11

$$7,167 - 408 =$$

1 mark

12

$$1 \frac{6}{10} + \frac{7}{10} =$$

1 mark

13

$$\boxed{\phantom{0000}} + 100 = 9,436$$

1 mark

14

$$50 + (64 \div 8) =$$

1 mark

15

$$\frac{6}{11} \times \frac{3}{4} =$$

1 mark

16

4 1 **6 5 6**Show  
your  
method

1 mark

17

$600 \times 50 =$

1 mark

18

$655 \div 5 =$

1 mark

19

$0.4 \div 100 =$

1 mark

20

$44.7 \times 10 =$

1 mark



25

$$\frac{7}{8} - \frac{1}{4} =$$

1 mark

26

$$\begin{array}{r} 901 \\ \times \quad 42 \\ \hline \end{array}$$

Show  
your  
method

1 mark

27

$$15 \times 2.5 =$$

1 mark

28

$$\boxed{\phantom{000}} \times 5.1 = 153$$

1 mark

29

$$\frac{1}{6} + \frac{1}{5} + \frac{1}{10} =$$

1 mark

30

$$\frac{8}{9} \div 6 =$$

1 mark

31

$$84 \times 0.5 =$$

1 mark

32

$$45\% \text{ of } 530 =$$

1 mark

33

$$1\frac{4}{7} + \frac{5}{8} =$$

1 mark

34

$$\frac{3}{9} \text{ of } 810 =$$

1 mark

35

$$56\% \text{ of } 500 =$$

1 mark

36

$$\frac{2}{6} + \frac{3}{7} =$$

1 mark

37

$$0.9 \times 900 =$$

1 mark

38

$$15\% \times 1,000 =$$

1 mark

39

$$2\frac{1}{2} \times 300 =$$

1 mark

40

$$5,291 \div 27 =$$

Show  
your  
method

1 mark