

Year 6- DT (Toys): 3D Imaginary World

Weekly Maths Tasks

Times Tables: Continue to use [Times Table Rockstars](#).
Multiplication: Take turns to think of an animal. Use an alphabet code, A = 1, B = 2, C = 3... up to Z = 26. Find the numbers for the first and last letters of your animal, e.g. for a TIGER, T = 20, and I = 9. Multiply the two numbers together, e.g. $20 \times 9 = 180$. The person with the biggest answer scores a point. The winner is the first to get 5 points. You can also play this with, food, countries etc...
Multiplication: Use a pack of playing cards. Take out the Jacks, Queens and Kings. Take turns to take a card and roll a dice. Multiply the two numbers together and write down the answer. Keep a running total. The first to go over 300 wins!
Money: When you go shopping, or see a shop with a sale on, ask your child to work out what some items would cost with: 50%, 25%, 10%, 5% off. Ask your child to explain how s/he worked it out.
Problem Solving: Complete the problem below.



Use the digit cards and statements to work out my number.

0	3	3	5	5	6	7
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- The ten thousands and hundreds have the same digit.
- The hundred thousand digit is double the ten digit.
- It is a six digit number.
- It is less than six hundred and fifty-four thousand.

Is this the only possible solution?

Weekly Reading Tasks

Listen to an audiobook:
<https://stories.audible.com/discovery>
Watch/Read 'The Whisper' by Pamela Zagarenski:
<https://www.youtube.com/watch?v=qfWiRxs8Qlo>
Questions about the story:
 Why did the little girl love stories?
 What did she notice in the classroom?
 Who lent the girl the book?
 Why was the little girl excited to be lent the book by the teacher?
 Why was the little girl upset?
 Does a story always need words?
 What did the little girl need to use to help her?
 Do you relate to how the little girl when she started to struggle to imagine the story?
 What help did the fox need?
 What did the words become?
 What is the meaning behind this story book?
 Did story telling become easier for the little girl as she used her imagination more?
 What did the fox return to the little girl?
 Do you think the story book needed the old bag of words?
Reflection: Children to write a reflection on the meaning behind the story and what it has made them think about. They should also explore how it has made them feel.
Explore stories without words: Use stories without words such as Journey by Aaron Becker. Children can then try to verbally tell their own story using the pictures in the book.

Weekly Writing Tasks

- **Story:** Children to draw pictures of their own or use pictures from a story and write their own story from these pictures.
- **Letter:** Write a thank-you letter to the teacher from the little girl explaining what happened to her including discussing the perseverance that she had in order to create a story from her imagination.
- **Poetry:** Write a poem from the little girl. This can either be explaining her feelings or can be a poem about the pictures that she saw in the book.
- **Non-fiction:** Use this story to create a motivational poster or flyer on perseverance for younger children.

Project

- **Research:** Explore different imaginary worlds from a variety of different stories.
- **Research:** Explore different parts of the imaginary worlds and explore how they can be made from cardboard or junk modelling.
- **Design:** Children to design a sketch of their imaginary world. Label the design and focus on the techniques and materials that shall be used to create the different parts of their imaginary world (the product will need to be a 3D model).
- **Practise:** Use different techniques to practise creating mechanisms or ways to make the different parts of the 3D imaginary world.
- **Create:** Create the 3D imaginary world using junk modelling.
- **Evaluate:** Children shall evaluate their imaginary world and its different features. They shall explain what went well, what they like about their imaginary world, describe any challenges they faced, explain what they would improve/add if they made another imaginary world in the future and describe the techniques they used to make part of the imaginary world.

Other useful websites/resources

[Oak National Academy](#) – government provided lessons, including video presentations

[BBC daily lessons](#) – loads of great resources, games etc.

[Top marks](#)- games to support Reading, Writing and Maths

[Phonic Play](#)- games and resources to support Phonics

[Summer Reading Challenge](#)- rate and review the books they are reading as they progress towards their reading goal.

[White Rose Maths](#)- Range of materials and resources to support Maths

Emails

Remember you can discuss work with the class teacher via phone calls. You can also email any photographs or work to be shared on twitter. Please include your child's name and class on emails so it can be forwarded to the correct teacher!

Email - enquiry@pegasusprimary.org.uk