

Year 6

Foundation Subjects Home Learning Pack



Manor Court Community Primary School

Foundation subjects

<p><u>Geography</u> Mapping the world Mapping the world - BBC Bitesize</p> <p>Watch the video on BBC bitesize.</p> <p>Once you have watched the lesson. Use the map in the learning pack, can you add the names to the countries on the map of Europe.</p> <p>Extension: Choose a country in Europe to make a fact file on.</p>	<p><u>History</u> The Maya have their own version of the creation story.</p> <p>Read through the text which tells the Maya creation story and then answer the questions about it.</p> <p>Think about how this story differs from other creation stories that you know of, such as the Christian story.</p>	<p><u>RE</u> Read the information in the learning pack about each of the major world religions and then compare two of them. Feel free to add your own knowledge and research to your comparison too.</p>	<p><u>Computing</u> Using the instructions in the link, can you create your own paint program on Scratch? https://projects.raspberrypi.org/en/projects/paint-box Once you've created it, you can modify it as much as you like.</p> <p>Scratch is free to use and can be found here: https://scratch.mit.edu/ Just click on the create tab at the top.</p>	<p><u>DT</u> Design Chard. Towns often go through renovations, where they are changed to add new features. We would like you to design and if you are able to build a new version of Chard. On your design, annotate the new features you have added, ie Cinema, I added this as we would be able to walk to watch films. Try to be as creative as possible with this. Share your final designs if you can.</p>
<p><u>Science</u> Can you follow the instructions in the learning pack to create a paper model of your lungs? You'll need to colour the model in first and then, using scissors and glue, you'll need to cut and stick according to the instructions.</p>	<p><u>Music</u> Reading comprehension Ed Sheeran. Complete the reading comprehension based on Ed Sheeran. Once you have finished, listen to Thinking out loud, Happier and Galway girl. If you are using YouTube please search for radio edit and ask an adult to check before you listen. Compare the songs, how are they</p>	<p><u>PSHE</u> Future me. For this activity, you are going to write a biography all about future you. In this include all the things you will achieve in your life. Try to be as creative as possible. Eg will you be the first person on Mars? Will you win an Oscar Will you score a goal in the</p>	<p><u>PE</u> Using Joe Wicks for inspiration, can you create your own workout video? You don't need to record it (though you are welcome to!) but you could lead a workout for members of your household. For ideas, and some good exercise, check Joe Wicks' Youtube channel here below.</p>	

	the same? How are they different?	champions league final?	
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Inventors Project

National Inventors Day is on 11th February. Thanks to inventors, we can safely ride in a lift, have a well-lit room at the flip of a switch, speak to someone on the other side of the world or efficiently pump lotion from a bottle. Nearly everything around us is the result of someone tinkering in their garage, laboratory, or basement trying to find a solution to a problem.

Some inventions may be happy accidents by an observant person; the microwave oven, penicillin (a type of medicine), post-it notes, and bubble wrap may never have made their way into their current use if it were not for sharp or persistent inventors.







Throughout these two weeks, can you think of your own invention? It could be something for school, something for home or a household member? It could help the environment or climate change or it might be a new kind of game. Is there a problem you could think of a solution for or a gap in the market somewhere? Perhaps you could research a famous inventor or find an obscure one to look for more information about. You could design it on paper or use a computer program like Scratch to create it. We would love to see your designs, ideas and prototypes (models made as an example)!

Suggested daily activities

- Complete one section of English activity and one section of Maths activity (there's an arithmetic and another activity for each day).
- Spelling practice 20 mins using the list from the first pack. You can also visit <https://spellingframe.co.uk/> where you will find games and word lists for each spelling rule for year 6.
- Reading for 30 mins (this can be a school book or another book you have at home).
- Times tables practise (visit <https://play.trockstars.com> – pupils have their own username and password) or <https://www.topmarks.co.uk/maths-games/hit-the-button>
- A foundation subject activity of your choice (see the table above).
- 5-minute mindfulness for when you need some calm time (some great videos here <https://www.cosmickids.com/mindfulness-meditation-videos-kids/>)

RE

World Religions Facts

<p>Religion: Islam Followers: Muslims Place of worship: Mosque Holy book: Qur'an</p>	<p>Beliefs:</p> <ul style="list-style-type: none"> • Allah is the one and only God • Prophets (special messengers) • Muhammad was the final prophet • Angels • The Day of Judgement - when all people will be judged by their beliefs and deeds • Predestination - the belief that whatever God wills to happen, happens • The Quran - God's revealed book containing The Five Pillars of Islam 	
<p>Religion: Christianity Followers: Christians Place of worship: Church Holy book: Bible</p>	<p>Beliefs:</p> <ul style="list-style-type: none"> • The Holy Trinity - there is only one God, but that God is God the Father, God the Son and The Holy Spirit • God created the world • God sent his Son, Jesus Christ, to save humanity from their sins • Jesus was tortured, died, then rose from the dead after his crucifixion • The Ten Commandments - given by God to Moses and written in the Bible 	
<p>Religion: Judaism Followers: Jews Place of worship: Synagogue Holy book: Torah</p>	<p>Beliefs:</p> <ul style="list-style-type: none"> • There is only one God • Special agreement (or covenant) with God to uphold His laws • Faith of action - Jews are judged by how they live rather than what they believe • The Shabbat (the seventh day of creation is the most important day of the week - stop working and make time for God and family. 	
<p>Religion: Buddhism Followers: Buddhists Place of worship: Buddhist temple Holy book: Tripitaka (or Pali Canon)</p>	<p>Beliefs:</p> <ul style="list-style-type: none"> • The Three Jewels: <ul style="list-style-type: none"> - Buddha - Dharma - the teachings of Buddha - The Sangha - becoming selfless by helping others • Buddha was human, not a god • The Four Noble Truths <ul style="list-style-type: none"> - Dukkha - life is suffering - Suffering is caused by craving and trying to control things - Suffering can end if Buddhists learn to live a day at a time and let go of these cravings - The Noble 8-fold path is the path that Buddhists must follow, leading to the end of the suffering 	
<p>Religions: Hinduism Followers: Hindus Place of worship: Mandir</p>	<p>Beliefs:</p> <ul style="list-style-type: none"> • Hindus believe in a universal soul called Brahman • Trimurti - the three aspects of the universal supreme God, known as Vishnu, Brahma and Shiva • Tridevi - goddesses who are equally as important as the Trimurti - Saraswati, Lakshmi and Parvati • Truth is eternal - pursue knowledge and understanding of the truth • Reincarnation - Hindus believe that this is governed by Karma • Dharma - Hindus believe it is necessary to always do the right thing • Moksha - the ultimate goal for all Hindus meaning liberation from the cycle of birth and rebirth 	
<p>Religions: Sikhism Followers: Sikhs Place of worship: Gurdwara Holy book: Guru Granth Sahib</p>	<p>Beliefs:</p> <ul style="list-style-type: none"> • There is only one God • All humans are children of God • Everyone is equal and should be treated the same • Reincarnation • Always keep God in mind • Live honestly • Live honestly • Share with others • The Five Ks (Kesh, Kangha, Kara, Kachera, Kirpan) 	

	Religion:	Religion:
Special Book	<hr/> <hr/>	<hr/> <hr/>
Important Figure	<hr/> <hr/>	<hr/> <hr/>
Place of Worship	<hr/> <hr/>	<hr/> <hr/>
Significant Beliefs	<hr/> <hr/>	<hr/> <hr/>
Other Information	<hr/> <hr/>	<hr/> <hr/>

Similarities between _____ and _____

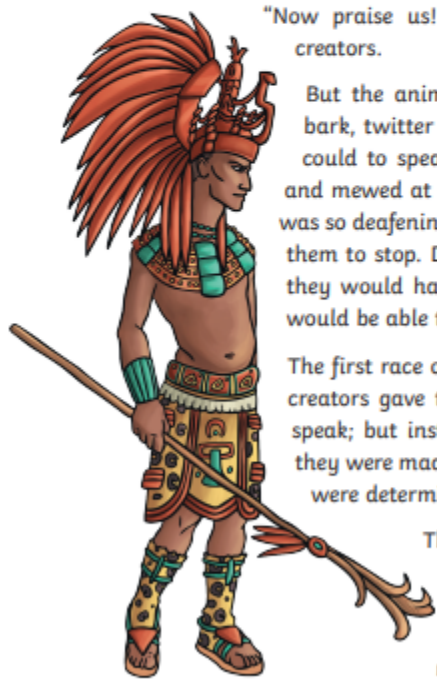
Differences between _____ and _____

History

Before the world had a true form, there were two gods. These gods were Tepeu, the Maker and Q'uc'umatz, the Feathered Spirit. While the world around them was dark, the two gods glittered with brilliant blue and green feathers. They came together to create the world.

Whatever they thought came into being. When they thought "Earth", land formed in the darkness. They thought of mountains and valleys, pine trees and sky. All of these things appeared the instant they thought them, and thus the Earth was formed.

Tepeu and Q'uc'umatz decided that they needed beings there to look after their vast creation, and to praise their names as the creators. So they created deer and birds and panthers and serpents, all the creatures that roam the Earth today.



"Now praise us! Say our names!" commanded the creators.

But the animals could only roar or howl, bleat, bark, twitter or moan. They tried as hard as they could to speak, but they could not. They chirped and mewed at the top of their lungs until the noise was so deafening, that Tepeu and Q'uc'umatz ordered them to stop. Disappointed, the makers agreed that they would have to create better beings, ones who would be able to worship them properly.

The first race of men were made from wet clay. The creators gave them life, and the first men tried to speak; but instead they crumbled apart soon after they were made. The Maker and the Feathered Spirit were determined to create a hardier race of men.

The second race of men were carved from wood. These were much stronger and were able to walk and talk and multiply. But these men had no minds and their hearts were empty. They had no memories of their creation

and when they spoke their words were just as empty and meaningless. They could not praise their gods.

Tepeu and Q'uc'umatz sent a great flood down to destroy them. They commanded the animals to attack the survivors and tear them to pieces. The few who managed to escape fled to the woods and became monkeys. The creators left them there as an example to the next race of men.

The Maker and the Feathered Spirit thought for a long time about how they should make the race of men they wanted. There seemed to be no perfect material to build them. Finally, some animals brought the gods a stack of white corn which grew on the far side of the Earth. Tepeu and Q'uc'umatz ground this into a paste and from this formed four individual men.

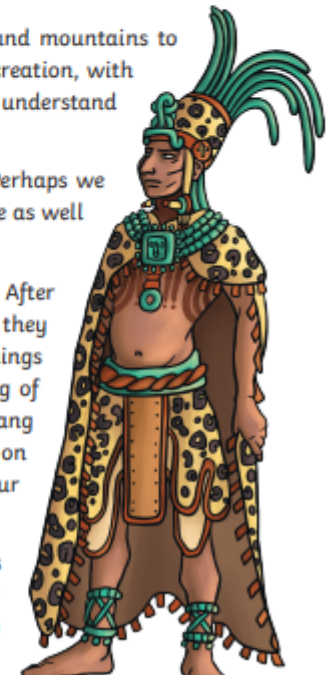
The new beings seemed perfect. They were sturdy enough to last and their minds were rich with thoughts and feelings. Their first act after their creation was to immediately worship Tepeu and Q'uc'umatz, and thank them for their lives. Tepeu and Q'uc'umatz were pleased. "What do you see?" they asked the corn men.

"We can see forever, through rocks and trees and mountains to the edges of the Earth. We can see your entire creation, with all of its animals and plants. We can see and understand everything!"

Tepeu and Q'uc'umatz looked at each other, "Perhaps we made these beings too well... they should not see as well as WE do!"

The makers removed some of the men's vision. After that they could only see things close to them and they were no longer able to see through or above things that they should not. Thus, their understanding of the world was weakened. But the men still sang their creators' praises and settled down to live on the new land. Tepeu and Q'uc'umatz made four women to be their mates.

These eight men and women were the ancestors of all K'iche' men and women today. Even today their sight and understanding of the world is not perfect.



Questions

1. How did the creators make Earth?

2. Read the following statements and tick **True** or **False**.

Statement	True	False
Tepeu was also known as the Feathered Spirit.		
The first set of men were made from wet clay.		
The gods wanted beings on Earth to praise them and nothing more.		
Before they created the world, everything was dark.		

3. Why were the gods disappointed with the animals?

4. Look at the **paragraph that begins 'The first men...'**.

Find and copy one word which means **stronger**.

5. How were the first and second set of men different? Explain your answer fully using evidence from the text.

6. What do you think might have happened to the third set of men if Tepeu and Q'uc'umatz had not been happy with them? Use evidence from the text to support your answer.

7. '**Thus**, their understanding of the world was weakened.'

The word **thus** is similar in meaning to... Tick **one**.

- additionally
- therefore
- and
- because

8. Why do you think the third set of men still praised the gods after they took away some of their vision?

9. Why do you think Tepeu and Q'uc'umatz didn't want the beings to see as well as they do?

10. Do you think the gods were kind? Explain your answer fully, using evidence from the text.

History answers

1. How did the creators make Earth?

They thought of it and it came into being.

2. Read the following statements and tick **True** or **False**.

Statement	True	False
Tepeu was also known as the Feathered Spirit.	✓	
The first set of men were made from wet clay.	✓	
The gods wanted beings on Earth to praise them and nothing more.		✓
Before they created the world, everything was dark.	✓	

3. Why were the gods disappointed with the animals?

The gods were disappointed with the animals because they could not speak so they couldn't praise them as they had wanted.

4. Look at the paragraph that begins 'The first men...'

**Find and copy one word which means stronger.
hardier**

5. How were the first and second set of men different? Explain your answer fully using evidence from the text.

Pupil's own response, that lists the similarities and differences mentioned in the text, such as: The first men and second men were different because the first men were made from clay while the second men were made from wood. This made the second men stronger than the first men who crumbled when they tried to speak. The second set of men were able to speak, but their words were empty and meaningless.

6. What do you think might have happened to the third set of men if Tepeu and Q'uc'umatz had not been happy with them? Use evidence from the text to support your answer.

Pupil's own response, such as: I think that if Tepeu and Q'uc'umatz had not been happy with the third set of men, they would have destroyed them too. I think this because that's what they did with the second set of men.

7. 'Thus, their understanding of the world was weakened.'

The word **thus** is similar in meaning to... Tick **one**.

- additionally
 therefore
 and
 because

8. Why do you think Tepeu and Q'uc'umatz didn't want the beings to see as well as they do? **Pupil's own response, such as: I think Tepeu and Q'uc'umatz didn't want the beings to see as well as them because they wanted to be more powerful than the beings they created. It could also be because they didn't want them to have the same understanding of the world as them.**

9. Why do you think the third set of men still praised the gods after they took away some of their vision?

Pupil's own response, such as: I think the third set of men still praised the gods, even after they took away some of their vision, because they were grateful to them. The gods had given them life and created the Earth and the animals and they were grateful for those things.

10. Do you think the gods were kind? Explain your answer fully, using evidence from the text. **Pupil's own response that refers to the text, such as:**

No, I do not think that the gods were kind because even though they created the Earth and all of the animals, they only did it so they could be praised. They were also cruel as they destroyed the second set of men, and also took back some of the third men's vision as they wanted to be more powerful than them.

Or

Yes, I do think the gods were kind because they created the Earth and all of the animals and beings, giving them life. All they asked for in return was to be recognised for creating their world. They also gave the four men mates so they would have company.

Lungs

Important: colour all parts before cutting them out.

Windpipe: colour the tube between the 'bars' grey.

Lungs: colour the tubes inside the lungs in blue and those parts between the the tubes colour red.

Diaphragm: colour this orange

Heart: colour this red

Body parts: colour the lungs (the ear-like flaps) red and the centres of the ends of the 'chain' of ribs brown.

Rib cage: leave white

Making the model

1. Cut out the windpipe (including around the dotted flaps) and stick it centrally about a third of the way down your page.
2. Cut out the heart and stick it below the windpipe where it divides into two tubes.
3. Cut out the two lungs and stick them either side of the heart with the tubes running from them connected with the two branches of the windpipe.
4. Cut out the body parts. Cut around the outline and down where the arrows are pointing so that the lungs are attached to the rest by a flap of paper. Put glue only on the back of the long outer strips so that the lungs can be lifted up once the model is complete. Stick the body parts on to the model so that the upper parts fit within the flaps running out from the windpipe and the lung sections are covering over the lower sections of the lungs which are already in place.
5. Cut out the diaphragm and stick it between the lower 'rings' of the two body parts so that it forms an arch curving upwards towards the lungs.
6. Cut out the ribcage. If you are good with scissors and have time cut out the paper between the ribs. Put glue only on the top right hand section which had the dotted line around it before you cut it out and then stick it onto the model; so that it covers the whole of the upper body cavity as it would in real life.

Label the following parts:

Windpipe

Lungs

Heart

Diaphragm

Ribs

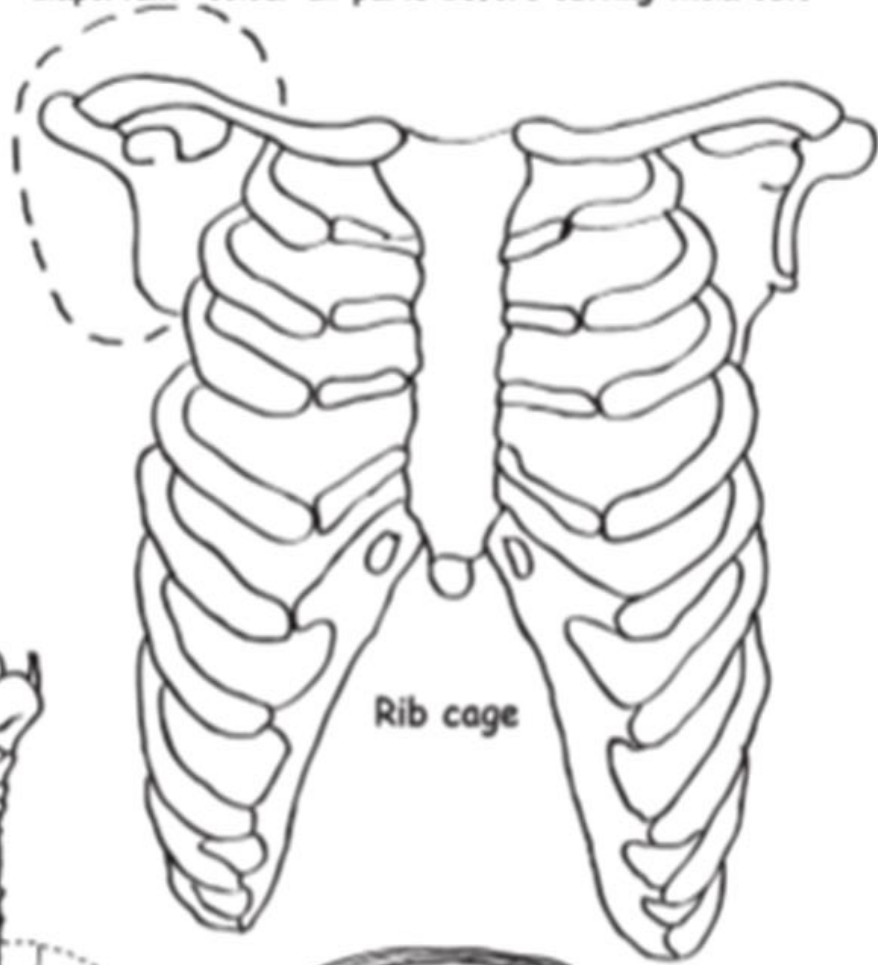
Lungs

Important: colour all parts before cutting them out.

Left body part



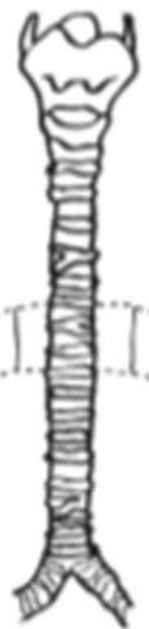
Right body part



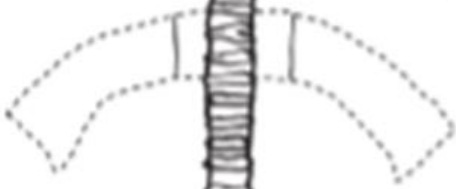
Rib cage



Heart



Windpipe



Diaphragm

Left lung



Right lung

Geography



Geography answers

