

Welcome to Autumn 2!

This term we will be focusing home learning on our Geography topic 'Rivers'. This will help consolidate the learning taking place in school.

All pupils must complete the tasks by every week and the final task must be completed by Monday 18th December 2023.

All pupils are expected to do the following weekly set task alongside:

- ✓ **Daily reading—The expectation is that your child will read daily for a minimum of 20 minutes at home – using the online 'Boost' programme and also on the Reading Portal. Parents should add a comment on the Reading Log.**
- ✓ **Weekly maths – My Maths home learning tasks, maths games and activities on OneNote, TTRS.**
- ✓ **Weekly Spellings – see below**
- ✓ **RRS Home Learning**

Education must develop every child's personality, talents and abilities to the full (UNCRC Articles 28 & 29). We can't wait to see what you do and look forward to seeing your wonderful home learning.

Yours Sincerely,

Year 6 Team

Geography Focus – Rivers

Some facts about Rivers: A river is freshwater flowing across the surface of the land, usually to the sea. All rivers start at the highest point in an area.

Rivers begin at their **source** in higher ground such as mountains or hills, where rainwater or melting snow collects and forms tiny streams.

As the river flows downstream, it gains more water from other streams, rivers, springs, added rainfall, and other water sources. Rivers flow in channels.

The bottom of the channel is called the **bed** and the sides of the channel are called the **banks**.

More information – links to help you

<http://www.primaryhomeworkhelp.co.uk/rivers.html>








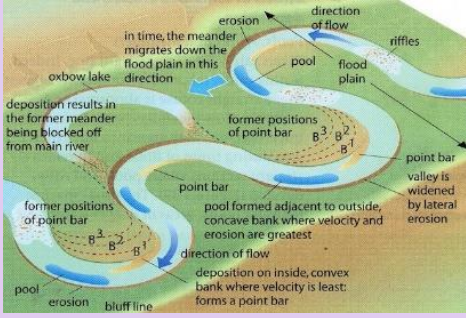
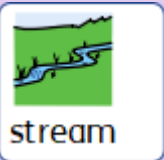
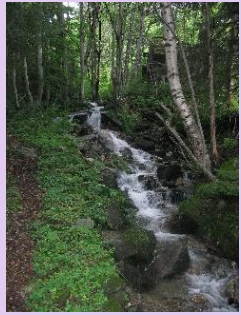
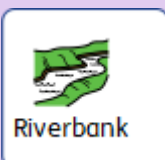

<https://easyscienceforkids.com/all-about-rivers/>

<https://www.factsjustforkids.com/water-facts/river-facts-for-kids/>





<https://kids.kiddle.co/River>

<https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-rivers/>

Key Vocabulary and definitions linked to Rivers

Vocabulary	Definition	Vocabulary	Definition
<p>River</p>  <p>river</p> 	<p>A river is a ribbon-like body of water that flows downhill with the force of gravity. A river can be wide and deep, or shallow enough for a person to wade through.</p>	<p>Oxbow</p>  <p>oxbow</p> 	<p>A bend in the river resembling an oxbow.</p>
<p>Delta</p>  <p>delta</p> 	<p>A triangle-shaped deposit of sand, clay or silt at the mouth of a river.</p>	<p>Meander</p>  <p>meander</p> 	<p>A turn or winding of a stream.</p>
<p>Stream</p>  <p>stream</p> 	<p>A smaller body of water than a river but very similar.</p>	<p>Riverbank</p>  <p>Riverbank</p> 	<p>Stretch of land alongside a river.</p>

Home Learning Tasks

Week 1	Week 2	Week 3
<p>The Water-Cycle</p> <p>What is a water-cycle and how does the water-cycle help us? Research the water-cycle.</p> <p>Your second task this week is to start collecting rain water either at home or in school for the next 6 weeks. You need to measure the rainwater you collect each day or each week to see how much water you have collected which will show how we can conserve it.</p> <ul style="list-style-type: none"> • Another way you could do this is draw a graph/bar chart or a picture to represent the rainwater collected each day.   <p>RRS Article 24 – Health, water, food and environment</p> <p>Health Diary</p> <p>Keep a diary for the whole week on everything you eat, highlight the healthy foods from there. Also write down anything else you have done to keep healthy and fit. e.g. Exercise, walk, yoga, meditate, sleep a good amount etc.</p>	<p>Research what the following are: rivers, streams, tributaries, brooks etc.</p> <p>Pick any one river (from anywhere in the world) and research that river.</p> <p>Where do rivers start and end (source/mouth)?</p> <p>Which country is it in?</p> <p>Which cities/countries does it run through?</p> <p>Why is it important for the people of that place?</p> <p>How does it support local businesses?</p> <ul style="list-style-type: none"> • Another way to do this is to record yourself on video or audio presenting your research on rivers. <p>(Remember to keep collecting and measuring rainfall)</p> <p>RRS Article 42 – knowledge of rights</p> <p>Which right is the most important right to you? Why? Teach that right to your family. Explain to them why it is important to you.</p> <p>Write in your H/L how they felt learning the right, did they understand why it is so important for you?</p>	<p>Make a 3D model of the river you researched last week and the riverbank etc. You could use paper, real soil, cardboard, plastic/cardboard boxes etc. Anything recyclable. Label the different parts.</p>   <p>(Remember to keep collecting and measuring rainfall)</p> <ul style="list-style-type: none"> • Another way you could do this is to draw a picture of a river and label the picture showing its features. <p>RRS Article 16 - right to privacy and</p> <p>RRS Article 17 - right to information</p> <p>How do you use the internet safely and ensure the information is accurate/reliable?</p> <p>Write it down in detail. Include at least 5 different points – you can write bullet points or sentences.</p>

Week 4

Make a model of a form of water transport e.g. Boat, ship, ferry, raft etc. Explain how it moves, what makes it special. Be innovative.



(Remember to keep collecting and measuring rainfall)

- **Another way you could do this is to draw a picture of an example of water transport and write facts about it round the picture to explain how it works.**

RRS Article 31 – Every child has the right to play, relax and take part in cultural activities.

What types of sports and recreation activities can you think of which include water? i.e. fishing

Name as many as you can. Which have your tried or would like to participate in?

Week 5

Global Goal 6 – Clean water and sanitation
RRS Article 24 – the right to clean water

Create a poster to inform others in school and in the local community about types of water pollution, what negative impact it has on the environment and human life, and ways in which we can reduce water pollution. Remember to explain the importance of water and why we should try to conserve it.

Make the poster colourful and informative and include pictures/diagrams.



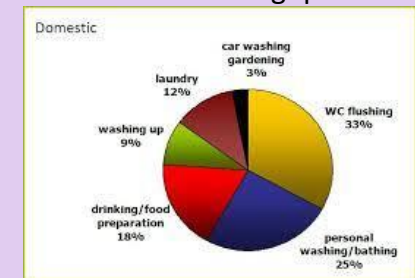
- **Another way you could do this is to create an information leaflet explaining water pollution or you could also create a ppt presentation to present to the class.**

(Remember to keep collecting and measuring rainfall)

Week 6

RRS Article 28 & 29– The right to an education which develops every child’s personality, talents and abilities to the full.

Create any type of graph of results (bar graph, line graph, pie chart, pictogram etc) for the rainwater you have collected, label it and answer the following questions.



Questions to answer:

How much rain water did you manage to collect each day? How much in total? Is the usual amount of rainfall expected at this time of year?

If there is too little rainfall, what is the impact on the environment, habitats and people?

If there is too much rainfall what is the impact on the environment, habitats and people?

How can we conserve water better?

How can we reduce water pollution?

What impact do humans have on river water?

- **Another way you could do this is to record yourself presenting your findings and answering the questions.**

Belmont School Home Learning Year 6 Autumn 2 2023

Spellings

Every week you will have a spelling test. Please learn the spellings.

	Week 1 Words ending in - - able/-ible/-ably, -ibly	Week 2 Statutory words revisited	Week 3 Words with /i:/ sound spelt ei after c	Week 4 Words ending in: cious and tious	Week 5 Suffixes to words ending in-fer	Week 6 Words with the letter ough
Group 1	Changeable Terrible Horrible Sensible Terribly Sensibly Horribly	Solider Vegetable Ancient Average Temperature Nuisance	Receipt Ceiling Receive Deceive	Gracious Cautious Spacious Nutritious Infectious	Offer Referee Suffer Prefer Defer Transfer	Cough Thought Brought Bought Throughout Enough
Group 2	Understandable Fashionable Acceptable Replaceable Remarkably Respectably Suitably Incredible Impossible Permissible Impossibly visibly	Physical Convenience Temperature Government Exaggerate Achieve Nuisance Available Existence Disastrous Mischievous Immediately	Receive Perceive Conceit Deceit Deceive Ceiling Receipt Conceive	Precious Delicious Cautious Malicious Ferocious Pretentious Suspicious Anxious Repetitious Ambitious Infectious Spacious	Referred Offering Reference Conference Transference Inference Preferred Preferable Referee Buffered Suffered Deference	Throughout Thought Though Thoughtful Dough Borough Drought Plough Brought Bought Sought Cough