

Year 6 Home Learning 5<sup>th</sup> October

5 <sup>th</sup> October	Monday	Tuesday	Wednesday	Thursday	Friday
Daily activities To be completed when you feel is appropriate during the day	All children should access TTRockstars for 20 minutes per day. Read for 15 mins in the morning and 15 mins in the afternoon Spellings Unit 5 – can be found in back of reading record.				
9.00 – 10.30	Multiplication Lesson 6  <a href="https://classroom.thenational.academy/lessons/identify-properties-of-numbers-6wv34t">https://classroom.thenational.academy/lessons/identify-properties-of-numbers-6wv34t</a>	Multiplication Lesson 7  <a href="https://classroom.thenational.academy/lessons/multiply-a-decimal-number-by-a-whole-number-6mwpcd">https://classroom.thenational.academy/lessons/multiply-a-decimal-number-by-a-whole-number-6mwpcd</a>	Multiplication Lesson 8  <a href="https://classroom.thenational.academy/lessons/solve-multiplication-problems-using-known-and-derived-facts-6ngk2t">https://classroom.thenational.academy/lessons/solve-multiplication-problems-using-known-and-derived-facts-6ngk2t</a>	Multiplication Lesson 9  <a href="https://classroom.thenational.academy/lessons/use-efficient-strategies-to-multiply-numbers-including-decimals-6rr3at">https://classroom.thenational.academy/lessons/use-efficient-strategies-to-multiply-numbers-including-decimals-6rr3at</a>	Multiplication Lesson 10  <a href="https://classroom.thenational.academy/lessons/practise-multiplication-and-division-skills-64vp2e">https://classroom.thenational.academy/lessons/practise-multiplication-and-division-skills-64vp2e</a>
10.30 – 10.45	Break				
10.45 – 12.15	<b>Lesson 1</b> Engage with the text <a href="https://classroom.thenational.academy/lessons/to-engage-with-the-text-6th62r">https://classroom.thenational.academy/lessons/to-engage-with-the-text-6th62r</a>	<b>Lesson 2</b> Analyse setting <a href="https://classroom.thenational.academy/lessons/to-analyse-setting-c9j3ec">https://classroom.thenational.academy/lessons/to-analyse-setting-c9j3ec</a>	<b>Lesson 3</b> To analyse character <a href="https://classroom.thenational.academy/lessons/to-analyse-character-part-1-69k30t">https://classroom.thenational.academy/lessons/to-analyse-character-part-1-69k30t</a>	<b>Lesson 4</b> To analyse character (part 2) <a href="https://classroom.thenational.academy/lessons/to-analyse-character-part-2-60r68e">https://classroom.thenational.academy/lessons/to-analyse-character-part-2-60r68e</a>	<b>Lesson 5</b> To analyse authors use of language <a href="https://classroom.thenational.academy/lessons/to-analyse-the-authors-use-of-language-c5h3jd">https://classroom.thenational.academy/lessons/to-analyse-the-authors-use-of-language-c5h3jd</a>
12.45 – 1.00	Lunch				
1.30 – 2.15	Music – Pulse and Meter  <a href="https://classroom.thenational.academy/lessons/exploring-2-beats-in-a-bar-6xk34d">https://classroom.thenational.academy/lessons/exploring-2-beats-in-a-bar-6xk34d</a>	Science  <a href="https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtprc">https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtprc</a>	MFL  Time <a href="https://www.youtube.com/watch?v=h2g0qBFkI">https://www.youtube.com/watch?v=h2g0qBFkI</a>	Computing – Variables in Games Lesson 4  <a href="https://classroom.thenational.academy/lessons/designing-a-game-64tpae">https://classroom.thenational.academy/lessons/designing-a-game-64tpae</a>	PSHE – Money Matters 2  <a href="https://classroom.thenational.academy/lessons/money-money-money-61gked">https://classroom.thenational.academy/lessons/money-money-money-61gked</a>

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<p>2.15 – 3.00 History Project Work on this throughout the week</p>	<p>History Compare and contrast life for different sections of Mayan Society</p> <p>Read through the text on how Maya society was organised (see below)- Nobles, Freemen and Slaves (continue with independent research). <b>Activity:</b> Open the PPT and organize the statements into the Venn Diagram provided.</p>
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## Ancient Maya Society

### Introduction

Ancient Maya was split into several different city-states. Each city-state controlled a certain amount of land around its city. The city-states shared a religion, a language and a culture, but they also competed with each other. Although the city-states traded with each other, they also spent a large amount of time at war with each other. The rulers of each city-state wanted to be the most powerful, the richest, to have the largest temples and so on.

### Rulers

The chief, or leader, of a city-state was called *ahaw* (lord) or *makh'ina* (great Sun Lord). The chief was always male and he had complete control over the people within the land under his control. Some leaders claimed to be descended from the gods. Their deeds were recorded on stelae (tall stone monuments). Maya rulers would offer drops of their blood at religious ceremonies to ask the gods for help in their upcoming battles. Each leader usually had three roles: army commander, law-maker and priest. Rulers would live in grand palaces and would wear bright and colourful clothes, such as elaborate headdresses. Leadership was hereditary (once a king died, his power passed to his eldest son).

### Nobles

The nobles were the judges, officials, scribes and so on who helped the ruler. Most nobles lived in the cities. Children from noble families went to school at about 15 to learn about reading, writing, mathematics, astronomy and religion. Children also inherited their parents' status and occupation. Nobles could afford to buy fish and meat, as well as chocolate. Even though the nobles were wealthier than the freemen, they did not have to pay any taxes!

## Freemen

The people who ran farms in Ancient Maya were freemen. These people lived in the villages around the cities. There were no horses or cattle to do the heavy work, but the freemen had slaves to do this for them. Freemen had to pay taxes (in goods and / or labour) to the ruler of the city-state that they were part of. Their clothes were simple (just strips of fabric wrapped around their bodies). Mostly freemen had vegetarian diets, as meat and fish were too expensive for them to buy. They lived in tiny, simple houses made from whatever materials were available and lived with, or close to, their families. Men were fishermen, farmers or craftsmen and women looked after the children and the home. From the age of five or six, children were expected to help their parents. Generally people got married between the ages of 16 and 20 and went to live in the boy's parents' home after the marriage.

## Slaves

Slaves (people who are forced to work for no pay) were usually enemies who had been captured in wars or criminals who were being punished. Some slaves were poor people who gave up their freedom in return for food and shelter. The children of slaves did not automatically become slaves. Slaves would sometimes be sacrificed to the gods - often when their masters died, so that they could continue to serve them in the afterlife.



Captives being  
presented to a Maya

## Summary

The Ancient Maya were a civilization that lived in Mesoamerica and shared a common religion, language and culture. Within their society, there were clear levels: rulers, nobles, freemen and slaves. Life was different for the members of these different levels of Maya society, but they all contributed the success of the Maya civilization.



A Maya ruler with two nobles