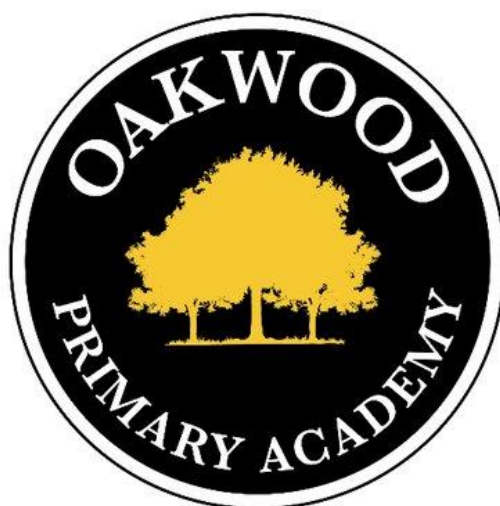


Oakwood Primary Academy



Year 6

Remote Learning Workbook

Week Beginning

1st March 2021

Name.....



'Being Better Every Day'

Year 6 Remote Learning Overview - Week beginning: 01/3/21

All learning can be completed online or in your exercise book. There is no expectation or need to print out any of these learning activities below.

Photographs of your English, Maths and Wider curriculum work should be submitted daily, by emailing Miss Elms or Mr Spiers on the NEW year group email

year6opa@auroraacademies.org

Or by handing these in at school each **Monday**, should you wish to.

Contents:

- 'Weekly Welcome' from the Year 6 Team
- 'News Page – What have you been learning this week?
- Weekly Timetable
- Reading Log
- Purple Mash 'To Do's
- Daily sections of Maths, English and Wider Curriculum.
- Friday Quiz
- Other links and activities

Weekly Welcome

Monday 1st March – Friday 5th March, 2021

Hello again Year 6,

Welcome to your last week of learning. We can't wait to see you all next week!

In this pack, you will find all the instructions you need to ensure that you can learn at home. We will be learning about the same topics in school and can't wait to hear all about what you've learnt! **You will see that some tasks have been split up into mild, hot and spicy.** When you see this, you only need to do one of these. Choose the one that you feel is at your level. You can always have a go at a second one if you want to challenge yourself even more.

We are expecting you to send an email with pictures of the work you have done or a few sentences telling us what you have learnt each day.

Please email us with any questions or queries about your work, so we can keep in contact as much as possible or submit a comment on the form at the top of every daily Sway.

We'll be announcing our next 'Star of the Week' on Friday, so make sure we see your fantastic learning!

Have a great week, enjoy all of the learning and we look forward to seeing you on Monday!

Best wishes,

Mr Spiers and Miss Elms.



aspiers@auroraacademies.org

lelms@auroraacademies.org

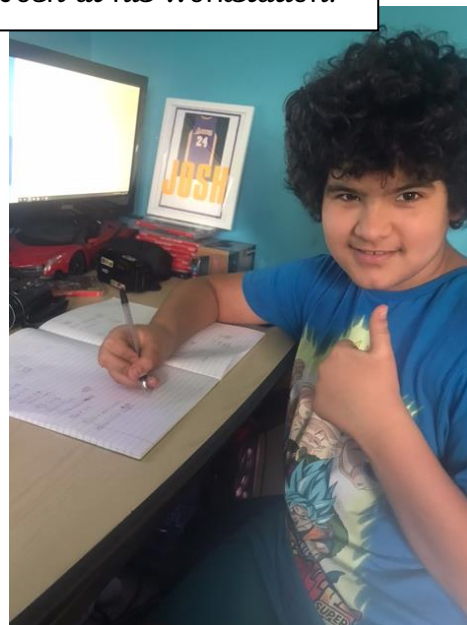
Our News Page - Let's see what Year 6 have been up to across the past week!

Stars of the week last week: Cameron and Hudson.

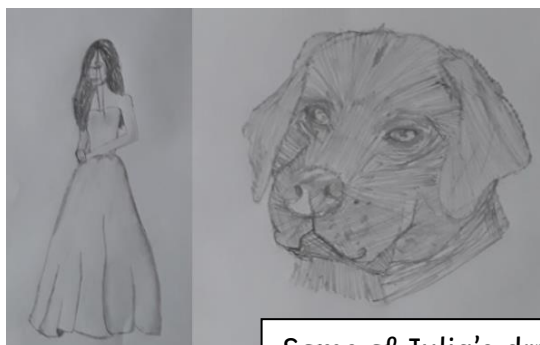


Alex stuffing his f... eating his toast!!

Josh at his workstation!











Kitty's toolkit.



Some of Julia's drawings.



TELLING THE READER	SHOWING THE READER
Zara was sad. 	Zara looked down at the floor. 
John felt shy. 	John tried helplessly to hide his face. 
Annie was angry. 	Forehead poking, Annie stormed out of the room. 
He was frightened. 	through chattering teeth he said 'don't hurt me'. 

Bran 'showing not telling' in his writing.

Our Learning Timetable for This Week

	Maths	English	Wider Curriculum / Other activities
Monday	Arithmetic Day	Spellings Introduced. 'African Lungfish' Reading activity Treasure Unit: Story Planning	Topic: Self portraits International Women's Month/Day
Tuesday	5 Daily Questions Area	Reading: Robert the Bruce Writing: Boxing up your story plan	ICT/Computing: Screen time Music: More Cup song and Blues
Wednesday	5 Daily Questions Calculating and converting area	Reading: Robyn Hood Writing: Opening and Build-Up of your story	PE: Jumping, throwing, pulling World Wildlife Day
Thursday	5 Daily Questions Volume of cube and cuboids	Reading: DNA Writing: Dilemma, Resolution and Ending of your story.	Science: Reflection of Light World Book Day.
Friday	5 Daily Questions Converting units of mass	Reading: Victorian Children Writing: Performing your story.	RE: Hinduism 2 nd session Jigsaw: Mental Wellbeing

Reading Log: Don't forget to complete your reading log. Send in a photo or video of some of the reading you have done this week.

[illegible]

Purple Mash To Do's:

- Ambleford Marbles Chapter 5
- Ambleford Marbles Chapter 5 Questions
- Ambleford Marbles Chapter 6
- Ambleford Marbles Chapter 6 Questions
- Multiplication and Division

If you do not have or have forgotten your login details, please contact us so we can pass your detail over to you.

Click the link below to take you to Purple Mash

[Purple Mash Login Page](#)

Times Tables Rock Stars

Also remember to log on to your Time Tables Rock Stars account to practice to tables facts to keep them at the front of your mind – it will really help you with your maths!

Click the link below to take you to TT Rock Stars

[Times Table Rock Stars Login Page](#)

Monday 1st March 2021: Spelling- List 8 - ance

This term we are going back to learning our spellings in a list. This makes it easier for you to practise as they all have the same spelling rule/blend.

Use a game from below to learn them EVERY DAY and test that set on a Friday.

Spelling Card 1

Grouping Words

Put your words into groups. You could have groups with 'double l', groups that rhyme with 'ee', groups with prefix 'un'-...

'Double l'

fall allsorts
hollow calling

Prefix un-

untie undo
until untidy

© 2012 PrimaryClass.co.uk

Spelling Card 2

Phoneme Spotter

Choose a sound or rule you are learning to use (for example /ai/). Read a page in a book or text, and find examples of that sound being used. Example:

Train - ai	Away - ay	Take - a-e
Rain - ai	Play - ay	Great - ea
Made - a-e	Came - a-e	They - ey

/ai/:

made, away, take, train, they, great, came

© 2012 PrimaryClass.co.uk

List 8
<u>ance</u> suffix
appearance
performance
perseverance
maintenance
ignorance
endurance
elegance
disturbance
disappearance
acceptance
abundance
enhance
acquaintance
nuisance
reluctance

Spelling Card 3

Poster Pointers

Create a simple poster that explains a spelling rule you have learnt.

- What are the rules?
- Give some examples.
- Can you give an exercise for someone to complete?

The letter 'g' may have a soft or hard sound. A soft 'g' is usually followed by an 'i' or 'e'. A hard 'g' is usually followed by a consonant or an 'a', 'o' or 'u'.

'g' in 'golf' is hard

'g' in 'gem' is soft

guppy → soft	general → Soft
goat → hard	gel → Soft
goose → hard	gibbet → Hard

Which are hard and which are soft?

gym →	gutter →
ginger →	giant →
gan →	gither →

© 2012 PrimaryClass.co.uk

Spelling Card 4

Pizza Man

Just like Hangman but with pizza. Needs 2 players. Draw a 6 or 8 piece pizza. Write the underlines of each letter in a word (_ _ _ _). Your partner has to guess a letter in the word.

If they get it right, add the letter (_ a _ _), but if they get it wrong, remove one piece of the pizza.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

© 2012 PrimaryClass.co.uk

Monday 1st March: Maths

Arithmetic Monday

Today we are focusing on Arithmetic. Watch the online clips on the Sway Page to complete some of the questions in your task. Give the other questions your best shot.

Remember- Choose the correct level for you –mild, hot OR spicy. YOU DO NOT HAVE TO DO THEM ALL.

Watch the video on the Sway Page to help you with this.

Tasks:

Mild	Hot
$331 \times 2 =$ _____	$30\% \text{ of } 2500 =$ _____
$28 \times 3 =$ _____	$1.22 \times 6 =$ _____
$36 \div 6 =$ _____	$\frac{2}{7} + \frac{3}{7} =$ _____
$5 \times 6 \times 5 =$ _____	$8505 \div 5 =$ _____
$\frac{3}{4} - \frac{1}{4} =$ _____	$95 \times 48 =$ _____
$540 \div 9 =$ _____	$13 \overline{)3640} =$ _____
$7.77 \times 100 =$ _____	$\frac{1}{5} \times \frac{1}{10} =$ _____
$2^2 =$ _____	$95\% \text{ of } 470 =$ _____
$200 \times 200 =$ _____	$946 \times 57 =$ _____
$1080 \div 12 =$ _____	$13 \times 4\frac{1}{2} =$ _____ or _____
Spicy	
$\frac{1}{5} \times \frac{1}{10} =$ _____	$\frac{4}{6} \div 2 =$ _____
$95\% \text{ of } 470 =$ _____	$1\frac{1}{5} - \frac{1}{4} =$ _____
$946 \times 57 =$ _____	$37 \overline{)2405} =$ _____
$13 \times 4\frac{1}{2} =$ _____ or _____	$\frac{3}{2} + \frac{4}{4} =$ _____
$20 - 4 \times 2 =$ _____	$\frac{5}{6} \div 2 =$ _____

Monday 1st March: English

READING Focus- African Lungfish

Watch clip:

<https://www.youtube.com/watch?v=dgXuuMIZRqs>



1. How many years ago did the African Lungfish settle below the surface of the marsh?
2. The narrator tells us that the African Lungfish settled long before something. What was it?
3. Why does the fish need air every half an hour?
4. What does the fish have that most other fish do not?
5. We learn that the African Lungfish "can perform a truly breathtaking feat."
Which of these is not a synonym for the word breathtaking?
 - a) Spectacular
 - b) Amazing
 - c) Mediocre
 - d) Thrilling
6. What is the technical name for a word that is opposite in meaning to another?
7. "When the dry season comes, and water turns to puddles, and puddles turn into mud. The African Lungfish finds himself in the thick of it."
Explain why the narrator has used the term "in the thick of it."
8. "The secret to lungfish longevity starts with a drought-defying burrow in the mud." What technique has the narrator used here for effect?
9. Define the word 'longevity.'
10. The African Lungfish is able to survive in dramatically changing and tough conditions. What does this tell you about its character?
11. Why does the fish spew mucus?
12. Think of an adjective to describe the lungfish and explain your choice.
13. What happens at 0:59s to emphasise the "breathtaking feat?"
14. Summarise this clip in one sentence.

ANSWERS AT THE END OF THE PACK

Monday 1st March: WRITING- Treasure -A Finding story



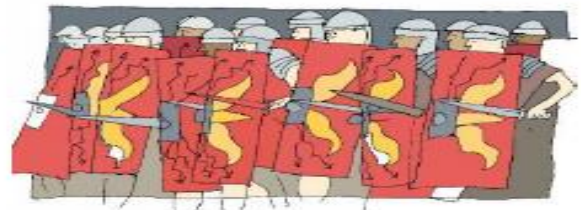
Now comes the fun part! You might already have the beginnings of an idea for your story from what you have read so far. If not, don't worry we are going to generate our ideas one step at a time.

3 MAIN CHOICES

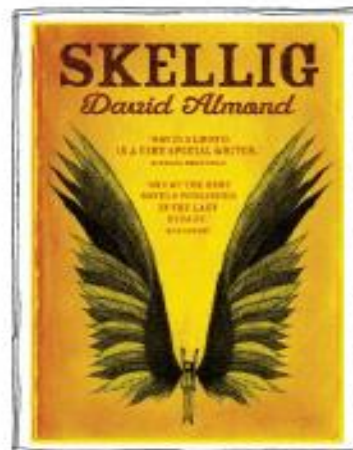
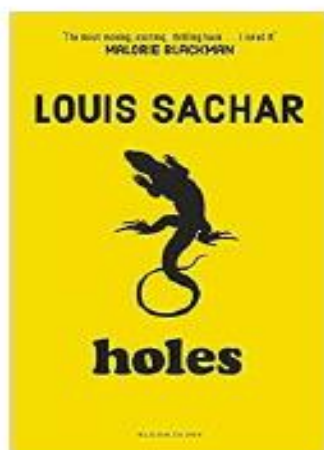
- 1) A realistic story based on Sandy Cove that could happen to you e.g. in the woods, in the park, on holiday, at a new house ...**



- 2) A story based on a topic you know a lot about: e.g. Romans, Space, Vikings...**



3) A story based on/set in the world of a book you know. You can take some of the characters, settings and objects from the story e.g. *Holes*, *Harry Potter*, *Skellig* ...



STEP 1: Treasure/object



For a cracking finding tale you are going to need an object that interests both the characters in your story and your reader. Here are some categories and examples of objects to choose from:

Treasure

gold, money, jewels,
locket, coins ...

Technology

mobile phone, laptop ...

Writing

scroll, letter, newspaper,
book, coded message ...

Bags

suitcase, rucksack ...

Locked

door, locker, chest ...

History

medals, time capsule ...

Images

painting, photograph ...

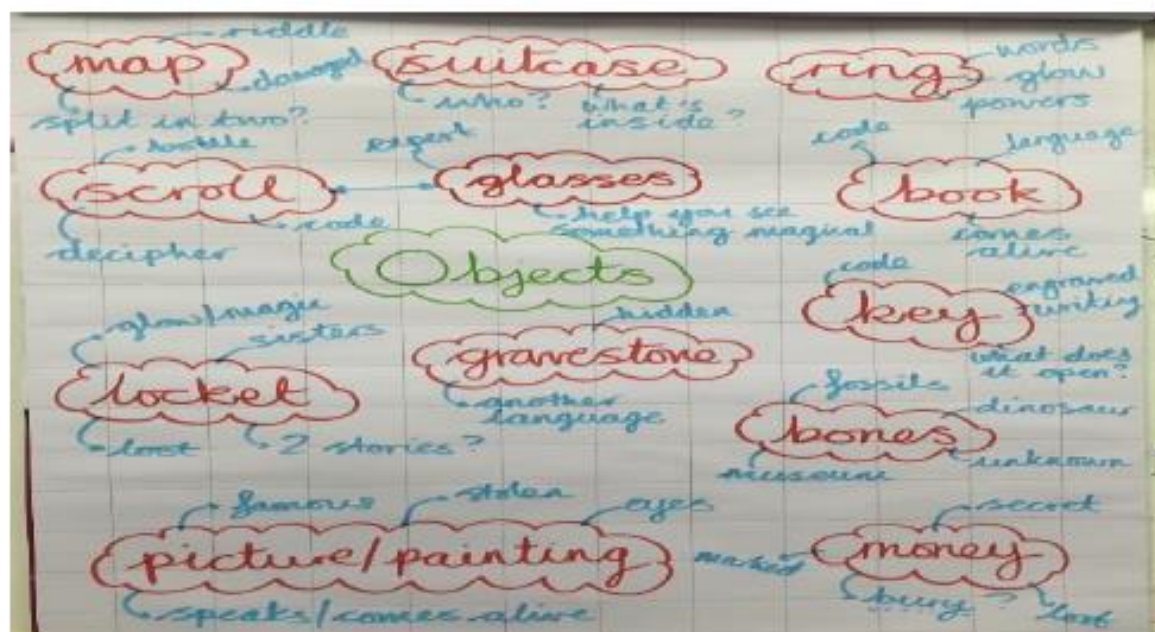
Possessions

glasses, locket, ring ...

Living

egg, bones, fossils ...

Here is a photo of the list I made with my class:



Now repeat the process for these key areas for your story – remember to think how they all link together. Jot down your ideas so you have some things to choose from.

STEP 1: MY OBJECT:

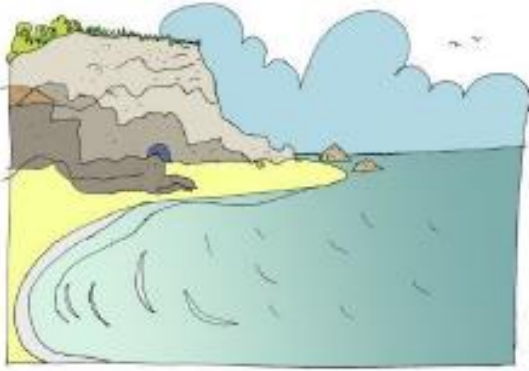
STEP 2: Main Characters (*one person, brothers, sisters, friends, twins, a group*)

STEP 3: Danger (*weather, lost, trap, enemy*)

STEP 4: Setting (*woods, junkyard, abandoned fairground*)

STEP 5: Reward/Next Day (*in the paper, exhibit named after you in the museum, money*)

Activity 9: Drawing your setting



After listening to many authors interviews on RadioBlogging, many of them – especially Abi Elphinstone – said that they drew pictures of their settings, main characters and scenes from the stories.

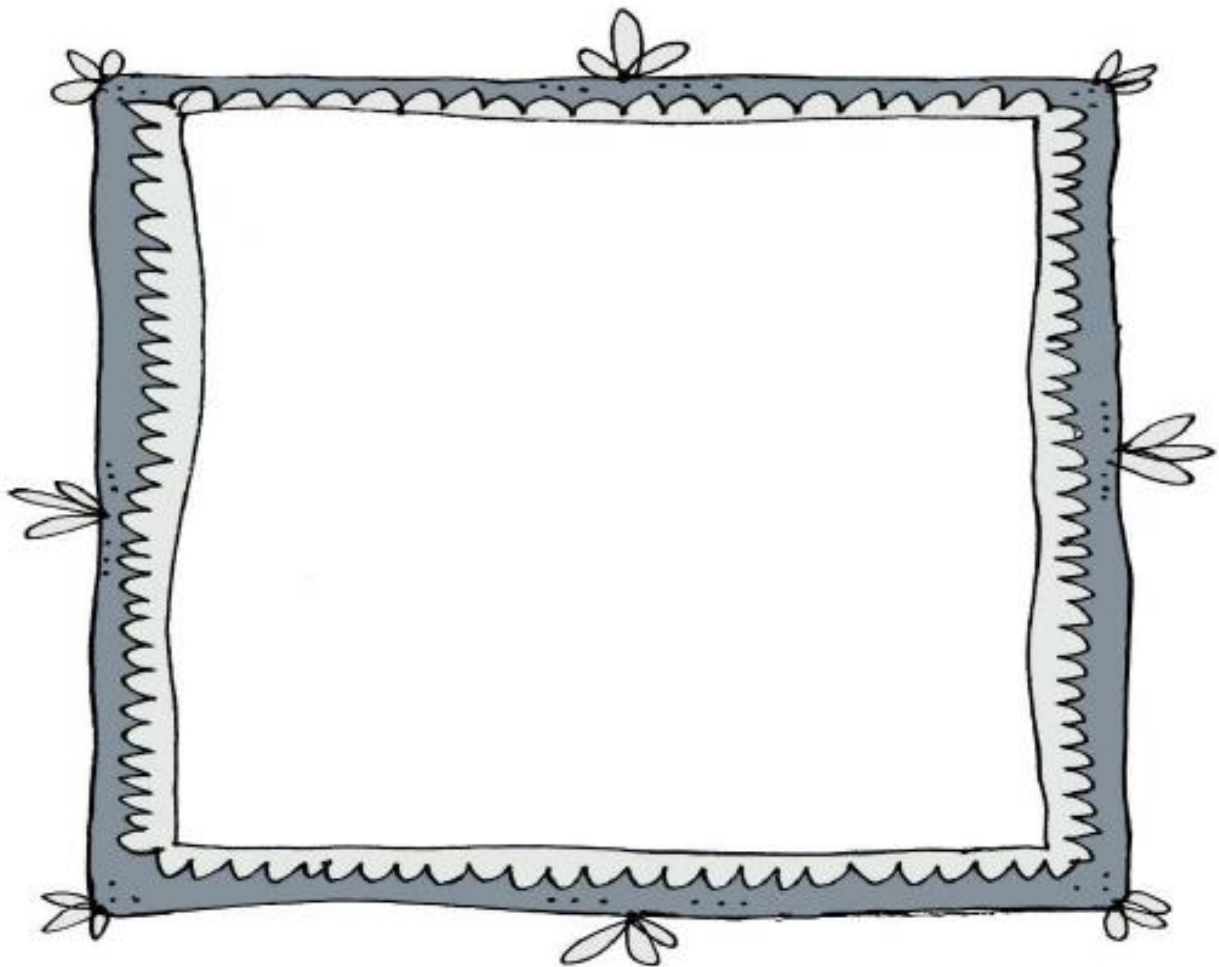
To really help picture your main scene, have a go at sketching it out below. It doesn't really matter what it looks like (this isn't an art lesson!) but it

may help you to really picture what is going on and give you a reference point to look back on when writing.

Here are some things you might want to include in your drawing:

Where is your treasure/object?

- Where are your main characters and what are they doing?
- Where or what is your danger?
- What is the weather/time of the day like?



Monday 1st March: Topic & Art: Self-Portraits

In our first lesson, we took you to Paris to view some of the most famous and important artworks in history.

Today, we will focus on the self-portraits. Here is a selection of some very famous self-portraits from history. These works are so well-known, that the artists have immortalised themselves through their work.

Leonardo da Vinci



1510

Rembrandt van Rijn



1660

Gustave Courbet



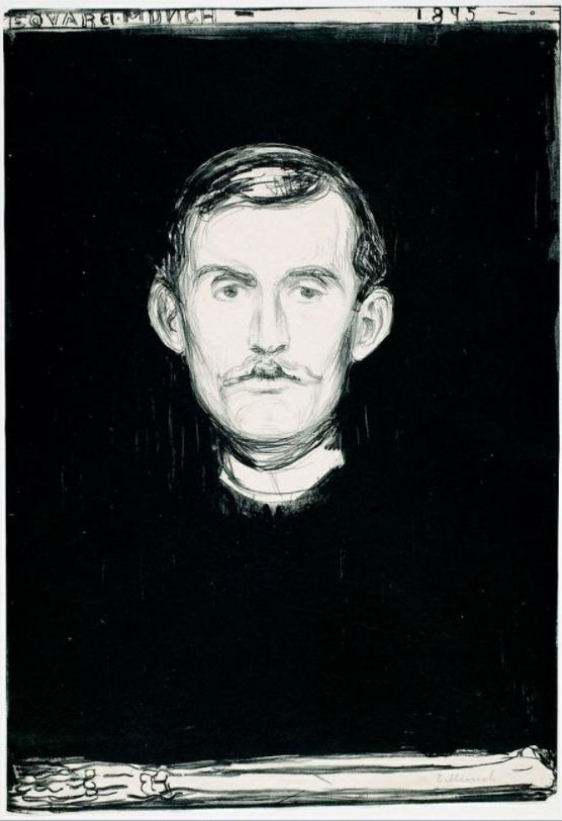
1923

Vincent van Gogh



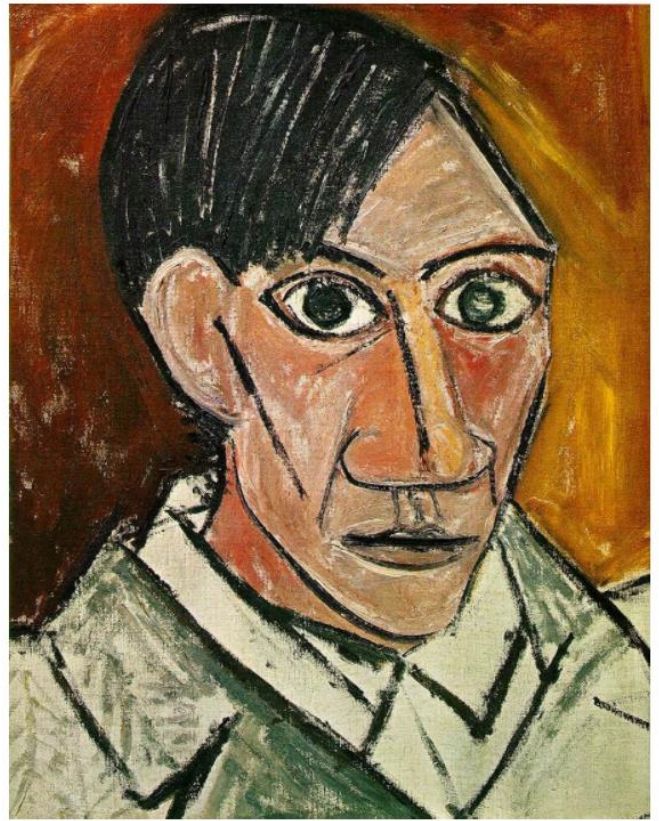
1889

Edvard Munch



1895

Pablo Picasso



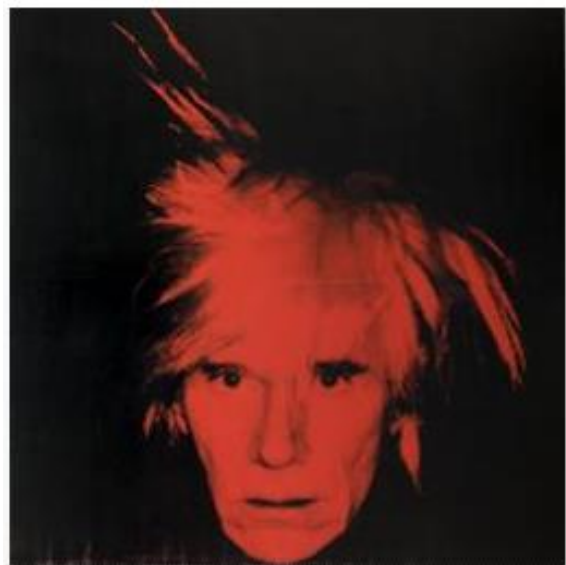
1907

Salvador Dali



1941

Andy Warhol



1986

Task 1: Choose 3 paintings and conduct some online research into the artist and the painting/works.

Task 2: Watch the clips on the sway page and attempt to draw your own self-portrait.

Monday 1st March: International Women's Day

March is International Women's Month. International Women's Day takes place on March 8th every year to celebrate women's rights and inspire people to act in the ongoing fight for gender equality. This year, March 8th falls next Monday.

It was started in America in 1909 to highlight the unfairness suffered by women in society and fight for equal rights.

Now watch the clip on the sway page.

It is now marked every year all over the world. In that time things have improved greatly for women, but there is still much to do. We have come a long way, but there are still many examples in our world where women are not treated equally. Here are a few:

- On average, women are still paid less than men
- It is harder for women to reach the top in their jobs
- Less women are in politics running countries
- Often family pressures (looking after house and children) stops women from progressing in their jobs
- Gender stereotypes (the idea that women should be mums, do housework or are weak)
- Women considered less important than men.

This year's theme is: *Choose to Challenge.*

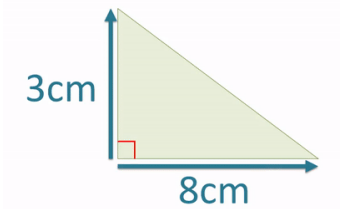


The idea is to encourage people to support the fight for equality for women by taking a photo of yourself with your hand up showing that you are a supporter yourself.

Task: Write a passage explaining why everybody (particularly women) deserves to be treated equally. It would be great if you could do this alongside a picture of you holding up your hand in support. Here are some more supporters:



Tuesday 2nd March: Starter: 5 Daily Questions

1. Find the area of this triangle: 	2. Gary left home at 7:42, he arrived at work at 9.09. How long was his journey?
3. The mean of this set of numbers is 13. What is the missing number? <div>12 13 <div>?</div></div>	4. If $2n = 24$. What is n ?
5. What is the difference between 17 and -8 ?	

Tuesday 2nd March: Maths – Decimals and measures: Calculating the area of parallelograms and triangles

Watch the lesson video on the Sway Page link. These images will help you with tasks during the lesson:

At 1:04

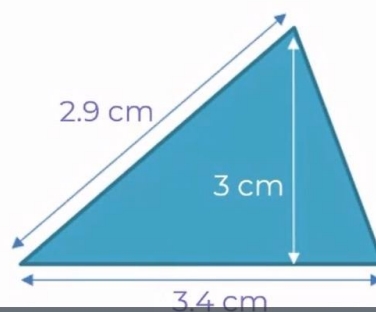
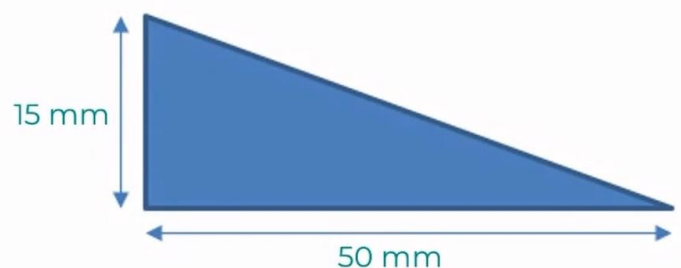
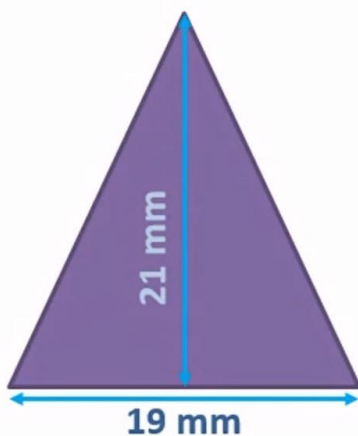
Calculating the area of a triangle



What do you notice about this diagram?

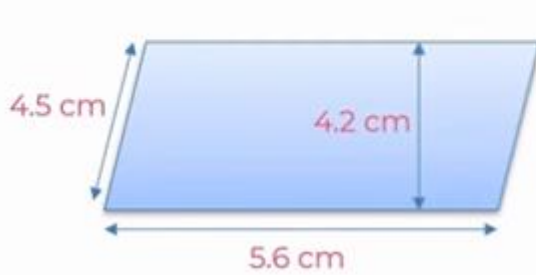
At 4.50

Area of a triangle = (width x height) \div 2



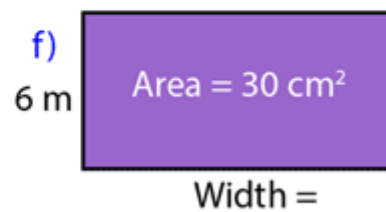
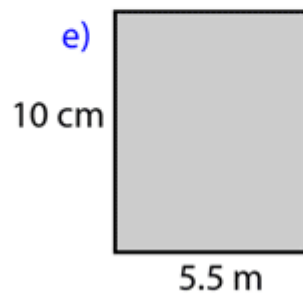
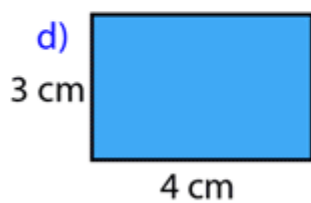
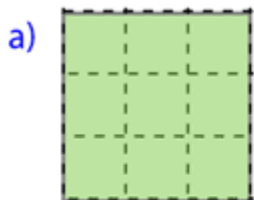
At 07:47

Area of a parallelogram = width x height



Mild:

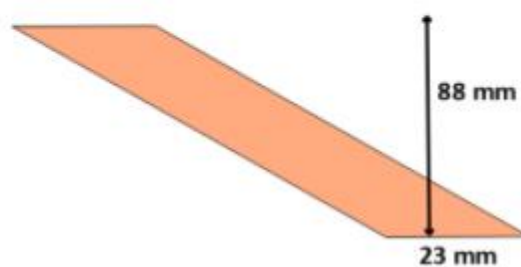
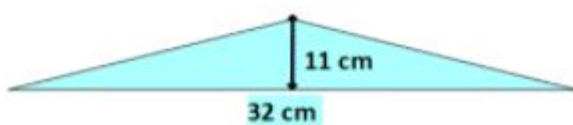
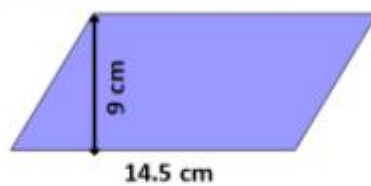
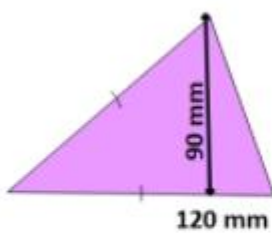
What are the areas of these rectangles?



600 x 335

Hot

Calculate the area of each triangle and parallelogram.

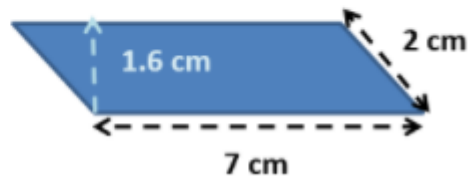


Elizabeth is calculating the area of this parallelogram.

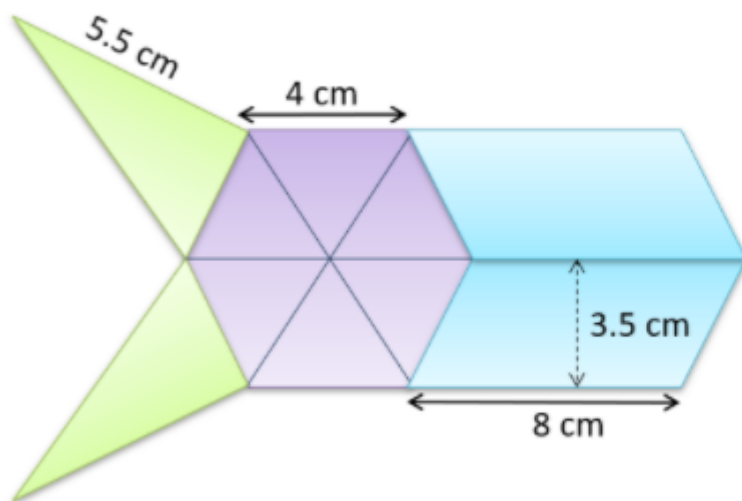
She says:

I measured the two sides and found they were 7 cm and 2 cm. The area is 14 cm^2 .

Elizabeth is incorrect. Why?



Question 3



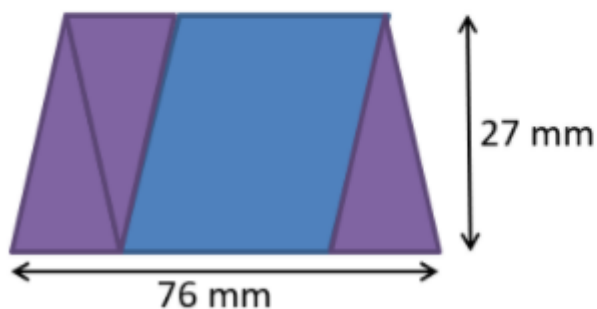
Ronaldo draws a design of a fish using 6 congruent equilateral triangles, two identical right angle triangles and two identical parallelograms.

What is the area of the design?



Spicy- Complete Hot and these:

Question 5



This trapezium is made of three isosceles triangles and a parallelogram. The base of one triangle is 12 mm.

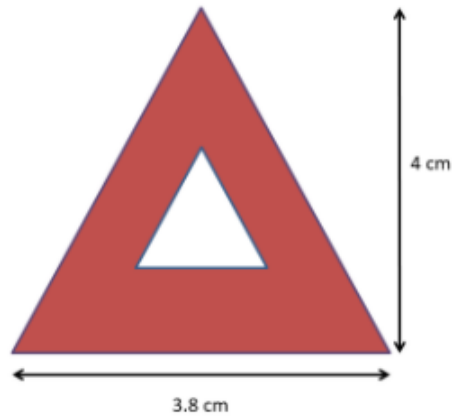
What is the area of the trapezium?

Question 5

A jewellery designer makes a pendant using a triangle with a smaller triangular hole in the middle.

The hole has an area a quarter of the whole pendant.

What is the area of the pendant?



COMPLETE SPELLINGS PRACTISE FOR TODAY

Tuesday 2nd March: English. READING

Read the passage and answer the questions fully in your workbook.

Robert the Bruce

Over dark moors, a dreadful wind howled at the stars and prodded and poked at a rickety wooden door, making promises of snow and ice. Beyond the door and inside the dirty but dry hut that had seemingly been cast adrift on a sea of heather, Robert the Bruce pulled a thick fur blanket tighter around his shoulders. A small fire fought back against the elements though Robert was disgruntled to see it was more ash than flame.

"Curse you, vile weather, and curse you Longshanks. I'll have my revenge yet!" Robert, the exiled king of Scotland, shouted his daily curse to the night sky. He snatched up a scrap of near-mouldy bread from a rough earthenware plate and tore off a chunk. He ate it dry; the cheese been devoured many weeks ago and what little milk he'd been able to pick up on his travels to the forsaken hut had long since turned sour. He picked up a small flint and carved a line into the soft wall: one amongst a thousand other siblings.

"Four months," he muttered to himself. "Four months and six battles since that upstart Edward first came north." He turned over in his bed and stared at the ceiling. The cinders were glowing just enough to make out subtle shadows on the walls. When he'd first arrived - hungry and cold but still strong - Robert had set about preparing himself for vengeance. He'd sharpened his sword and worked his muscles but, eventually, he had grown weak with hunger and cold and then winter had set in. Now he spent his evenings lying on his mean wooden cot hurling curses at the mice and spiders. Even now, as he lay and watched, a small spider was spinning a web where two beams met at an angle.

"They chased me out of Scotland, ya ken?" Robert said. If the spider had any opinion on this, it didn't offer it. "It all went awry at Methven. He had too many men, there was nothing I could do. They chased us hard, och aye, but they dinna like it when we fought 'em in the mountains." For the briefest moment, a tear twinkled in the king's eye before his brow furrowed and his lips pursed. "I had a wife too, Kildrummie, and a brother. He's dead now, executed. She's been captured. The took

everything, the blasted English, that devil Longshanks.”

Robert threw himself back down in a huff and tried to get to sleep, but the small spider occupied his thoughts. Up above, the arachnid was attempting to cast a web from one beam to another; each time it would throw itself into the abyss and fall just short, plummeting towards the ground before its safety line pulled it to safety. He watched captivated as it tried over and over again: four times, five, six. The irony of the spider trying and failing six times (as many as Bruce had failed against the English) wasn't lost on the king, and he sat bolt upright. If the spider makes it this time, he thought, then I too will try a seventh time. If it fails, I will travel to the Holy Land and join the Crusades.



Sure enough, the spider leapt again between the beams and, this time, it made it. Snatching up his sword and armour, Robert the Bruce set out into the bitter night and led the clans of Scotland to victory over the English. He went on to become one of the most loved kings in Scottish history.

INFERENCE

1. How is Robert feeling in the first paragraph? How do you know?
2. What do you think he was doing when he carved a line into the wall?
3. How does Robert feel as he's telling the spider stories of his battles? Explain.
4. Why was the spider occupying his thoughts?

VIPERS QUESTIONS

V

What do you think “Ya ken” means?

V

What contraction does “dinna” replace?

E

Explain how Robert used the activities of the spider to influence his own thoughts.

R

How many times did the spider fail?

S

What is the moral of the story?

ANSWERS AT THE END OF PACK.

Here is an example of a plan for a story. Use these ideas if you are struggling for inspiration when you plan yours.

Structure	Original	Your own
<u>Opening</u> MCs find something	<ul style="list-style-type: none"> • Joe & Rahul - beach • Searching for shells • Find small black box • Tug it loose • Sparkling jewels inside. 	<ul style="list-style-type: none"> → 14 older brother - younger brother 9 (Marc) (Zak) • dog sniffs out (and digs) dinosaur bones • neighbours garden - panel
<u>Build up</u> Someone sees them. MCs escape	<ul style="list-style-type: none"> • Scruffy, old man shouts at boys. • Dog barks at them. • Joe picks up box and they run! 	<ul style="list-style-type: none"> • old grumpy comes out of the house and shouts at the boys • hide in the garden shed
<u>Problem</u> MCs hide somewhere. Someone follows, comes close.	<ul style="list-style-type: none"> • Hide in a dark, damp cave. • Man and dog appear at cave mouth and look for them. • Dog comes into cave. • Boys are really scared. • Dog gets close. 	<ul style="list-style-type: none"> • shed → cobwebs, jars bottles • snake in a tank • man comes in to look for them • TRAP DOOR - hold their breath (hand over dog) • footsteps of men above them
<u>Resolution</u> Someone leaves MCs escape	<ul style="list-style-type: none"> • Man shouts for dog to leave and they look for boys on the beach. • Boys wait and then run towards home. 	<ul style="list-style-type: none"> • phone rings (mobile/home) • man goes to answer it • they creep out/tiptoe back through the fence • run home, dog on lead.
<u>Ending</u> MCs find out about object. MCs become heroes.	<ul style="list-style-type: none"> • Mum doesn't believe them but the sees the box and calls the police. • Police have been searching as a big house was burgled last night. • Clue - footprints. • Joe and the missing newspaper report 	<ul style="list-style-type: none"> • Dad works at museum so recognises the bones as <u>Velociraptor</u> so takes to museum. → Named after them and mentioned in school assembly

Now it's time to plan your story. Fill out the grid.

Activity 10: Planning

Now it is time to do! You can just write your ideas in bullet points or try to draft your writing in sentences. The more you get on your plan, the easier your writing will be! If you want more paragraphs or sections you could split some of the boxes in two.



Underlying pattern of a FINDING TALE	Plan of your ideas/innovation
Opening <i>Main characters in an everyday setting</i> <i>Find an interesting object</i>	
Build up <i>Danger arrives</i>	
Dilemma <i>Danger increases and it looks like there is no escape</i>	
Resolution <i>Danger overcome in some way</i>	
Ending <i>Main characters safe</i> <i>More information revealed about the object/rewards.</i>	

Tuesday 2^{3rd} February: MUSIC

From: Mr Mitchell

Week beginning 1st March 2021:

The 'Cup Song' – and more about 'The Blues'

From: Mr Mitchell

<https://1drv.ms/v/s!AnXNLnbymb9ErH3Ut8XxcHQLs1sy?e=ßBzNl8>



Click the link above to see some Irish schoolchildren performing the 'Cup Song' on TV

Hello again!

Welcome back to my online Music pages. I hope you had a chance to relax and enjoy yourselves over half-term? It looks like the schools are going to be open again next month, so soon we'll be able to sing & play together again – I'm so looking forward to it! 😊

You may have noticed a change of picture above? It's a *great* video of some Irish schoolchildren performing 'The Cup Song', which has inspired me even more to do this when we all get back. So, to help you continue to practise it (I know some of Yr. 5 have been doing it – Ms. Wilkinson sent me a video! 🙌🙌), here are the links again:

Mr. Palekar teaching it: <https://classroom.thenational.academy/lessons/exploring-2-beats-in-a-bar-6xk34d?activity=video&step=1>

Here's the Anna Kendrick version: <https://www.youtube.com/watch?v=cmSbXsFE3l8>

Here's me practicing it: <https://1drv.ms/v/s!AnXNLnbymb9Eq3BY8mquOLTC7Ivm?e=2WVnCO>

My plan is to get **all** my classes to do a performance of this together – linked by video if we can't all meet up in the Hall due to social distancing – with some singing the song, some doing the 'cups' pattern, some doing body percussion, and some of you Yr. 5s playing the Ukuleles! Here's a recording I've made at home of what it could sound like (apologies for my singing!):

https://1drv.ms/u/s!AmgKqYh5sQehjTW4Jv5J-EG_6Y7n?e=DJvHjk

Cups ("When I'm Gone")

[Anna Kendrick](#)

I got my ticket for the long way 'round
Two bottle o' whiskey for the way
And I sure would like some sweet company
And I'm leavin' tomorrow, what do you say?

When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my hair
You're gonna miss me everywhere, oh
You're gonna miss me when I'm gone
When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my walk
You're gonna miss me by my talk, oh
You're gonna miss me when I'm gone

I got my ticket for the long way 'round
The one with the prettiest of views
It's got mountains, it's got rivers
It's got sights give you shivers
But it sure would be prettier with you

When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my walk
You're gonna miss me by my talk, oh
You're gonna miss me when I'm gone

When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my hair
You're gonna miss me everywhere
Oh, you're sure gonna miss me when I'm gone

When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my walk
You're gonna miss me by my talk, oh
You're gonna miss me when I'm gone

Songwriters: A. P. Carter / Heloise Maud Tunstall-Behrens / Luisa
Amanda Gerstein Vallejo
Cups (Pitch Perfect's "When I'm Gone") lyrics © Peermusic
Publishing, BMG Rights Management

I think this could be *huge* fun,
so get practising! Here are the
words if you want to learn to
sing it:

American music: Some more examples of the influence of the Blues

→



Last week, we saw how the music of the African Americans shaped the music of the New World – this week we're going to find some more examples of music that owes everything to the influence of the blues.

Remember this song from one of the first named composers of Blues music, Robert Johnson:

<https://1drv.ms/v/s!AnXNLnbymb9Eq3VjlvypFp7AzsqI?e=Vbpj7B>

Well, it may not surprise you that blues was felt and expressed by women musicians and singers as well. Here's a song from a legendary performer called Bessie Smith – sometimes called 'Empress of the Blues':



https://1drv.ms/u/s!AmgKqYh5sQehjSRxlr_7sXuLMHZM?e=uFljQy

- 'Thinkin' blues' by Bessie Smith: note the slow, laid-back *tempo* and the 'pained' way she 'slides' the notes of the tune. There are 3 instruments used: one is the piano playing chords, and the other two take it in turns to play 'fills' – blues *improvisations* – in between the lines of each verse. **What instruments are they? & what family of instruments are they from?**

<https://1drv.ms/u/s!AmgKqYh5sQehjSepZmZI5vNfiULN?e=6Qybsf>

- 'Choo choo ch'boogie' by Louis Jordan. By the late 1940s, the influence of blues, and its close relative 'Jazz', was all over America, thanks largely to the increased ownership of record players & radios. But now people wanted to shake off the horrors of the 2nd World War, and enjoy themselves, and a new, faster, upbeat kind of music evolved: '**Rhythm & Blues**'. This was music to dance to!

<https://1drv.ms/u/s!AmgKqYh5sQehjSp7KTtwo5LEqDWI?e=9iYbxe>

- Meanwhile, the more 'serious' Jazz musicians were developing their *improvising* abilities. This is a recording by the legendary saxophone player Charlie Parker – listen to the way he spins notes and melodies in the moment, purely from his musical imagination!

Meanwhile, how did you get on writing your verses for a 'Lockdown Blues'?

12-BAR BLUES AND THE 3 CHORD TRICK

▶ Here is the standard chord sequence for a 12-bar blues:

Playing the blues

BLUES CHORD SEQUENCE

C	C	C	C
↓ ↓ ↓ ↓	↓ ↓ ↓ ↓	↓ ↓ ↓ ↓	↓ ↓ ↓ ↓
F	F	C	C
↓ ↓ ↓ ↓	↓ ↓ ↓ ↓	↓ ↓ ↓ ↓	↓ ↓ ↓ ↓
G7	F	C	C
↓ ↓ ↓ ↓	↓ ↓ ↓ ↓	↓ ↓ ↓ ↓	↓ ↓ ↓ ↓

Here's a backing to go with these chords:

<https://1drv.ms/u/s!AmgKqYh5sQehjReUUQZctO1Mo7Yw?e=TO6fyT>

Now all you've got to do is write some Blues song lyrics – follow this guide – there's one suggestion for a verse, can you make up others?

WRITING LYRICS FOR THE BLUES

- ▶ Now we're going to have a go at writing some lyrics for the melody!
- ▶ The rules are: 1. Each verse has 3 lines 2. The first 2 lines repeat the same words 3. The third line has different words, but must rhyme with the 1st two lines
- ▶ Here's an example, taking it's theme from your current situation:
- ▶ Make up your own lyrics for all the verses. You can start with this one if you like! When you're done, practice singing it to/with your family – good luck!

Stuck at home, I've got the Lockdown blues
Stuck at home, I've got the Lockdown blues
On TV, there's nothing but bad news.

Tuesday 2nd March: Computing

The aims of today's session:

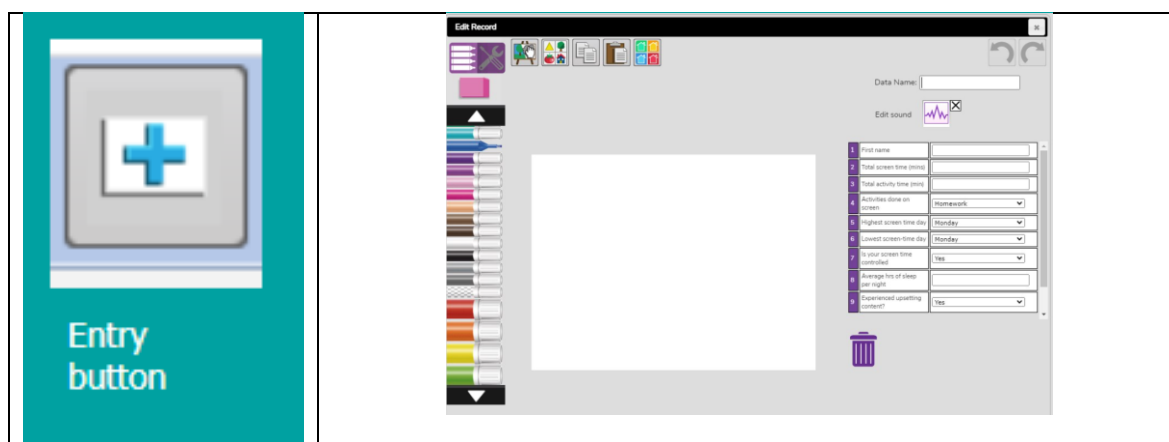
- To understand the importance of balancing game and screen time with other parts of your life, e.g. explore the reasons why you may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on your health.
- To identify the positive and negative influences of technology on health.

1. Look at your screen time record card I asked you to keep over the last week.

Work out:

- The total screen time for the week in minutes.
- The total non-screen time activity in minutes.
- Which day had the most screen time
- Which day had the least screen time.
- Average hours of sleep per night

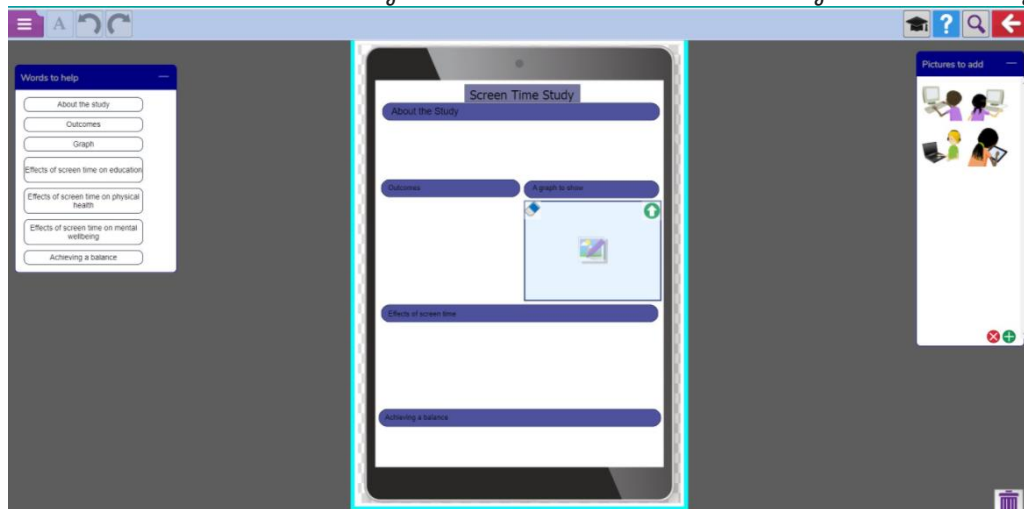
2. Now open Purple Mash and click on the 2D or Screen Time Data base. Using the 'plus' entry button, input your data.



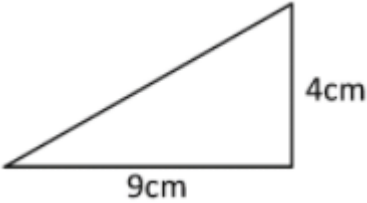
Now click on the 2D: Screen time study Writing Frame.

Use the list on the top left write about the effects of screen time.

Use the internet to research information about screen time and fill in the writing frame.



Wednesday 3rd March: Maths - Starter: 5 Daily Questions

<p>1. Find the area of this triangle:</p> 	<p>2. A dog was taken for a walk at 8:47 and arrived home at 9:32. How long was his walk?</p>
<p>3. The mean of this set of numbers is 10. What is the missing number?</p> <p>11 10 ?</p>	<p>4. If $2n - 3 = 7$. How much is n?</p>
<p>5. What is the difference between 8 and -9?</p>	

Wednesday 3rd March: Calculation and conversion of units of area.

Watch the lesson video on the Sway Page link. These images will help you with tasks during the lesson:

At 1.08

What is 1 cm^2 in mm^2 ? Why?

How can you prove this?



At 3.12

How many cm^2 are equal to 1 m^2 ?

How many mm^2 ?

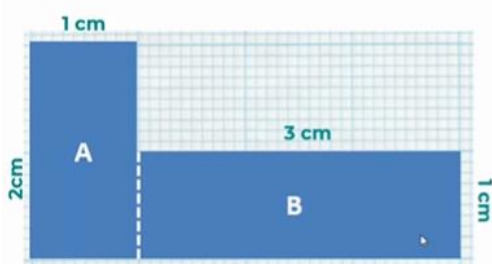


$$1 \text{ cm}^2 = 100 \text{ mm}^2$$

At 7.54

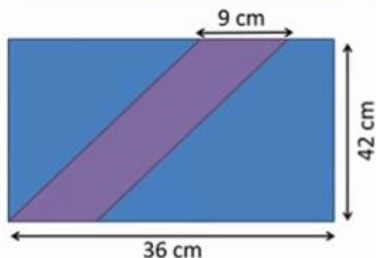


Calculate the area of the shape in square millimetres.



At 9.37

Applying different strategies to problems

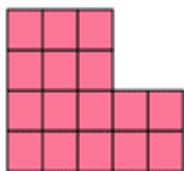


Calculate the area coloured blue and the area coloured purple.
Give your answer in mm^2 .

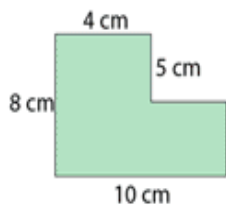
Mild:

Calculate the area of the following compound shapes.

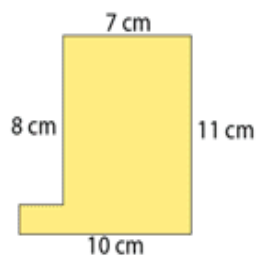
a)



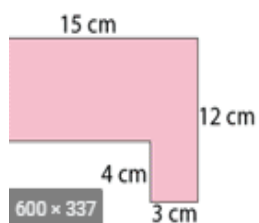
b)



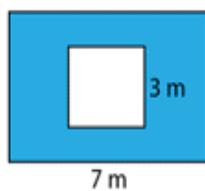
c)



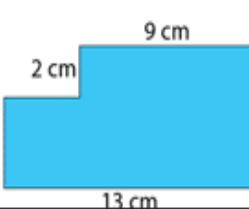
c)



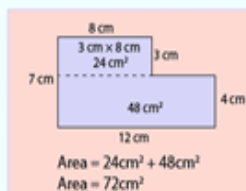
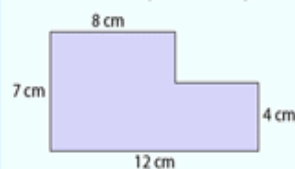
d)



e)

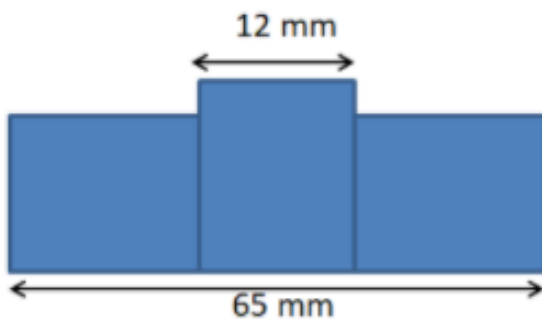


Area of Compound Shapes



Hot:

Question 1

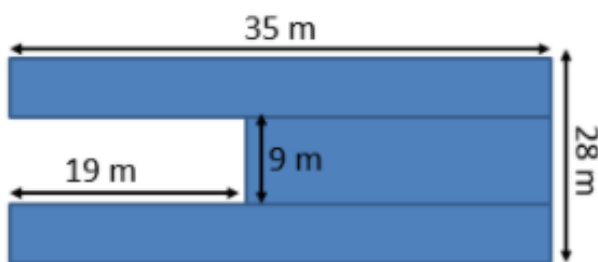


Three identical rectangles have been used to form this compound rectilinear figure.

Calculate the area of the figure.

Write the area in cm^2 .

Question 2



The diagram shows a plan of a new zone at the Space Centre.

Calculate the area of the new zone in cm^2 .

Spicy (Do Hot and this questions).

Question 3



Liman creates a design using 5 identical rectangles. He cuts three identical isosceles triangles from his design.

What is the total of the grey removed from the design? Give your answer in mm^2 .

What is the total of the blue area of Liman's design in cm^2 ?

Isosceles Triangles

Age 11 to 14

Challenge Level ★

This question is about isosceles triangles with an area of 9 cm^2 .

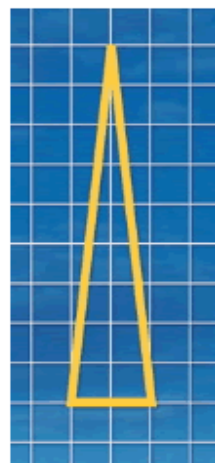
One of the vertices must be at the point $(20, 20)$.

Each vertex of the triangle must be at a grid point of a square grid, so all the vertices will have whole number coordinates.

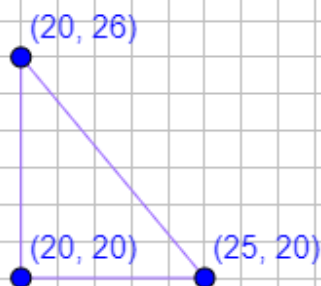
How many different triangles satisfy these four conditions?

Try to find them all. You may wish to use the GeoGebra applet below.

Can you explain how you know that you have found them all?



Area = 15
Not Isosceles



Find more details and solution on this page: <https://nrich.maths.org/isosceles>

COMPLETE SPELLINGS PRACTISE FOR TODAY

Read the passage and answer the questions fully in your workbook.

Robyn Hood

Back home in Nottingham, the other girls had made fun of Robyn when she'd spent her nights practising with her yew bow. They'd laughed when she'd said that she wanted to rise up against Prince John. They'd sniggered when she'd said she wanted to lead her own army. They were all wrong.

Over the years, Robyn became an accomplished thief. Even though she could steal anything she wanted, she only stole what she really needed. Bread was her speciality. She soon became known for her dark green hood that she wore over her head and shoulders to conceal herself in a crowd. Eventually, the name Robyn Hood stuck.

She'd often head out hunting in the Prince's forest that surrounded the city. The royal deer were sacred and hunting them was punishable by death. This didn't stop Robyn though, and soon a band of other misfits started to tag along with her hunts. Inevitably she was caught. Instead of sentencing such a young girl to death, the Prince took pity on her and gave her a choice. She could marry the Prince, or live as an outlaw in the forest. The Prince was a hideous and unkind man, and so Robyn's decision was easy. The Prince never forgave the snub and swore revenge on the girl and any who followed her.

Robyn feared for her safety. Luckily, a giant girl named Joan stood by her side. As tall as a bear and just as strong, "Little" Joan was fiercely loyal. Thinking back to the girls who had laughed at her, Robyn now set out recruiting an army of rebels who would fight for her against the Prince. It took many years, but she eventually had a group large enough and loyal enough to start to hit the Prince hard. They started by holding up his waggons and stealing his gold. After taking their cut of the bounty, the rest was given back to the people of Sherwood.

Legend of the hooded maiden and bear-girl stalked through the knights of Nottingham. Not a day went by where their feats weren't exaggerated even further. With Robyn's talent with her bow and Joan's devastating quarterstaff, there wasn't a man in the county who would face them willingly.

Soon, word of the renegades reached the ear of Prince John. All of his attention now focused on reaping vengeance on his foe. His brother, King Richard, was fighting in the Crusades in the east along with most of the army, but he had enough soldiers to lead a siege on Robyn's woodland hideout.

Stars were scattered across the night sky like diamonds on a jeweller's canvas when his men set out. What Prince John didn't know was that one of Robyn's merry maidens was the sister of one of his guards. The night before, a message had been sent to Robyn, and she had fled. She didn't go far. Instead, her band of rebel girls doubled back in the forest until they formed a silent net around Prince John and his men. The first thing they knew about this trap was the sound of a heavy yew bow creaking under the strain of a drawn string.



PREDICTION

Write the next paragraph in the story. Make sure you use the language and style of the original.

VIPERS QUESTIONS

V

As an accomplished thief, what does this say about her skills?

R

List the ways that the other girls had responded to Robyn wanting to defeat Prince John.

I

What do we know about Robyn's personality when she continued to hunt deer?

E

Explain how the stories of Robyn and Joan spread.

I


How did Prince John feel when he heard about Robyn? What tells you this?

ANSWERS AT END OF PACK

Wednesday 3rd March: English. WRITING

Today is your first writing day. Today it is the opening and the build-up.

Here is your toolkit from last week to help you:

 <p>To create suspense, we can use...</p> <ul style="list-style-type: none">• Show not tell: Rahul gripped Joe's arms.• Short, snappy sentences They froze. It moved. Slam!• Speech moves the actions on "Quick, in here!" "Run!" "Get out of here!"• Empty words/nouns somebody, someone, it...• Threatening noises footsteps, water dripping, silence, creaky floorboards• Questions to make your reader think Who was there? What was it? Would they make it?	<p>Remember to include as much of this in your writing.</p> <p>Below is the model text from the original story, followed by my version of the story I planned.</p> <p>Use these to write your own story.</p> <p>Happy writing!</p> <p>Please email your work or pictures of your work to us!!</p>
--	---

Model opening:

"Hurry up," shouted Joe as he climbed over the rocks. Carefully, Rahul followed. The two boys stopped at a rock pool and began to search for shells. "Hey, what's this?" shouted Joe to Rahul. In the rock pool was a small, black box wrapped in plastic. The boys tugged it loose. What was inside? Joe pressed the silver catch and the lid popped open. The box was full of sparkling jewels!

Model Build-Up:

At that moment, a scruffy old man shouted at the boys. His wolf-like dog barked menacingly. Joe snapped the lid down, picked up the box and the two boys began to scramble over the rocks. They slipped and struggled towards the cliffs.

My Opening

"Get on with it," bellowed Marc as he squeezed through a narrow gap in the garden fence. Breathing in as hard as he could, his younger brother Zak followed. The two boys froze when they suddenly realized they were actually in their miserable neighbour's garden, but, quickly, they started searching. "I'm sure Connor said they were buried in here... wait! What's this?!" shouted Marc to Zac. Under some loose soil recently dug up by their neighbour's dog, was a white carrier bag wrapped tightly around something long and hard. The boys passed it between each other and examined it. Was it the dinosaur bones? Marc began to deicately unwrap the film and plunged his shaking hand inside. When he pulled it out, he was holding what must have been the stolen bones!

My Build-Up

At that second, a grey-haired, scruffy-looking old man with a long, unruly beard hobbled out of his house. His poorly-trained German Shepherd was barking aggressively, foaming at the mouth. Marc rapidly re-wrapped the bones, tucked them under his arm and the two brothers dived for the gap in the fence. Amazingly, they squeezed through in almost no time and sprinted across the garden to hide in the shed.

Wednesday 3rd March: PE Linking jumps with throwing and a pulling action.

Click the link on the Sway page.

Wednesday 3rd March: World Wildlife day



Today is World Wildlife Day (WWD). It is marked by the UN (United Nations) every year to remind people about the importance of protecting nature and wildlife.

This year's theme is: '**forests and livelihoods: sustaining people and the planet.**' This is all about respecting nature and forests so that plants, animals and humans can live alongside each other whilst not damaging the environment.

Watch the clips on the Sway page for more information.

This day is needed because, over the centuries, human behaviour has devastated and destroyed nature. Here are some of the things that humans have done to destroy our natural environment:

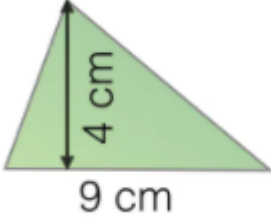
- Hunting endangered species to near extinction to make money e.g. elephant ivory, tiger bones for medicine, rhinos for sport.
- Cutting down rainforests (deforestation)
- Polluting rivers and waterways with chemicals e.g. from factories.
- Filling oceans with plastics which kill animals and destroy ecosystems e.g. coral reefs.
- Burning coal, oil and gas for energy causing the world's temperature to rise (climate change).

To mark this important day we are asking you to complete one (or more) of the following activities to show your support for WWD.

1. Create a campaign poster.
2. Create a sign/placard to use in a demonstration
3. Create a short film promoting WWD.
4. Create a photo montage.
5. Create a PowerPoint presentation explaining the issues.

Good luck and enjoy. Please send your work in!

Thursday 4th March. Maths: Starter: 5 Daily Questions

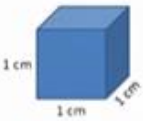
1. Find the area of this triangle: 	2. A TV show started at 18.35 and ended at 20.03. How long was it?
3. The mean of this set of numbers is 6. What is the missing number? 5 7 <input data-bbox="539 555 619 622" type="text" value="?"/>	4. If $3n \times 3 = 9$. How much is n ?
5. What is the difference between -17 and -3?	

Thursday 4th March: Volume of Cubes and Cuboids.

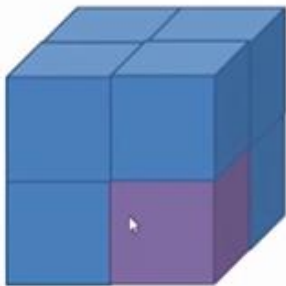
Watch the lesson video on the Sway Page link. These images will help you with tasks during the lesson:

At 2.16:

Volume is the amount of space a 3-D shape takes up.




A cube is built which is twice as high and twice as deep as the cuboid.



What are the new dimensions?

What is the new volume?

At 3.59

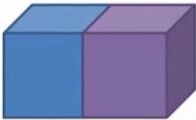


Yasser notices something about the cuboids.

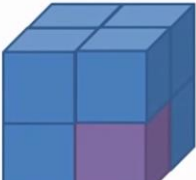
"The first has a volume of 1cm^3 . If I multiply the height, depth and width, the answer is 1cm^3 ."

$$1\text{ cm} \times 1\text{ cm} \times 1\text{ cm} = 1\text{ cm}^3$$

"This is the same for the other cuboids."



$1\text{ cm} \times 2\text{ cm} \times 1\text{ cm} = 2\text{ cm}^3$

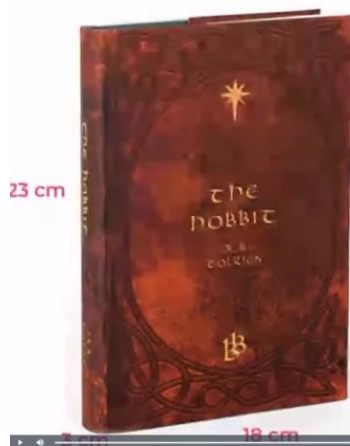


$2\text{ cm} \times 2\text{ cm} \times 2\text{ cm} = 8\text{ cm}^3$

Can you think of a formula for finding the volume of a cube or cuboid?



Pause the video and calculate the volume of the book.



Length \times width \times depth = volume

A book has dimensions as shown.

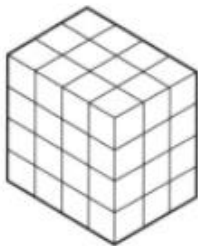
What is the volume of the book?

Mild

Write the volume of each cuboid.

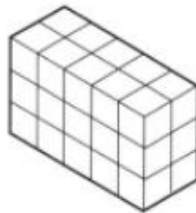
Each cube is 1 cm^3

1.



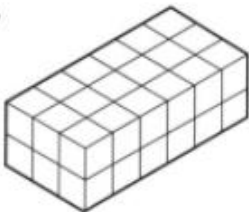
cm^3

2.



cm^3

3.



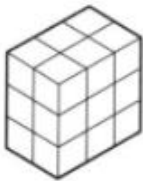
cm^3

4.



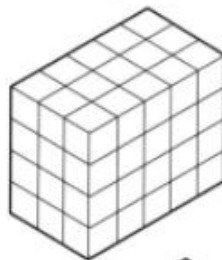
cm^3

5.



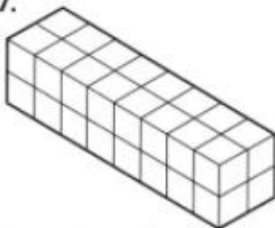
cm^3

6.



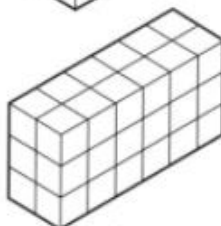
cm^3

7.



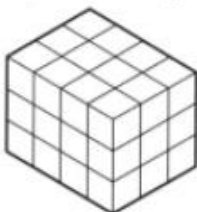
cm^3

8.



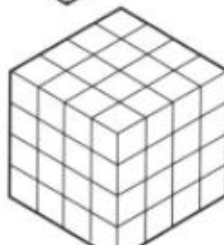
cm^3

9.



cm^3

10.

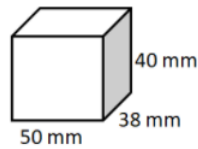
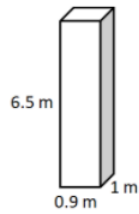
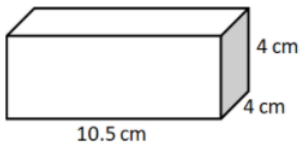


cm^3

Hot

Question 1

Calculate the volume of each cuboid.



2

Question 2

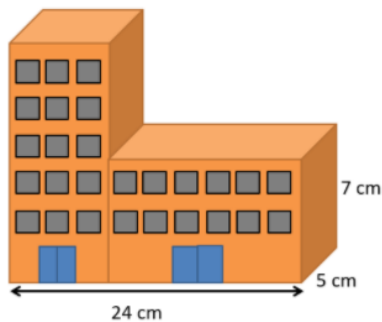
Dan has a large collection of tropical fish. He needs an aquarium with a volume of 600 m^3 .



Sketch four possible cuboids which have this volume.

Which would you choose for the aquarium and why?

Question 3



A toymaker makes wooden buildings. This solid toy is made of a tall and a short building.

The tall building is twice the height of the short building.

The short building is twice as wide as the tall building.

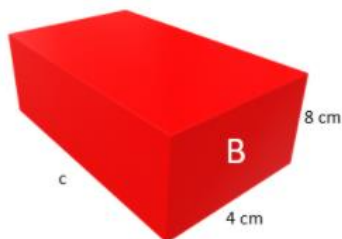
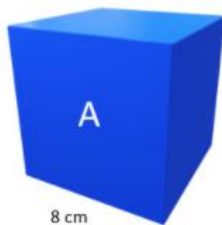
What is the volume of the wooden toy?

4

Spicy (Do Hot and these questions).

Question 4

Cube A and cuboid B have the same volume. Find the missing length on the cuboid, c.



5

Changing Areas, Changing Volumes

Age 11 to 14

Challenge Level ★★

This problem follows on from [Changing Areas, Changing Perimeters](#).

Here are the dimensions of nine cuboids. You can download a set of cards [here](#).

1 by 2 by 28 cuboid	4 by 4 by 4 cube	2 by 4 by 7 cuboid
1 by 2 by 26 cuboid	2 by 4 by 6 cuboid	4 by 5 by 6 cuboid
4 by 5 by 7 cuboid	1 by 2 by 24 cuboid	1 by 4 by 14 cuboid

The challenge is to arrange them in a 3 by 3 grid like the one below:

	Surface Area		
	-	=	+
Volume	-		
	=		
	+		

As you go from left to right, the surface area of the shapes must increase.

As you go from top to bottom, the volume of the shapes must increase.

All the cuboids in the middle column must have the same surface area.

All the cuboids on the middle row must have the same volume.

What reasoning can you use to help you to decide where each cuboid must go?

Link for more info and solution: <https://nrich.maths.org/7535>

COMPLETE YOUR SPELLING PRACISE FOR TODAY

Rosalind Franklin and Francis Crick

DNA means everything to you. Literally. DNA (Deoxyribonucleic acid) is a molecule inside your body that tells your body how to be, well, you. It contains information about your eye colour, the colour of your hair and even your height. Think of it as a recipe for how to build another you.

Scientists have known about DNA since 1869, but they didn't discover the role it played in genetics until 1943. Then, they discovered that it had a huge role to play in inheritance. This is how physical aspects are passed from a mother and father to their children. Even then, it wasn't known what DNA looked like or how it worked. This important piece of the puzzle fell to three very important people.

In the 1950s, many scientists were trying to work the structure of DNA. Two of these were British scientists named Francis Crick and Rosalind Franklin. Francis Crick was working with a partner called James Watson. Rosalind Franklin was working with another scientist, Maurice Wilkins.

In 1953, a chemist in California thought he had cracked the mystery. When he was proved wrong, Crick and Watson were determined to beat him to it. A few weeks later, on 6th February 1953, they published their own version that changed the world. Suddenly, the world could use DNA to solve a variety of problems.

But, a scandal erupted. It soon became clear that Crick and Watson may have had some help in their discovery. Just before they announced their amazing find, Maurice Wilkins had shown them a set of x-rays that Rosalind Franklin had produced. These provided key information in their discovery, but Franklin was never credited. When she died in 1958, she still had no idea how important her images were to the advancement of science.

What is important is that, between them, the three scientists gave the world a clear picture of DNA and how it works. Their hard work and the discoveries of scientists before them have made it possible for scientists to detect and treat diseases in babies before they are even born; to identify

the age and origins of ancient human beings and for police forces to determine if somebody is innocent or guilty of a crime.

Francis Crook and Rosalind Franklin may have had their differences, but they were both pioneering innovators and British scientists who changed the world.

VOCABULARY FOCUS

1. Find a definition for "inheritance" in the text.
2. Which word tells you that working out what DNA looked like was difficult?
3. Which word or phrase has a definition that most closely matches "to solve or find a solution to a problem"?
4. Write a definition for "variety"
5. Which word or phrase tells you that Rosalind Franklin's x-rays were important?

VIPERS QUESTIONS

E

Why has the author put Deoxyribonucleic acid in brackets?

S

List one of the things that DNA controls, according to this text.

I

Why does DNA mean "Literally" everything to you?

R

When did scientists first discover DNA?

S

Make a list of three things that DNA allows us to do now.

ANSWERS AT END OF PACK

Thursday 4th March: English. WRITING

Today is the second day of writing. We will be writing our **dilemma**, **resolution** and **Ending**.

Here are the paragraphs from the model text followed by my version.

Model Dilemma

"Quick! Let's hide in here," said Joe, rushing into a cave. It was dark and damp inside and they could hear water dripping. They felt their way further in and crouched behind a rock. Rahul's heart pounded like a bass guitar. All at once, the scruffy man appeared at the cave mouth. He shone a torch around. The light cast shadows on the cave wall. The children ducked down and kept as still as stone, but the dog could sense them. It padded closer and closer, growling menacingly. Rahul gripped Joe's arm. They could see its white teeth, smell its damp hair and feel its hot meaty breath.

Model Resolution

Suddenly, there was a distant shout. "Here, dog!" hissed the man, roughly grabbing its collar. "Those boys have got away - quick, after them!" Joe and Rahul held their breath until they could hear the sound of the man and his dog stumbling back across the rocks. They waited for a long while before creeping out. Even though the beach was empty, the boys ran home as fast as they could.

Model Ending

At first, Mum didn't believe them. It was only when Joe opened the box that she decided to call the police. When the police arrived, they told Mum that the big house up the road had been burgled only the night before. They had spent all day searching for a trace of the jewels. Their only clue had been the footprints of a large dog. Joe shut his eyes. He could imagine the headlines: 'PRICELESS JEWELS FOUND BY SCHOOLBOY DETECTIVES. And there was a reward too.

My Dilemma

"Hurry, up! We have to hide in Grandad's shed," panted Marc, pulling open the creaky door. It was dark and dingy inside the vast shed with no windows and a strong smell of petrol; the boys had never been allowed in there before as it was too dangerous. With the door shut, it was pitch black so they felt their way around, managing to hide behind something huge in the back corner. Zac's heart thumped in his chest like a sledgehammer. Without warning, the miserable neighbour yanked open the door and flooded the filthy building with sunlight. As he moved around, the bright sun cast his shadow against the walls. The brothers huddled together as still as statues, but the panting dog could sense them. It stepped intimidatingly closer and closer, growling deeply. Zac gripped Marc's arm. They could make out its yellowy teeth, smell its putrid, damp hair and almost feel its rancid breath against their cheeks.

My Resolution

All of a sudden, there was a shout from outside the shed. "Here Brutus!" snapped the neighbour, harshly snatching its collar. "Them boys ain't in there. Wait! What's that moving over there...?" Time stood still as the brothers waited until they could hear the sound of the man and his dog hobbling back across the garden. They waited for a long while before creeping out. Even though the garden was deserted, they ran indoors as quickly as humanly possible.

My Ending

To begin with, Mum just laughed. It was only when Marc produced the bones that she contacted the authorities. When they arrived, they confirmed that they were the bones stolen from the Natural History Museum last week. The police had been searching for them all over the South East. Their only clue had been grey hairs left at the crime scene. Zac closed his eyes. He could imagine the news reader on the TV tonight: 'STOLEN HISTORICAL DINOSAUR REMAINS FOUND BY SUSSEX BROTHERS'. And to make it even better, there was a reward too!

Happy Writing!

Thursday, 4th March. Science: What is reflection and how can we use it?

This week is our second session on Light. We will be following the Oak Academy unit for this. Click the link on the Sway page for the lesson.

Table needed at 15.27

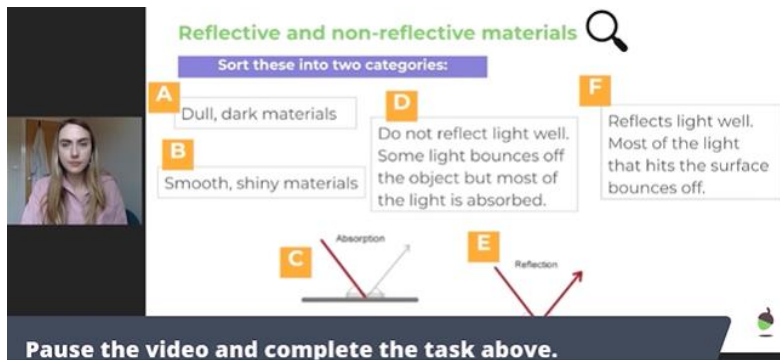
Reflective and non-reflective materials



Draw this table:

Reflective materials	Non-reflective materials

At 16.18



Reflective and non-reflective materials 🔍

Sort these into two categories:

A Dull, dark materials

B Smooth, shiny materials

D Do not reflect light well. Some light bounces off the object but most of the light is absorbed.

E Reflection

F Reflects light well. Most of the light that hits the surface bounces off.

C Absorption

Pause the video and complete the task above.

At 23.44

Specular and diffuse reflection

 🔍

Answer the questions on your paper:

1. What is specular reflection?
2. What is diffuse reflection?
3. What kind of surface cause specular reflection?
4. Give an example of a surface that causes specular reflection.

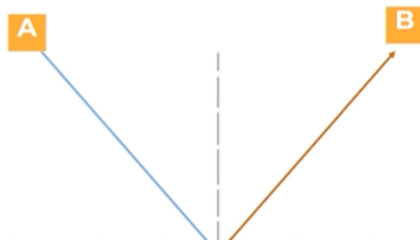
At 28.17

The law of reflection

 🔍

Complete these questions:

1. What should labels A and B say?
2. What is the law of reflection?



Pause the video and answer the question above.

Thursday 5th March. World Book Day

Watch the clip on the Sway Page explaining all about World Book day and design an entry for the competition. Bring them to school on the 8th March and we'll send them in (or enter yourself).

On your bookmarks, get set, draw!

Design a National Book Token competition 2021

NATIONAL
BOOK
tokens



You, your children and your school could win HUNDREDS of pounds worth of books with our fantastic National Book Tokens **DESIGN A BOOK TOKEN** competition.

One lucky winner's design will be made into a real life National Book Tokens gift card, to be distributed across bookshops nationwide in time for Christmas! And there are National Book Tokens galore to be won too – just imagine all those beautiful new books for your school's bookshelves.

It's a great home-school activity to set so encourage your pupils to take part. They simply have to make their mark on the template and design a brand new National Book Tokens gift card.

A panel of judges will select a winner and runner-up in each of three age categories: **up to 8 years, 9-12 years and 13-16 years.**



2020's
winner

by Samia,
aged 10

2019's
winner

by Molly,
aged 14

FIRST PRIZE

in each age range wins:

- £250 National Book Tokens for the school
- £100 National Book Tokens for the pupil
- £100 National Book Tokens for the teacher

SECOND PRIZE

in each age range wins:

- £150 National Book Tokens for the school
- £50 National Book Tokens for the pupil
- £50 National Book Tokens for the teacher



Tips for creating your design...

Imagine your new gift card is
in a shop with lots of others
– what will make it stand
out? How can you make your
design really book-y?

How to enter:

All entries should be produced on **A4 paper** using the **template** at the web link below. Please ensure you provide the child's name and age, and your contact details, on the second page of the form.

The closing date for entries is **Friday 2 April 2021**.
Winners will be announced in May 2021.

FIND OUT MORE, download an entry form and see terms & conditions to enter at worldbookday.com/competitions/design-a-national-book-token-2021/

Happy World Book Day!

Thank you for your support helping us to get books to those who need them most.



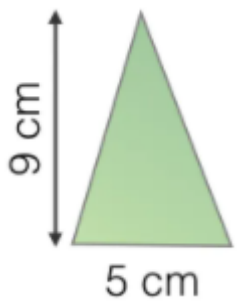
For up-to-date information, visit our website and follow our social media channels.

worldbookday.com [#worldbookday](https://twitter.com/worldbookday)

[f worldbookdayuk](https://www.facebook.com/worldbookdayuk) [WorldBookDayUK](https://www.instagram.com/worldbookdaysocial) [worldbookdaysocial](https://www.youtube.com/WorldBookDayUK) [youtube.com/WorldBookDayUK](https://www.youtube.com/WorldBookDayUK)

Changing lives through a love of books and shared reading.

Friday 5th March. Maths: 5 Daily Questions

<p>1. Find the area of this triangle:</p> 	<p>2. Mr Croft went to bed at 22.22 and got up at 6.09. How long was he in bed?</p>
<p>3. The mean of this set of numbers is 7. What is the missing number?</p> <p>6 7 7 <input data-bbox="539 607 616 669" type="text" value="?"/></p>	<p>4. If $5n - 24 = 1$. How much is n?</p>
<p>5. What is the difference between -9 and -23?</p>	

Friday 5th March. Maths: Convert between standard units of mass.

Watch the lesson video on the Sway Page link. These images will help you with tasks during the lesson.

At 0.59

Do Now

What do these words mean?

Can you write a definition for them?

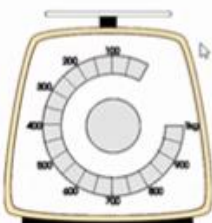
Can you explain the difference between them?

Weight

Mass

At 2.34

Converting between grams and kilograms



How many grams are in one kilogram?

How would you write one gram in kilograms?

At 5.37



Pause the video and find the mass of each object in the given units.

$$\begin{array}{c} \div 1000 \\ 1000 \text{ g} = 1 \text{ kg} \\ \times 1000 \end{array}$$



Adult male lion
195 kg

What is its mass
in grams?



Eagle owl
2.65 kg

What is its mass
in grams?



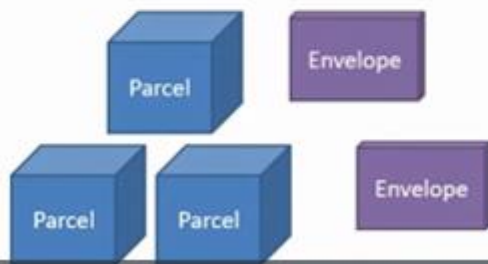
Emperor penguin
24,100 g

What is its mass
in kilograms?

At 8.57

Three identical parcels and two identical envelopes together weigh 2.1 kg.

One envelope has a mass of 120 g.
What is the mass of one parcel?



Mild

1. Convert the grams into kilograms.

- a) 4000 g = ____ kg
- b) 8000 g = ____ kg
- c) 1500 g = ____ kg
- d) 3200 g = ____ kg
- e) 5550 g = ____ kg

2. Convert the kilograms into grams.

- a) 5 kg = ____ g
- b) 3 kg = ____ g
- c) 4.6 kg = ____ g
- d) 9.8 kg = ____ g
- e) 0.7 kg = ____ g

Question 1

Complete the table converting between grams and kilograms.

Grams	Kilograms
817	
276	
	0.254
	0.72
156	
	0.874
	0.6234
305	
	0.3

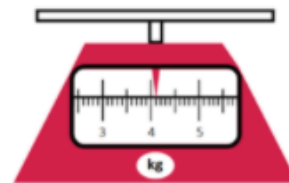
2

Question 2

An eight week old puppy is put on the scales.

Six months later, the puppy weighs 8.7 kg more.

What is the mass of the puppy now in **grams**?

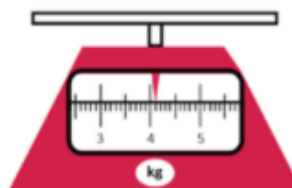


Question 3

A pirate finds some gold bars. He needs to know how many grams of gold he has in order to sell.

He weighs **one third** of the bars.

What is the total mass of the bars in **grams**?



Spicy (hot questions plus these)

Question 4

I have been tracking the weight of my new kitten, Apricat.

At the end of week one, Apricat had gained 380 g.
At the end of the second week, he gained 0.09 kg.
At the end of the third week, he had gained 0.27 kg.

Apricat now weighs 2.01 kg.
What was his weight at the beginning in grams?



Kate's Date

Age 11 to 14 Short
Challenge Level ★

The mean mass of five giant dates was 50g.

Kate ate one, and the mean mass of the four remaining dates was 40g.

What was the mass of the date that Kate ate?

Link: <https://nrich.maths.org/2499>

COMPLETE YOUR SPELLING PRACTISE

Friday 5th March, English: READING

Worst Jobs For Kids

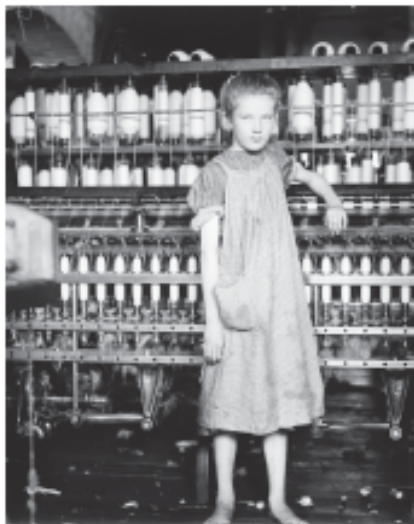
Ever moaned about having to do your homework? What about cleaning your bedroom, or Hoovering the floor? Count yourself lucky you weren't a child during Queen Victoria's reign. You were lucky if you were sent to school back then; most children were sent out to work in some of the most horrific conditions you can imagine. You've probably heard about chimney sweeps and flower sellers, but there were much worse jobs out there if you were desperate.

Do you love rolling around in the mud? How about scraping through the dirt to find any coins or lost bits of jewellery? If that sounds good, then a job as a tosher might have been right up your street. It wasn't just the muck and filth on the street though, you'd spend most of your time down in the sewers rummaging around for anything that the rich folk up above might have dropped into the drains.

Tiny children have tiny hands, and they were perfect for fixing the fiddly little mechanisms on the enormous looms that factories used to weave fabric. The sound of the shuttles flying backwards and forwards would have caused quite a din; however, they couldn't stop working just to fix a machine. Instead, children would scuttle around underneath the vast wooden machines and try to time their movements perfectly. Quite often they would get it wrong. The lucky ones only lost a finger. The unlucky ones? Well, I'm sure you can guess.

It wasn't just fixing the looms that children's dainty digits were perfect for. The rise of the steam train meant that lots of children were needed to scrape out the cinders and clean the undercarriage of the engine. Not only did this involve a lot of choking dust and ash, but the cinders were often still red-hot, and many children suffered horrific burns.

Most houses were lit by candles back then, and so matches were needed by the thousands. Dipping the sticks in the toxic phosphorus was another job saved for the cursed children. The horrible chemical would rot their teeth and often led to fatal lung disease. Not sure it was worth it for a penny a day.



Dick Whittington said that the streets of London were paved with gold. More accurately, they were often paved with filth, particularly dog droppings. Luckily for the children of the time, they could earn money by scraping it up and selling it to the tanners - people who turned the hide of a cow into leather. If they really wanted to earn some money, they could help the tanners by stamping the poo into an odorous mix of chemicals (barefoot, of course) and using it to soak the skins. Unfortunately, many poor children didn't have access to a bath afterwards!

So there you have it. There were some pretty vile jobs for luckless lads and lasses in Victorian times, and we haven't even mentioned leech collectors, coal miners, rat catchers, navvies (canal diggers) and grave robbers. No wonder so many children were desperate to go to school!

SUMMARY FOCUS

1. What were most children lucky to do?
2. Which features of children made them perfect for many jobs?
3. What did all of the jobs have in common in terms of children's health?
4. What happened that meant more children were needed in railway stations?
5. Put the jobs in the text in order from worst to best. Give a reason for each one.

VIPERS QUESTIONS

V

What word tells the reader how loud a noise was?

I

What did Dick Whittington mean when he said, "The streets are paved with gold"?

I

How do you think the author felt about Victorian children? What tells you this?

R

What ingredient did tanners need?

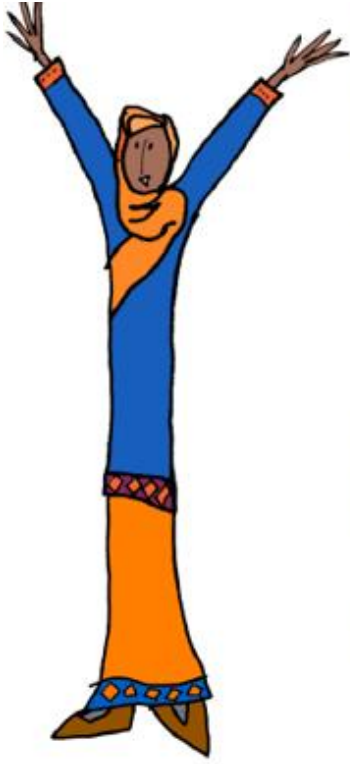
P

If you still had to do these jobs, do you think you would moan about school? Give reasons.

Friday 5th March: English. WRITING

Today we would like you to record yourself performing your story and send it in to us.

We can't wait to hear them. Here are some tips for your performance:



Top tips for performing your writing:

- Know your writing really well so you can focus on the performance – practise a few times before you record it.
- As we are trying to create suspense in our writing, you could use some music or sounds to increase the tension! This could be footsteps, a drum, or anything else you think might make a creepy sound.
- Think about the tone of voice you are going to use on certain words or lines. Remember the threat level is different at different parts of the story so you can slow down your reading or speed it up when things get tense!
- If you have more than one character in your story, you could use different voices, like your teachers do in class, or convince a family member or school friend to help you out.
- Be confident and enjoy it! Try not to re-record yourself 1,000 times trying to make it perfect.

Friday 5th March. RE- Hinduism: How does Dharma influence how Hindus live?



On the Sway page, click on the link to this week's second session on Hinduism.

At 6.19

Complete the sentence.

What is the meaning of dharma?

Dharma means the _____ that
_____ the _____.

Key words: supports, universe, power

Matching activity at 11.53:

Types of Dharma: sva-dharma

Brahmins	Labourers, farmer workers
Kshatriyas	Farmers, traders and merchants
Vaisyas	Priests, teachers, intellectuals
Sudra	Street sweepers, toilet cleaners
Dalits	Warriors and rulers

16.04

Types of Dharma: sanatana dharma

patience

self-control

generosity

asceticism

Being a giving individual or showing a willingness to give more than is expected.

A denial of luxuries in order to commit oneself to God.

The ability to control oneself, in particular one's emotions and desires, especially in difficult situations.

The ability to accept or tolerate difficult situations without becoming annoyed or anxious.

Friday 5th March. Jigsaw. Healthy Me.

Today's focus: Mental Wellbeing

Matching task at 8.22

Looking after yourself

Connecting with others

Learn new skills

Being physically active

Give to others

Sleep

Be mindful

Turning off devices

Try meditation

Having a family meal

Try a new hobby

Walk the dog

Say thank you

Task at 13.38

Looking after yourself

Choose 3 of the headings and set your own 2-3 targets.

You may want to refer to the pressures in your spider diagram to help.

Connecting with others

Learn new skills

Be mindful

Being physically active

Give to others

Sleep

Reflection



How do you look after your own mental wellbeing?

What changes can you make to improve your mental wellbeing?

How could you help others to look after their mental wellbeing?

Answer these questions in your workbook and set yourself 3 goals for the future.

It would be good to write them up and put them on the wall somewhere where you will see them all the time.

Return to them often and 'check in' to see how your wellbeing is.

Lung Fish Answers (Monday reading task).

1. Almost 400 million years ago
2. The dinosaurs
3. Otherwise it will drown
4. A primitive lung
5. c) Mediocre
6. An antonym
7. Answers relating to a play on words, suggesting that the mud is thick
8. Alliteration
9. A long life or existence
10. Answers relating to its resilience and strength
11. It solidifies to form a cocoon-like shelter that traps moisture and lets in air
12. Various answers
13. Answers relating to dramatic music and light
14. Various answers

Tuesday. Robert the Bruce Answers:

1. Cold and lonely. He wraps the blanket around him and is grumpy about the fire
2. Keeping track of the days
3. Proud and reminiscent - there's a sparkling tear in his eye
4. He is fascinated by it - it's his only company

V: You know/understand

V: Didn't/don't

E: He used its perseverance as inspiration

R: Six

S: Don't give in - keep trying

Wednesday. Robyn Hood Answers

Answers:

V: She was very good at it

R: Made fun, laughed and sniggered

I: She's brave and a trouble-maker

E: Rumour and gossip and exaggerations of their feats across the land

I: He was angry - he focussed on his vengeance

Thursday: Franklin and Crick answers

Answers:

1. This is how physical aspects are passed from a mother and father to their children
2. Puzzle
3. Cracked
4. Many or lots of, all different
5. Key information

E: It is the definition for DNA

S: Eye colour/hair colour/height

I: Because it tells you everything you need to know about your body and how it works

R: 1869

S: Detect and treat diseases in babies, identify the age and origin of ancient humans and find out if somebody is innocent or guilty of a crime

Friday, Worst Jobs answers.

Answers:

1. Go to school
2. Their small size and tiny hands
3. They were all dangerous
4. The rise of the steam train
5. Any suitable order so long as appropriate reasons are given

V: Din

I: There was a lot of opportunity in London

I: Feels sorry for them. The use of language, such as luckless or cursed.

R: Dog poo

P: Any suitable prediction with reasons.



**Call Childline on 0800 1111
or visit childline.org.uk/kids**

Whatever your worry,
you can talk to us. It's free,
you don't have to tell us
your name, and you can
chat about anything.

childline

ONLINE, ON THE PHONE, ANYTIME

Childline is a service provided by the NSPCC. ©NSPCC 2020. Registered charity.
England and Wales: 215401. Scotland: SC007727. Illustration by Emily Heavins. J20201028

NSPCC LINK

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>