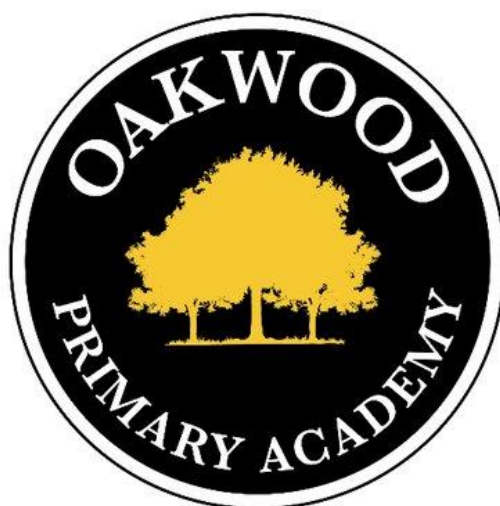


Oakwood Primary Academy



Year 6

Remote Learning Workbook

Week Beginning
22nd February 2021

Name.....



'Being Better Every Day'

Year 6 Remote Learning Overview - Week beginning: 22/2/21

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 favourite piece of 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 22nd - 26th February 2021

Hello again Year 6,

Welcome to a new week of learning. We still miss you very much at school and hope that you are safe at home.

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. We'll share some of your photographs next week!

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 when it is safe to do so.

Best wishes and enjoy half term,

Mr Spiers and Miss Elms.

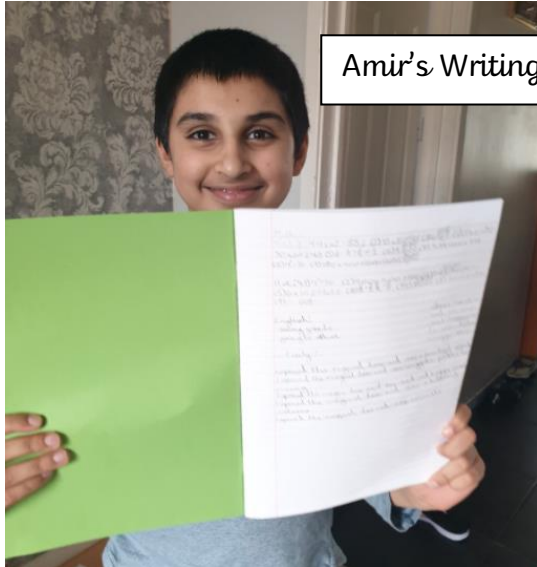


aspiers@auroraacademies.org

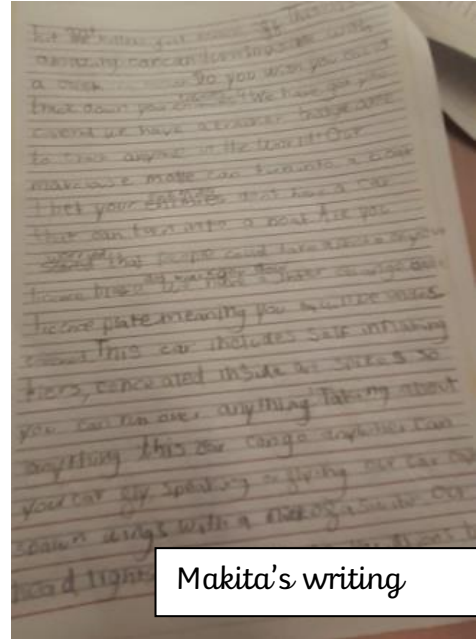
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Our News Page - Let's see what Year 6 have been up to across the past week!

Stars of the week last week: Leo and Erisa

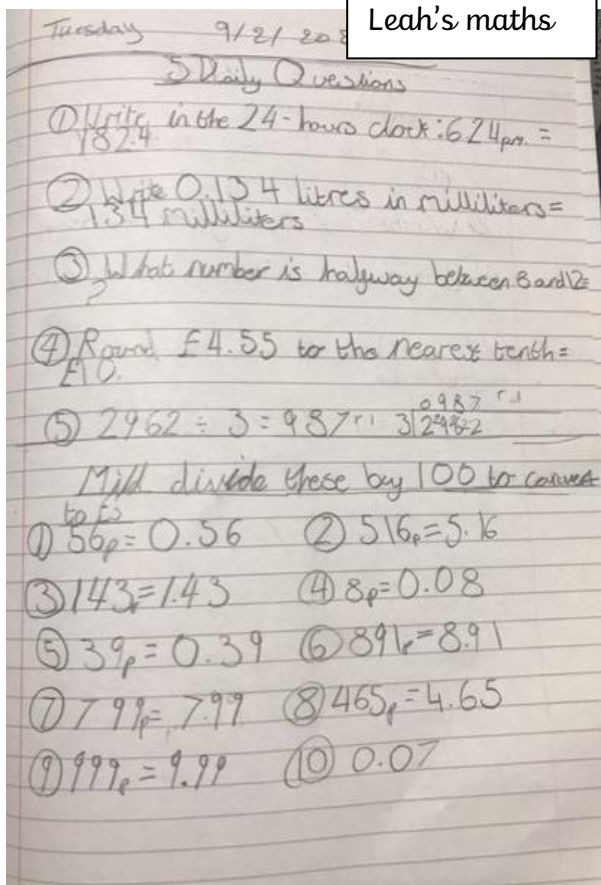


Amir's Writing

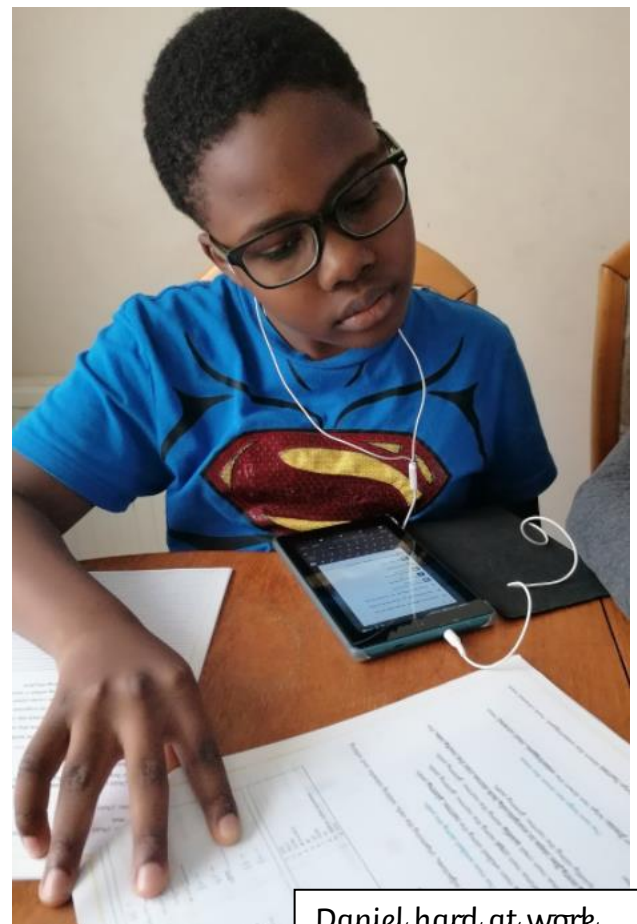


Makita's writing

Remote Learners!



Leah's maths



Daniel hard at work

Our Learning Timetable for This Week

	Maths	English	Wider Curriculum / Other activities
Monday	Arithmetic Day	Spellings Introduced. 'Forest' Reading activity Treasure Unit: Learning text	Topic: Gallery Rebels: Art and History Session
Tuesday	5 Daily Questions Linear Numbers	Reading: Dominoes Writing: Designing a Toolkit	Music: Cup song Music: Black history month: The Blues
Wednesday	5 Daily Questions Standard units of measure	Reading: Robber Writing: Story Map: Re-telling story.	PE: Yoga Computing: Coding
Thursday	5 Daily Questions Convert standard lengths	Reading: Container Ship Writing: Empty Words	Science: Light World Toast Day: Design and make toast.
Friday	5 Daily Questions Solve problems with length.	Reading: The Trouble with Parents Writing: Suspense writing	RE: Hinduism Jigsaw: Healthy Me

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:

- Amblesford Marbles Chapter 4
- Amblesford Marbles Chapter 4 Questions
- Rounding Numbers
- Busy Beats
- 2 Quiz: Create your own quiz.

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 22nd February 2021: Spelling- List 7-ible

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.

6. Pyramid Words

s
sp
spe
spel
spell
spelli
spelling
spelling
(or make them boat shaped,
star, smiley face, etc.)

3. Other Handed

Write each word 5 times,
switching the hand you write
it with each time. Say the
word as you spell it.

2. Word Parts

Write your words. Then use
a coloured pencil to divide
the words into syllables.

e.g. jumping
caterpillar

Silly Sentences

Write silly sentences using
a spelling word in each
sentence. Underline the
spelling words and write
neatly!

Words Without Vowels

Write all of your words
replacing vowels with a line.
Go back and see if you
can fill in the vowels.

List 7

ible suffix

reversible

invincible

incredible

responsible

irresponsible

audible

legible

divisible

edible

inedible

inaudible

credible

mandible

sensible

gullible

Monday 22nd February: 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
$322 \times 2 =$ _____	$50\% \text{ of } 1500 =$ _____
$16 \times 3 =$ _____	$1.12 \times 6 =$ _____
$54 \div 6 =$ _____	$\frac{3}{8} + \frac{2}{8} =$ _____
$5 \times 8 \times 9 =$ _____	$9505 \div 5 =$ _____
$\frac{3}{4} - \frac{1}{4} =$ _____	$78 \times 43 =$ _____
$630 \div 9 =$ _____	$13 \overline{)4355} =$ _____
$9.98 \times 100 =$ _____	$\frac{1}{5} \times \frac{1}{10} =$ _____
$9^2 =$ _____	$95\% \text{ of } 550 =$ _____
$200 \times 200 =$ _____	$232 \times 57 =$ _____
$1320 \div 12 =$ _____	$14 \times 3\frac{1}{2} =$ _____ or _____
	$40 - 2 \times 4 =$ _____
Spicy	
$\frac{1}{5} \times \frac{1}{10} =$ _____	$\frac{4}{2} \div 2 =$ _____
$95\% \text{ of } 550 =$ _____	$1\frac{1}{8} - \frac{1}{7} =$ _____
$232 \times 57 =$ _____	$37 \overline{)1998} =$ _____
$14 \times 3\frac{1}{2} =$ _____ or _____	$\frac{3}{2} + \frac{3}{4} =$ _____
$40 - 2 \times 4 =$ _____	$\frac{5}{4} \div 2 =$ _____

READING Focus-retrieval

Remember that retrieval questions are about scanning the text for a particular piece of information. I think about it like going to the fridge to get an ingredient. The questions tell me what I need to get from the text so I scan until I find it and then copy it down.

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

The Scent

It must have been long after midnight when he heard whimpering in the forest. The only sounds he'd heard all evening had been the intermittent scampering of tiny footsteps or the calling of owls. He sniffed the air curiously. There was a scent. Human scent. He had to follow it. He leapt over and under branches, his eyes adjusting to the darkness, his furry ears fluttering as he got closer to the foreign sound. It was coming from the top towering trees encircling the forbidden heart of the forest. His hackles immediately raised.

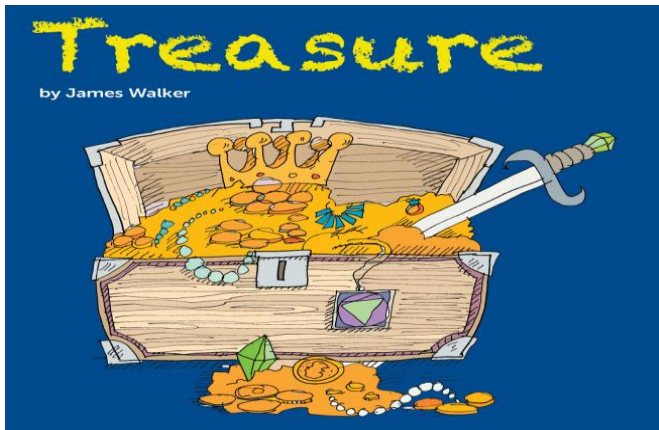
- 1) Where is the story set?
- 2) What time of day is it?
- 3) What can be heard?
- 4) Is it light or dark? How do you know?
- 5) Are there any animals there? If so, what?



Write down 2 examples of suspense from the extract.

WRITING- narrative

Treasure -A Finding story

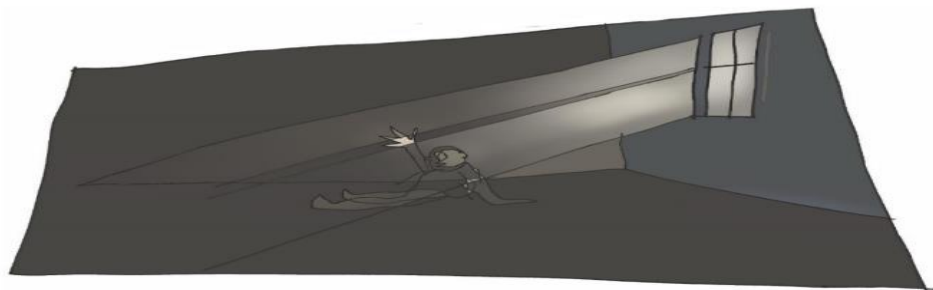


Treasure

Imagine stumbling across hidden treasure the next time you are out on the beach or in the woods with your friends. What would you do? Open the treasure chest? Keep it all to yourself? Hand it in to the police? Show it to your family? I think we have probably all thought about this! Treasure or precious objects are often used in myth, legend, cartoons, books and films. In our unit, we will use treasure and interesting objects as the stimulus to write fantastic adventure stories.

Introducing suspense

In this workbook, we are going to be writing **FINDING TALES** and our main focus is going to be **suspense** writing. You may have done some of this in school so try to tap back into the learning you have done about how to write effective suspense stories.



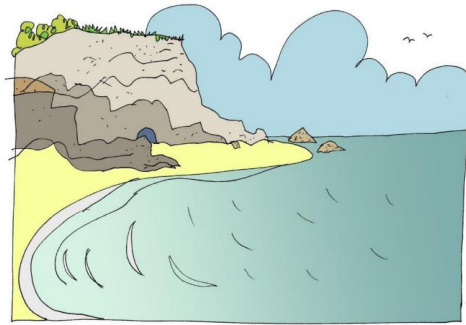
What is suspense? You have all learnt about it at school and have written your own suspense stories before. Can you remember any of the features? Here's a clue: **He stopped. He stared. He jumped! What was that? Who was there? Sweat poured and his skin prickled. Gradually, the door opened.....**What did I use to create the suspense in those sentences? Try and spot them to remind yourself of the toolkit.

Model text

Here is our model text: **Adventure at Sandy Cove by Pie Corbett**. It is a good example of a finding tale that uses suspense. Read below and have a listen here:

<https://soundcloud.com/talkforwriting/sandy/scpd0mheQjwP>

Adventure at Sandy Cove



"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!

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.

"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.

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.

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.

Activity 1 - Storytelling and mapping

If you are used to retelling stories from story maps, then you could have a go at retelling the model text. Drawing a map to follow is a great idea plus identifying key actions for words like **suddenly**, **at that moment**, **carefully**, **at first**. If you have never drawn story maps to help you retell stories, look at the map as you listen to the story again and see if you can see how the images help you remember the story. Then see if you can retell it in your own words by just looking at the images. You could even draw your own map.



We know you have drawn your own maps before so have a go before copying this one. The idea is to learn the text today and the story map will help you. By the end of today you should be able to tell the story orally.

Monday 22nd February ART

We are starting our new topic today: **Gallery Rebels**

What do you think that might be about? Have you ever been to a gallery? Well, in this unit we will be visiting galleries, looking at a range of different types of artwork and even designing a bit of graffiti!



In our first lesson, we would like to take you all the way to Paris! Where is that? You should know! Paris is a capital city full of beautiful art such as: sculpture, architecture, music and amazing art galleries.

Take a virtual wander around the city of Paris, home to some of the largest collections of Impressionist art in the world. Use the internet to explore this wonderful city. How about the Eiffel Tower, the Louvre Museum, Notre Dame Cathedral, the Arc de Triomphe, Sacré Cœur and the Musée d'Orsay?

Here are the activities:

Treasure Hunt in Paris

Click on the links below to take you to the websites to complete the treasure hunt.

- 1) Link: [Discovering Paris - Paris tourist office](#)

Use this link to find areas where you will find art and write them down in your workbook.

- 2) <http://www.airpano.com/360Degree-VirtualTour.php?3D=Paris-France>

Can you find? :

These landmarks: a) Arc de Triomphe b) La Defense c) Notre-Dame

These two famous museums: e) Musée d'Orsay f) Musée de Louvre



- 3) link: [The Eiffel Tower](#)

Explore the monument using this virtual tour, and have a go at sketching it in your work book.

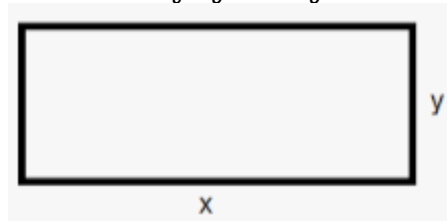


Tuesday 23rd February: Starter: 5 Daily Questions

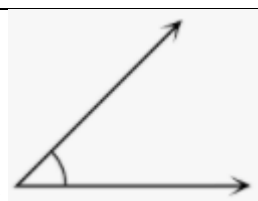
1. Find the area of a rectangle with sides 3 and 4.5cm.

2. Find the mean (average) of these 3 totals: £5, £4 and £3?

3. Name this shape and draw on the lines of symmetry.



4. What is the difference between 7 and -3?



5. Name this angle and estimate its size:

Tuesday 9th February: Maths – Decimals and measures: To generate and describe linear number

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

At 9:47

Finding the term to term rule

Term to term rule: add
0.013

0.108 0.121 0.134 0.147 0.16 0.173 0.186

Would the 10th number end in an odd or even digit? How do you know?

At 13:31



Pause the video and think
about the questions below.



1 whole



$\frac{1}{10}$



$\frac{1}{100}$



$\frac{1}{1000}$

16.806 15.801 14.796 13.791

What do you notice about the sequence?

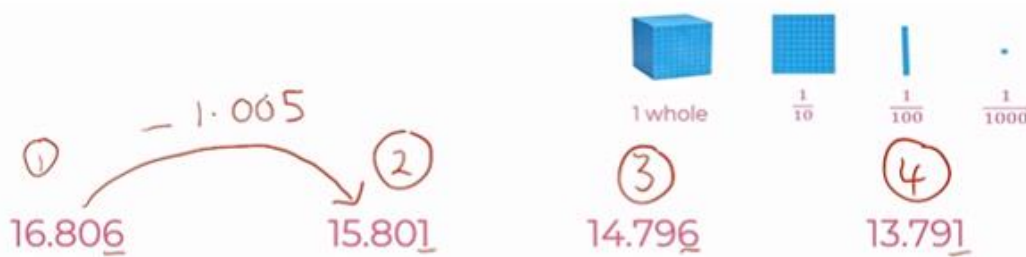
Can you represent the numbers using dienes?

What is the term to term rule?

What digit will the 10th number have in the thousandths place?



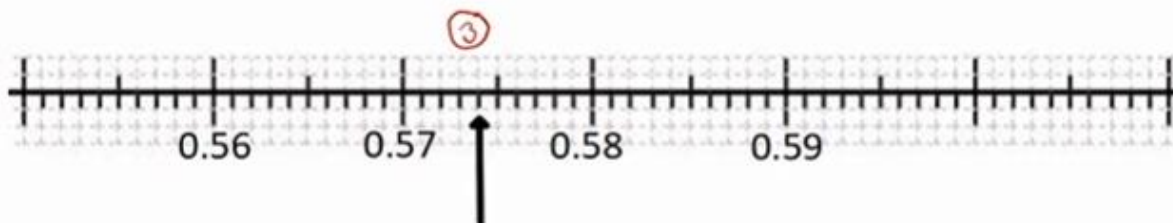
At 15:07



Challenge: Would this sequence contain any integers?

At 16:05

The arrow indicates the third term in a sequence.

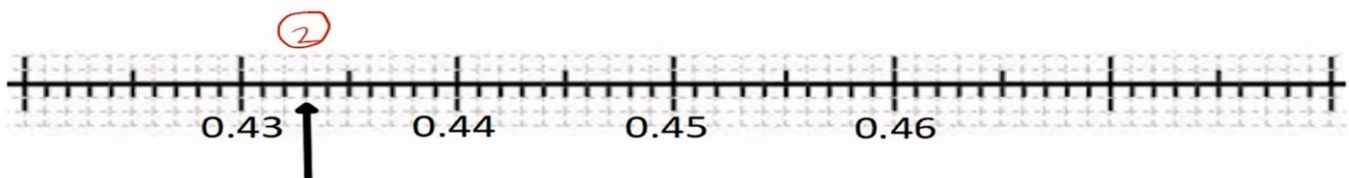


The term to term rule is $+0.012$.

Draw arrows to indicate terms one to five.

At 20:35

⏸ Pause the video and find the other terms in the sequence.



The arrow indicates the second term in a sequence.

The term to term rule is $+0.008$.

What are terms one to five of the sequence?

Cold: fill in the missing digits.

4	8	12		20			32				
---	---	----	--	----	--	--	----	--	--	--	--

10	16	22	28		40					64	
----	----	----	----	--	----	--	--	--	--	----	--

2	5	8	11			20	23				
---	---	---	----	--	--	----	----	--	--	--	--

33	30	27	24		18	15					0
----	----	----	----	--	----	----	--	--	--	--	---

42	38	34			22	18					
----	----	----	--	--	----	----	--	--	--	--	--

70	63	56	49	42				21			0
----	----	----	----	----	--	--	--	----	--	--	---

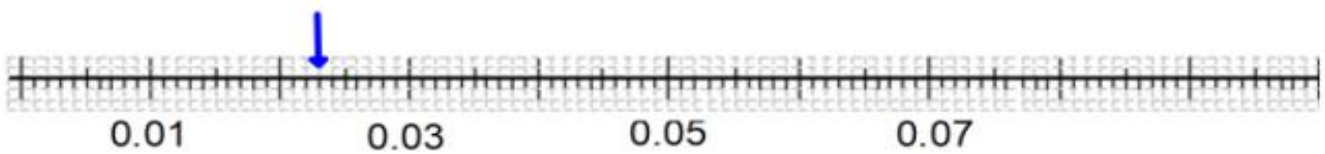
Question 1

Complete the sequence and give the term to term rule:

a) _____ 6.03 5.41 4.79 4.17 _____

b) _____ 3.977 4.779 _____ 6.383 _____

Question 2

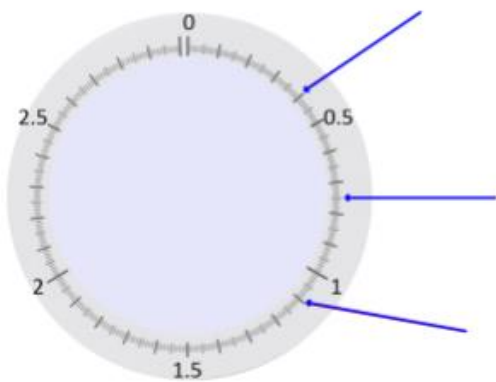


The arrow indicates the first term of a sequence.

The term to term rule is $+0.022$.

Draw arrows to show the next three terms.

Question 3



The arrows indicate the first three terms of a sequence.

- What are the next two terms of the sequence?
- True or False. None of the terms in the sequence have more than two decimal places.

Question 4

Zaara writes a linear sequence. She begins at 5 and subtracts 0.123.

She says, "No matter how much I extend the sequence, there will never be another integer term."

Do you agree? Explain your answer.

Decimal Sequences

7a. The children have been learning about decimal sequences.

5.555 5.666 5.777 5.888 5.999



Delilah

6.666 will be a term in our sequence.

Our sequence will always have 3 decimal places.

Raymond



Who is correct? Explain your answer.



R

Decimal Sequences

7b. The children have been learning about decimal sequences.

5.035 5.69 6.345 7 7.655



Venkat

If 7 is a term in the sequence then all multiples of 7 will also be terms.

Our sequence will never have more than 3 decimal places.



Lou

Who is correct? Explain your answer.



R

8a. Compare the two sequences below.

8.932	8.964	8.996
↓	↓	↓
8.932	8.996	9.06

- Calculate the difference between the same terms in the two sequences.
- Find and describe any patterns.
- Calculate the next term in each sequence to check your pattern works.



R

8b. Compare the two sequences below.

4.231	4.331	4.531
↓	↓	↓
2	3	5

- Calculate the difference between the same terms in the two sequences.
- Find and describe any patterns.
- Calculate the next term in each sequence to check your pattern works.



R

9a. Biscuit production grew by an increasing difference of 0.003 per year. Complete the table below to plot the production changes.

2016	2017	2018	2019
6.95m	6.953m		
8.39m	8.393m		

What will production be in 2025?



PS

9b. Ice cream sales grew by a increasing difference of £0.011m per year. Complete the table below to plot the sales changes.

2016	2017	2018	2019
£6.933m	£6.944m		
£7.772m	£7.783m		

What will sales be in 2025?



PS



The challenge

The dominoes stretched from one end of the living room to the other, around the TV and back again, stopping only a few centimetres short of the sofa. The discovery in the attic of her grandfather's wooden dominoes had first inspired Sally with the idea; every day of the holiday since then had been spent in one single-minded pursuit, the creation of a dominoes masterpiece. She had sworn to herself and to everyone else that it would not be complete until it reached the sofa; and when Sally vowed she would do something, she invariably did it.

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

- 1) Where is Sally? How do you know?
- 2) Find and copy a phrase that shows Sally is a determined character.
- 3) How did she get the dominos?
- 4) How did Sally describe the domino idea? What did she call it?
- 5) Replace the word 'invariably' with a synonym (a word that means the same thing)

Have a go at home, if you have dominoes!

Activity 2: Underlying pattern of finding tales



Below, I have picked out the underlying pattern of the model text by boxing it up. This gives you the basic plan for writing your own finding tale, but remember you can change, adapt, add in more sections and change the ending if you like. It is just a guide.

Title	Adventure at Sandy Cove
Opening <i>Main characters in an everyday setting</i> <i>Find an interesting object</i>	<p>"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.</p>
Build up <i>Danger arrives</i>	<p>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.</p>
Dilemma <i>Danger increases and it looks like there is no escape</i>	<p>"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.</p>
Resolution <i>Danger overcome in some way</i>	<p>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.</p>
Ending <i>Main characters safe</i> <i>More information revealed about the object/rewards</i>	<p>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!</p>

Please read below for today's activity.

Tuesday 23rd February: English

Today you will create your own toolkit for suspense. Any layout is fine as long as it is neat and clear for you to use.

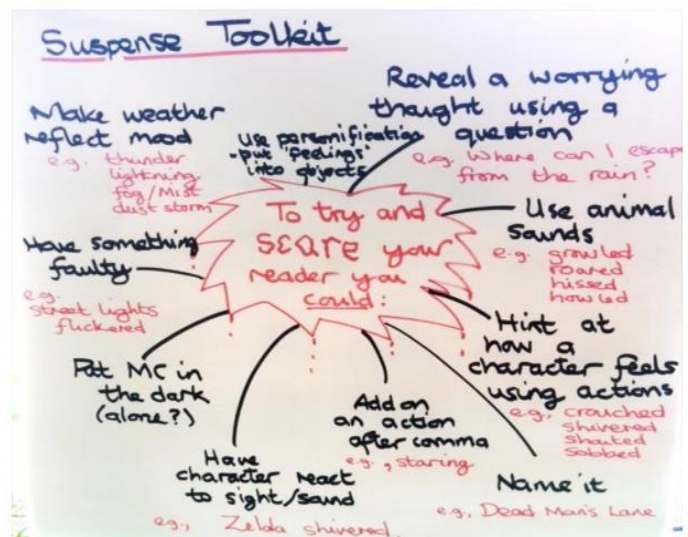


Activity 3: Making a toolkit for suspense

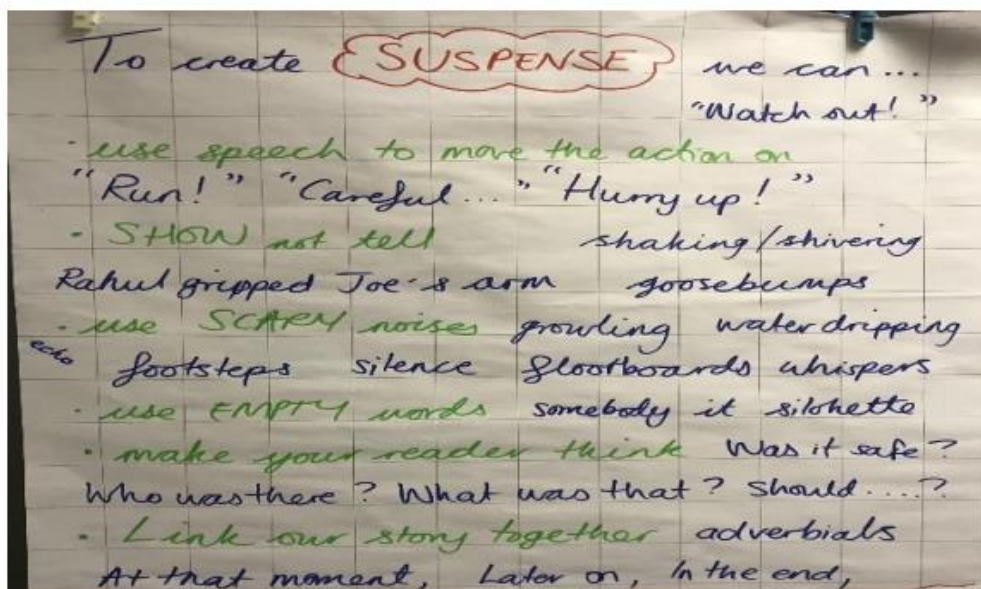
Before we start thinking about our own ideas for our story, we need to look closely at the text and see what writing tools/tips/tricks the authors have used to create suspense. You may know some of your own too.

★ I've focussed just on the dilemma paragraph (no 3 in the box) to see what tools I could find that create suspense or a threatening mood

You can see the examples next to the features. When you create your toolkit, see if you can add to it with your own ideas. Eg *Character reaction-He gasped.*



Remember: MC means main character.



Tuesday 23rd February: MUSIC



From: Mr Mitchell

Hello again! We've made it to February, so maybe things will start to get better as Spring creeps up on us – I'm so hoping to see you all back in school in the next month or two. In the meantime, ...

I thought maybe you've had enough of 'Sevens', so this week there's a new warm-up for you ...

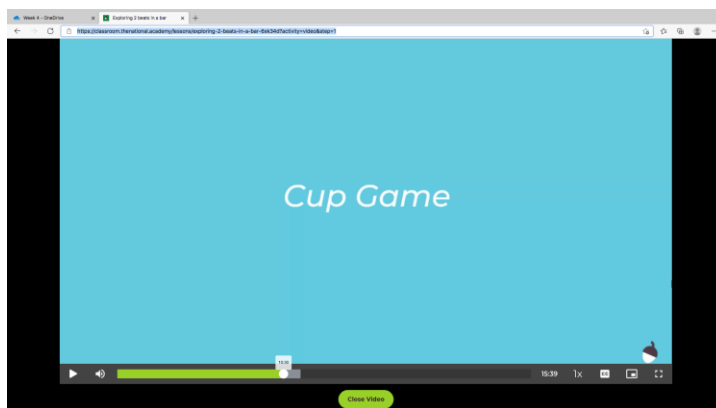
Here's a very cool video of an American actress & singer called Anna Kendrick – you may already know this song ('When I'm gone') and maybe you've seen her doing this fabulous beat with a cup. I thought we could have a go at learning it!

<https://www.youtube.com/watch?v=cmSbXsFE3l8>



The best video instruction that I've come across for this is from a Music teacher called Mr Palekar from an online teaching resource called 'Oak National Academy'. Here's his video:

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



You can watch the whole video, but if you just want to skip to the 'Cup Game' then scroll through to 10 m. 30 s. I really like the way he teaches this, and I learned it (mostly!) in an afternoon, but with some stumbles on the way as you'll see!

This is me ... <https://1drv.ms/v/s!AnXNLnbymb9Eq3BY8mquOlTC7Ivm?e=tTKxuJ>

My next step is to try and sing the song at the same time, like Anna Kendrick does 🤖 !!

Tuesday 23rd February: Black History Month Music Activity.

'From the New World' – African American music – 'The Blues'



Here are two recordings that were both made in the early 20th Century, and are examples of 'Field Hollers' – songs that black people sang as they worked in the fields or on the prison 'chain gangs':

'Po Lazarus'

<https://1drv.ms/u/s!AnXNLnbymb9Eqx4EE4O-rIuTiF8a?e=61hlKV>



'Down on the Levee'

<https://1drv.ms/u/s!AnXNLnbymb9Eqx-4ZyzjMaPXNqj?e=pOuChf>

It is still the case that the history of America – both the USA and South America – bears the hallmark of the slave trade. The sorrows and sufferings of African Americans up until the abolition of slavery run very deep – perhaps even more so since the American Civil War (1861-64) supposedly freed the slaves, yet still they remained poor and with very little Civil Rights: it was another hundred years before the Civil Rights movement – led by **Martin Luther King** – achieved something close to equality for African Americans.

But that didn't stop them from *deeply* influencing American culture, especially through Music.

Dvořák foresaw that it was the music of the African Americans that would shape the music of the New World – what he didn't foresee was that their music would spread across the world and become the foundations of pop music everywhere!

'The Blues'

Here's a song from one of the first named composers of Blues music, Robert Johnson – before him, most 'blues' songs were handed down via the 'folk' tradition (by word of mouth):



Robert Johnson

<https://1drv.ms/v/s!AnXNLnbymb9Eq3VjlvypFp7Azsql?e=Vbpj7B>

This piece of music – voice and simple guitar accompaniment – is written in the standard Blues format known as the '12-bar Blues' – you were learning this on the Ukuleles with me in Yr5 just before the first lockdown! Remember this?

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!AmgKqYh5sQehjReUUQZct01Mσ7Yw?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?

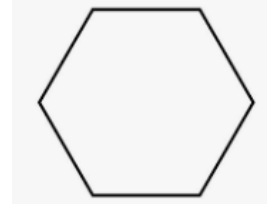
WRITING LYRICS FOR THE BLUES

- 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!

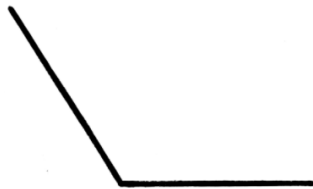
Stuck at home, I've got the Lockdown blues
Stuck at home, I've got the Lockdown blues
On TV, there's nothing but bad news.

Wednesday 24th February: Maths - Starter: 5 Daily Questions

1. Find the area of a rectangle with sides 7 and 3.2cm.
2. Find the mean (average) of these 3 totals: £12, £13 and £11?
3. Name this shape and draw on the lines of symmetry.



4. What is the difference between 9 and -6?
5. Name this angle and estimate its size:



Wednesday 25th February: Decimals and Measures – Standard Units


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

At 6.35

What units would you measure each item in?

millilitre centilitre litre kilometre
millimetre centimetre metre
gram kilogram

The mass of an average banana.	The distance from London to Edinburgh.	The length of a ladybird.	The length of a football pitch.	The capacity of a drinking glass.
The mass of an Asian elephant.	The capacity of an egg cup.	The width of a tennis court.	The height of the Shard.	The width of a pencil.



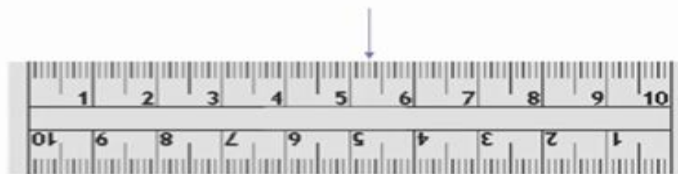
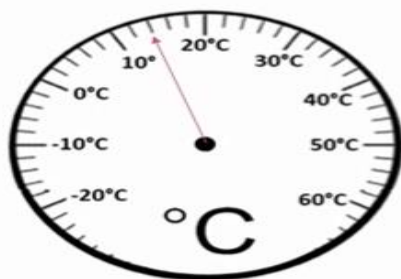
At 10.01

Match the object to its approximate mass, capacity or length.

200 g 4000 kg 100 m 650 km
40 ml 6 mm 24 m 568 ml
8 mm 306 m

The mass of an average banana.	The distance from London to Edinburgh.	The length of a ladybird.	The length of a football pitch.	The capacity of a drinking glass.
The mass of an Asian elephant.	The capacity of an egg cup.	The width of a tennis court.	The height of the Shard.	The width of a pencil.

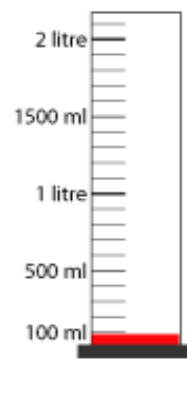
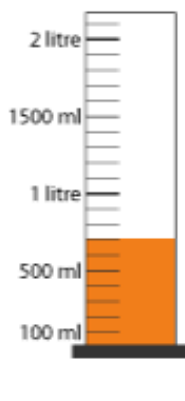
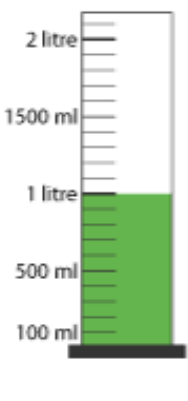
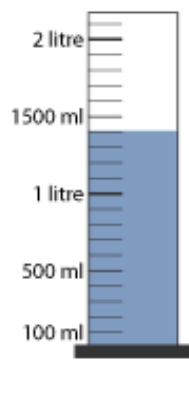
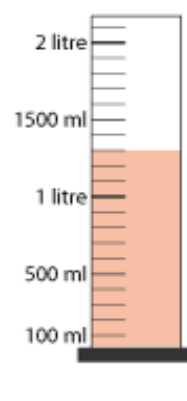
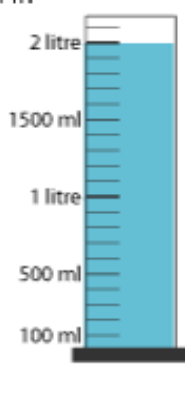
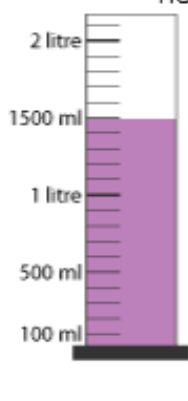
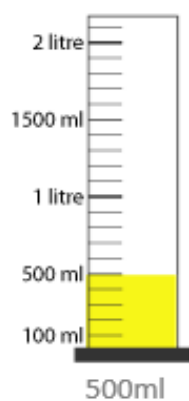
Pause the video and read the scales.



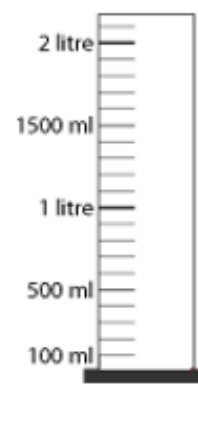
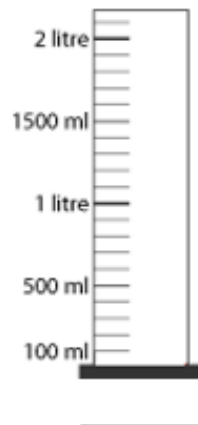
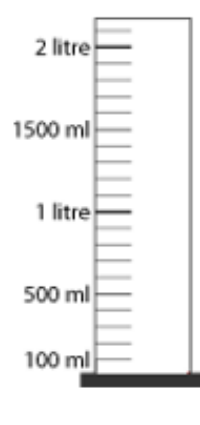
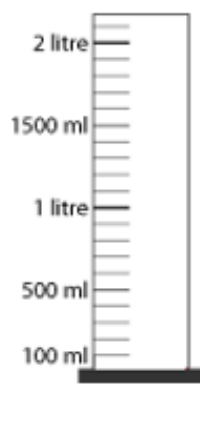
Choose either to complete the mild, hot or spicy task for today's learning

Mild:

Read the scale on each container and write down the volume of liquid each container has in it.



Make your own: color in and write the volume of the liquid in each cylinder



Hot:

Question 1

Match the object to its approximate mass, capacity or length.



The capacity of a mug.

The distance from Manchester to Glasgow.

The height of a male giraffe.

The mass of a blue whale.

6 m

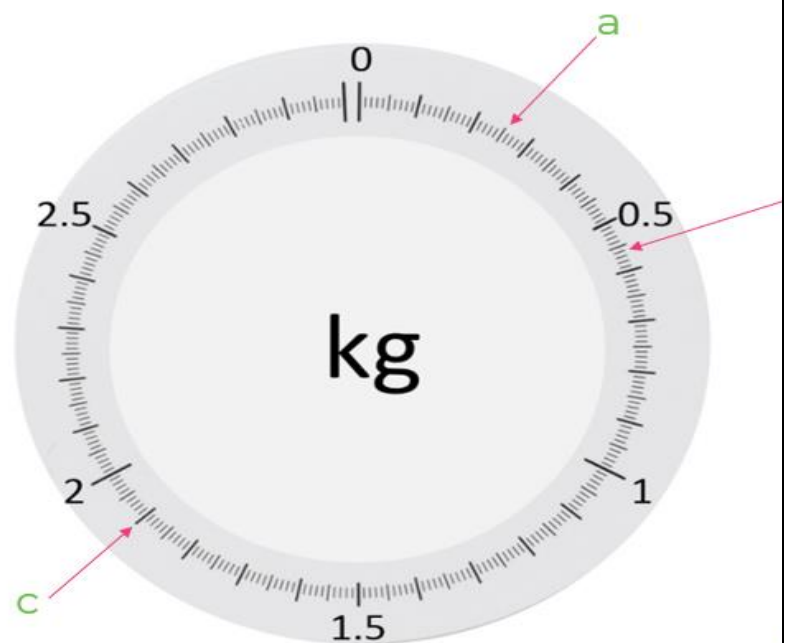
350 ml

350 km

180,000 kg

Question 2

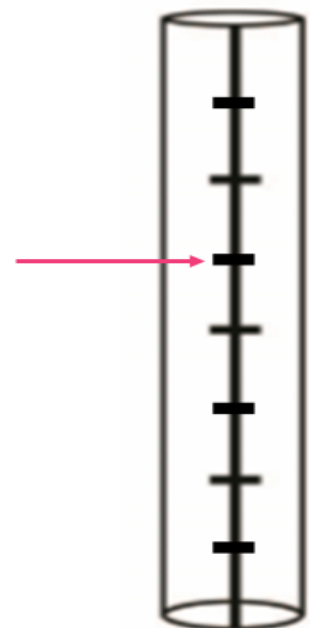
What value does each arrow represent on this scale?



Question 3

What value does the arrow indicate if the container has a capacity of:

- a) 1 litre
- b) 5 litres
- c) 20 ml
- d) Half a litre



Spicy (Do Hot and these questions).

Question 4

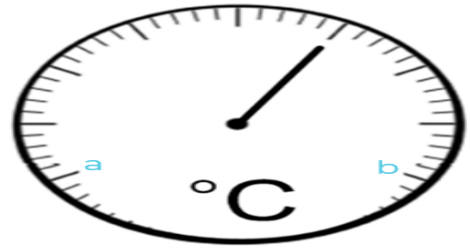
What temperature is shown if:

a = 0°C and b = 16°C

a = -13°C and b = -5°C

a = -5°C and b = 35°C

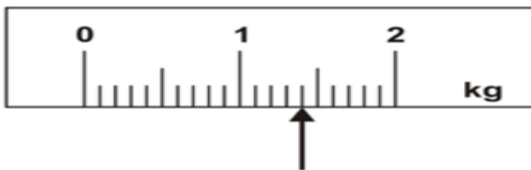
a = -8°C and b = 72°C ?



Question 5

On this scale, the arrow shows the weight of the pineapple.

a) What is the mass of the pineapple?



b) Here is a different scale. Mark with an arrow the mass of the same pineapple.



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Wednesday 24th February: English: READING



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

The shop bell chimed, almost giving him a heart attack. Absorbed in his game, he bellowed, 'We're closed! Come back tomorrow.'

'I don't think so,' came the reply. The door slammed shut. Shiny black shoes shuffled towards him. Irritated, James dragged his eyes from his game. Dread shot through him. The owner of the shoes was wearing a mask. 'Where's your father?'

James thought frantically how to respond. If he told the stranger - most likely a robber - that his dad would be back any minute, would it scare him off or make the situation worse?

- 1) What colour were the robber's shoes?
- 2) What did the stranger's face look like?
- 3) What was James doing when the stranger came towards him?
- 4) From who's point of view is the story told?
- 5) Who owns/runs the shop?

What do you think happened next? Write it down as it might be a good idea for your suspense story.

WRITING

- 1) Retell your story using your storymap. Try to use language from the model text too.
If you can learn it off by heart, that would be brilliant and really help you with your writing.

Activity 4: Show-not-tell practice

This is a great tool to use not only for suspense but for characterisation. We don't just want to **TELL** the reader how the character is feeling. We want to **SHOW** them by what is happening to their body, how they are talking, how they are moving or how they treat people.

For example:

Telling

Joe was scared.

Showing

Joe froze.

The hair on the back of his neck stood up.





Joe's heart raced

★ Now it's your turn! I want you to change the telling emotions to showing. You could act out the emotions yourself or think of a time when you felt like that. What was happening to your body? Voice? Breathing?

★ Try and write 2 or 3 ideas down under showing – you might be able to use this in your writing later on.

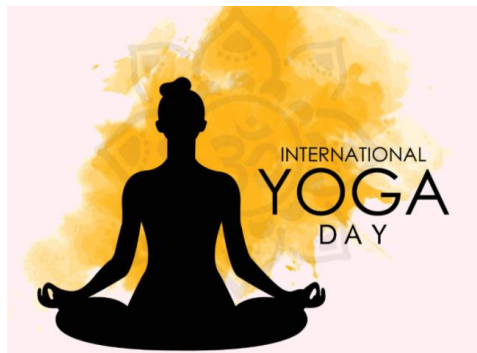
A tip is to think about how the character might be moving, their facial expressions and physical reactions like *feeling a shiver down the spine.*

Try to write 3 examples for each one.

TELLING THE READER	SHOWING THE READER
Zara was sad. 	Zara looked down at the floor.
John felt shy. 	
Annie was angry. 	
He was frightened. 	

Wednesday 24th February: PE (Yoga)

On Monday it was World Yoga Day, so for this week's PE we are going to try some again. Click the link on the Sway page and go for it!



Wednesday 24th February: Computing - Technology

This week we are looking at how technology has changed our lives and made them better.

Watch the BBC clip about technology in the classroom on the sway page and then use the web to find out information about how technology has improved the following aspects of life. Make notes below:

Assistance technology	
Health and medicine	
Natural events	
Emergencies	
Artificial intelligence	
Ethical principles.	

Now complete the 2Do: 'Using Technology to Improve Lives' on Purple Mash.

Next week we are focusing on Screen time. Over the next week complete this chart for next week's lesson.

Screen time record card

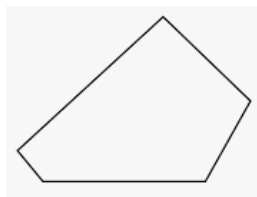
Day	Device	Time Spent	What were you doing?	Off-screen activities and time spent	Hours of sleep
Example	Tablet	1hour	Purple Mash	On my bike 1 hr	
	TV	90 mins	2.Animate and Tabletoons Watching movie	Homework 20 min Violin lesson 30 min	
Monday					
Tuesday					
Weds					
Thurs					
Friday					
Sat					
Sunday					

Thursday 25th February. Maths: Starter: 5 Daily Questions

1. Find the area of a rectangle with sides $3.5 \times 2.2 =$

2. Find the mean (average) of these 3 lengths. 35mm, 39mm and 25mm.

3. Name this shape and mark any right angles, obtuse, acute or reflex angles. Also label any perpendicular sides.



4. What is 13 more than -8?

5. What is the missing angle?



Thursday 25th February: Decimals and Measure – Convert Standard lengths.

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

10.56:

D Pause the video and practise multiplying by 10, 100 and 1000 - go back to the original number each time.

	x10	x100	x1000
45			
5.67			
0.402			

Multiplying

x10 digits move LEFT 1 space
x100 digits move LEFT 2 spaces
x1000 digits move LEFT 3 spaces

M	HTh	TTh	Th	H	T	O	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

12.48

Pause the video and practise dividing by 10, 100 and 1000 - go back to the original number each time.

	$\div 10$	$\div 100$	$\div 1000$
45			
5.67			
40.2			

Dividing

$\div 10$ digits move RIGHT 1 space
 $\div 100$ digits move RIGHT 2 spaces
 $\div 1000$ digits move RIGHT 3 spaces

M	HTh	TTh	Th	H	T	O	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

23.38

II Pause the video and converting the measurements.

What is 4 cm in metres?

What is 95 m in millimetres?

What is 9.5 cm in millimetres?



Hot

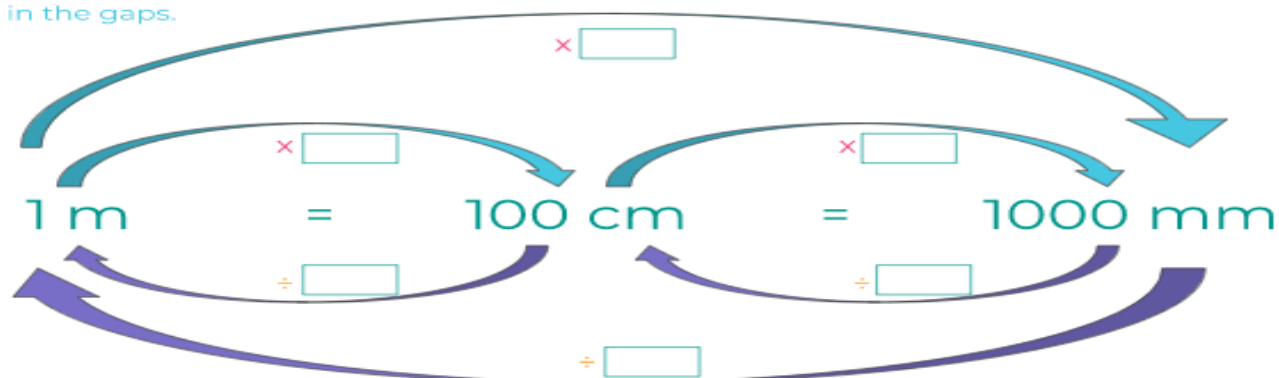
Question 1

Complete the table

	$\times 10$	$\times 100$	$\times 1000$
34			
	67		
			530

Question 2

Fill in the gaps.



Question 3

Is there an odd one out?

Match the equivalent measures.

4 cm	0.095 m	95 000 mm	0.4 km
95 m	95 mm	400 m	9500 cm
4 km	0.04 m	9.5 cm	40 mm

Spicy (Do Hot and these questions).

Question 4

The distance from Cambridge to Oxford is 135 km.

The distance from Edinburgh to Glasgow is 75 km.

How much further is it from Cambridge to Oxford than Edinburgh to Glasgow?
Give your answer in metres.

Question 5

As part of my training for a 10k race in July, I have been increasing the amount I run each day over the last week.

On Monday, I ran 4.65 km. Each day I added 375 m to that distance.

How far did I run on Sunday in kilometres?

Mild

1) 1 kg = _____ g

2) 2 kg = _____ g

3) 3 kg = _____ g

4) 4 kg = _____ g

5) 5 kg = _____ g

6) 6 kg = _____ g

7) 1 L = _____ mL

8) 2 L = _____ mL

9) 3 L = _____ mL

10) 4 L = _____ mL

11) 5 L = _____ mL

12) 6 L = _____ mL

Which is the most? Circle the largest amount in each box.

1 kg	2 L	600 g	3L
100 g	1950 mL	4 kg	3090 mL
500 g	2100 mL	3500 g	3200 mL

Thursday, 25th February: English

READING

The journey began in the middle of the ocean with thunder and lightning; wind and rain; and colossal, colliding waves. The hurricane, fearful and furious, raged through the darkness. In the middle of the storm, a lonely cargo ship was sinking to the ocean floor. Hundreds of containers crashed into the blue expanse: some were left floating on the surface whilst others sank to the ocean floor. One after another after another, they were swallowed up by the waves.

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

- 1) What kind of ship was sailing? What happened to it?
- 2) Describe the weather in detail using the information in the text.
- 3) Find and copy two words that mean **angry**.
- 4) What happened to the containers?
- 5) Describe what could be seen at the end of the passage.



WRITING

One of the most frightening things is '**the unknown**': when we hear an unfamiliar sound at night or when we see something out of the ordinary that we cannot identify. This scares us! When we want to create that in writing we use empty words like the ones below.

Activity 5: Empty words

Which has more suspense?

The scary monster came up the stairs

OR

It crept up the stairs

Hopefully you can see it is the 2nd one and the reason why is that we are hiding the threat from the reader. This means they have to imagine what '*it*' is. Every reader will imagine something different that is really scary for them.

List of empty words to use:

someone

somewhere

something

no-one

nowhere

nobody

it

shadow

silhouette

figure

object

premonition

Now choose five of these words and use them to write a sentence that creates suspense.

Eg *It was coming from somewhere. Something was beginning to emerge.*

Activity 6: Can you spot effective suspense sentences?

Have a look at the four sentences below. Which do you think builds the most suspense and why? Remember to look back at the toolkit to see what tools help with suspense.

Lenny was petrified as the monster was scary.

Thud. He froze. Panic filled his chest. There was no escape. Would he survive?

The door in front of her screeched open. Footsteps moved towards her but she could see nothing.

This was it. They held onto each other tightly and prayed. Why did they come here?

★ Choose the sentence with the most effective suspense and say why!

Can you also spot the ones that aren't very effective. What would you do to improve them?

You could give each one three stars and a wish. (3 good comments and one to help improve)

Thursday 25th February. Science: What is light and where does it come from?

This term we are starting a new unit on Light. We will be following the Oak Academy unit for this. Click the link on the Sway page for the lesson.

Table for Investigation:

Object	Transparent/translucent/opaque?	What do you observe?

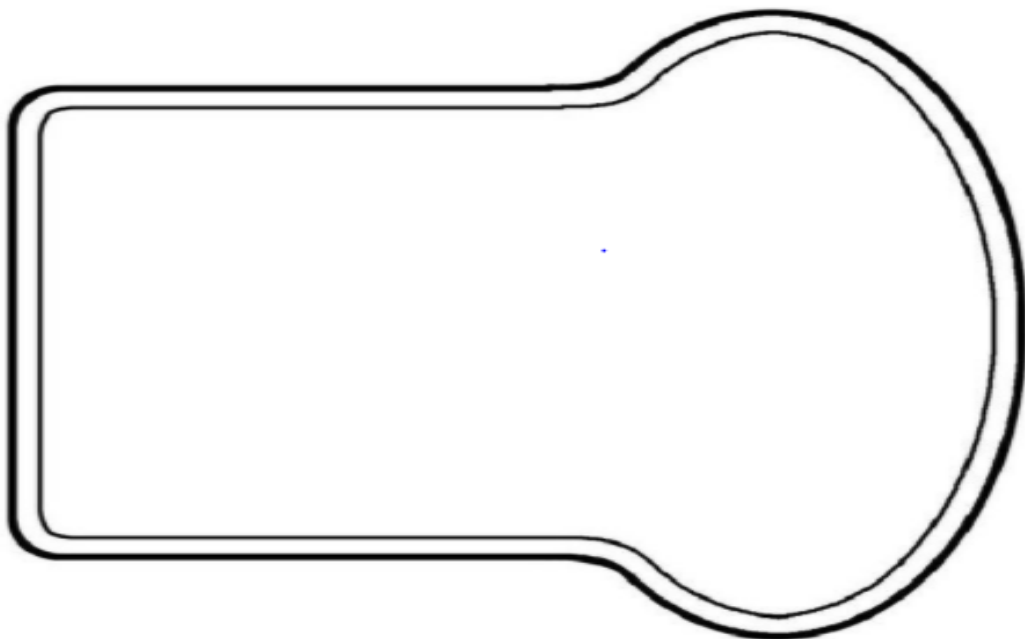
Thursday 25th February. World Toast Day. Design your toast

Today is world Toast day! A worldwide celebration of everyone's favourite breakfast or snack... toast!

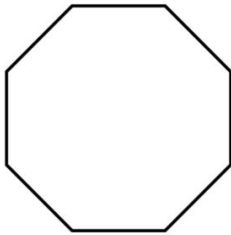
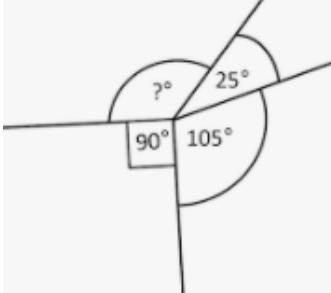
We would love you to make some toast in the most fun, weird or wacky way possible. What toppings might you add? Jam and Nutella combined?! Egg and honey (yuck!)??!

Please send us some vids or selfies of you enjoying your toast- we'd love to see them!!

Use this template to design your own toast to make. List the ingredients and provide step by step instructions aimed at a year 1 child.



Friday 26th February. Maths: 5 Daily Questions

1. Find the area of a rectangle with sides 11.1cm x 9cm =	
2. Find the mean (average) of these 3 distances: 203km, 204km, 205km	3. Name this shape and mark ALL lines of symmetry. How many are there? 
4. What is 27 less than 6?	5. What is the missing angle? 

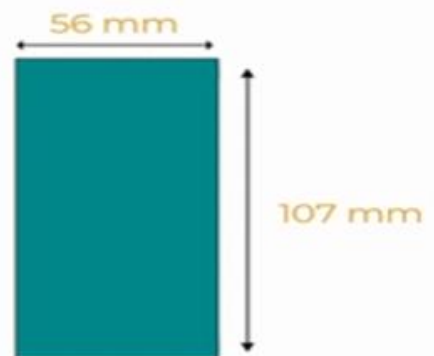
Friday 26th February. Maths: Solving problems with length.

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

3:53

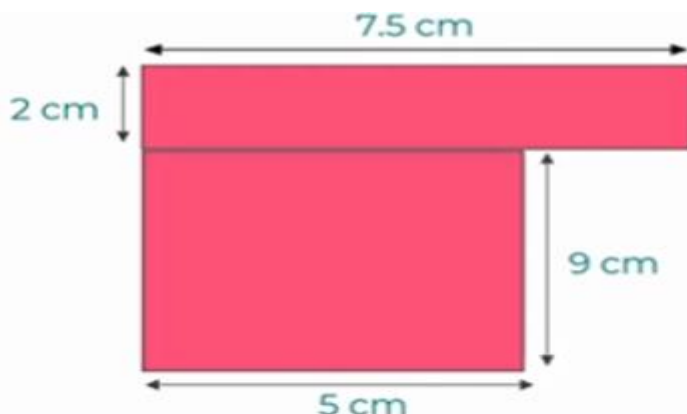


Perimeter = ____ mm



Perimeter = ____ cm

7:45



Perimeter = ____ m

10:40

$$6 \times 0.2$$

$$0.7 \times 12$$

$$4 \times 1.1$$

$$6 \times 4.5$$

12.56

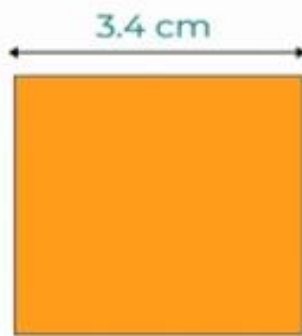
$$0.6 \times 0.2$$

$$1.7 \times 1.2$$

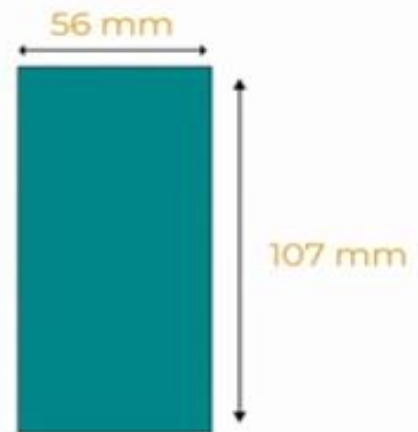
$$0.4 \times 1.1$$

$$6.1 \times 4.5$$

16:57

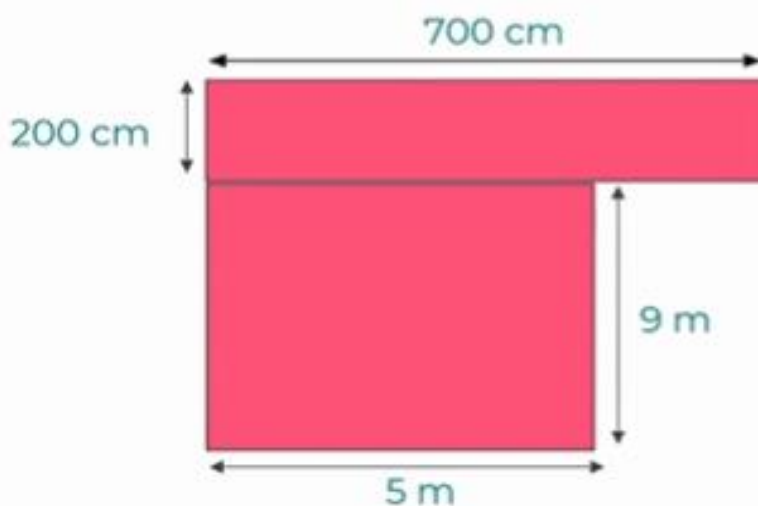


Area = _____ mm²



Perimeter = _____ cm²

19:31

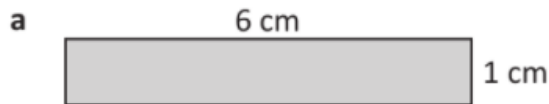


Calculate the area of the shape in m².

Mild



Find the perimeters of these shapes:



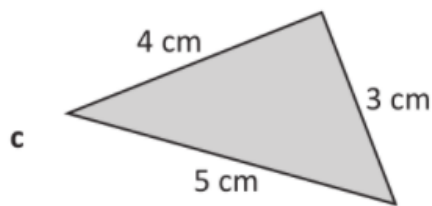
$$P = _ + _ + _ + _$$

$$= _ \text{ cm}$$



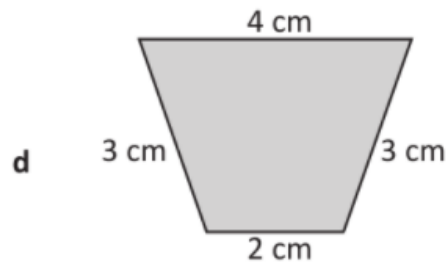
$$P = _ + _ + _ + _$$

$$= _ \text{ cm}$$



$$P = _ + _ + _$$

$$= _ \text{ cm}$$



$$P = _ + _ + _ + _$$

$$= _ \text{ cm}$$

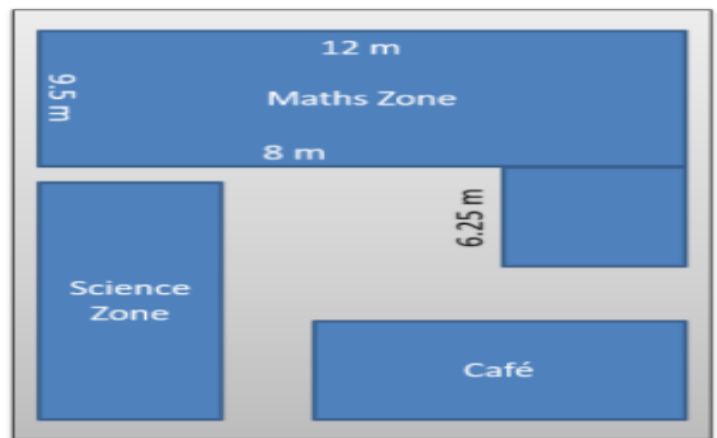
998 x 784

Hot

Question 1

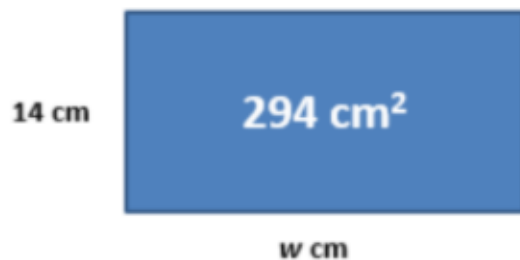
In a museum, the manager needs to close off the Maths Zone so it can be updated. She needs to put a rope fence around the perimeter.

How many centimetres of rope does she need to use?



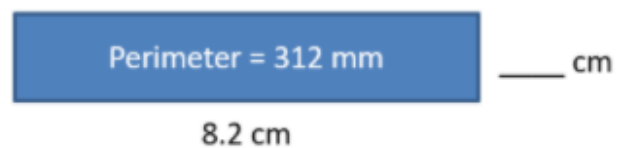
Question 2

Calculate the missing length.



Question 3

Calculate the missing length.



Spicy (hot questions plus these)

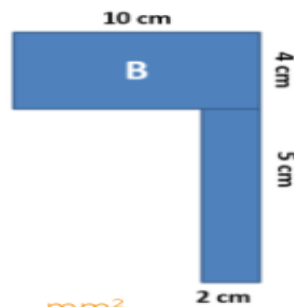
Question 4

Calculate the area and perimeter of each shape.



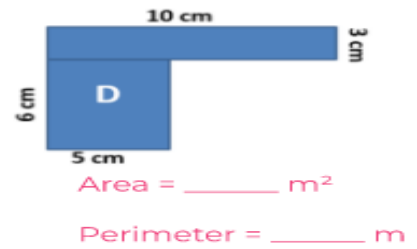
Area = _____ cm^2

Perimeter = _____ cm



Area = _____ mm^2

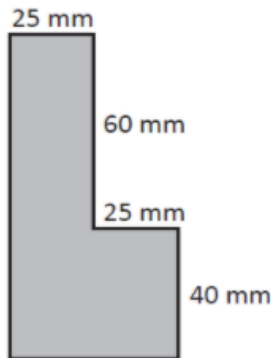
Perimeter = _____ mm



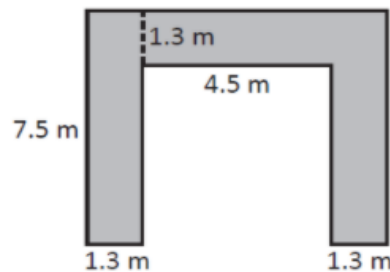
Area = _____ m^2

Perimeter = _____ m

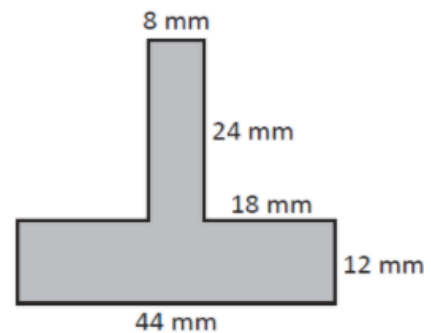
For A and C also calculate in cm. For B, calculate in cm and mm.



a P =



b P =



c P =

Friday 26th English: READING

The trouble with parents is that they always think they're right – because *they* are *adults* and *we* are *children* - but I know that they are wrong about one thing: the creation of our world. They have all sorts of ridiculous ideas about big bangs and black holes, but if they had come across the real truth (which they wouldn't have because it was notoriously hard to find), they would have learnt that at the very, very start there was just an egg. A rather large one. And out of this egg, a dragon was born.

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

- 1) What is the trouble with parents?
- 2) What are parents wrong about?
- 3) What aspect of space is referred to?
- 4) Find a word that means 'famous'.
- 5) Write down the 'real truth' about creation in your own words.



See a dragon hatching below!! <https://www.youtube.com/watch?v=4SQJM0RduiM>

WRITING

Now we have seen the model and looked at some of the tools, I want you to have a go at a paragraph or two of suspense writing. Try to use a few tools like empty words, threatening noises or show not tell. Try doing this as a short-burst of writing without doing too much planning or thinking. Try and let the writing flow and tell the story of someone in a dark scary place. 5 to 10 minutes is enough and then read it back through and see if it is working.

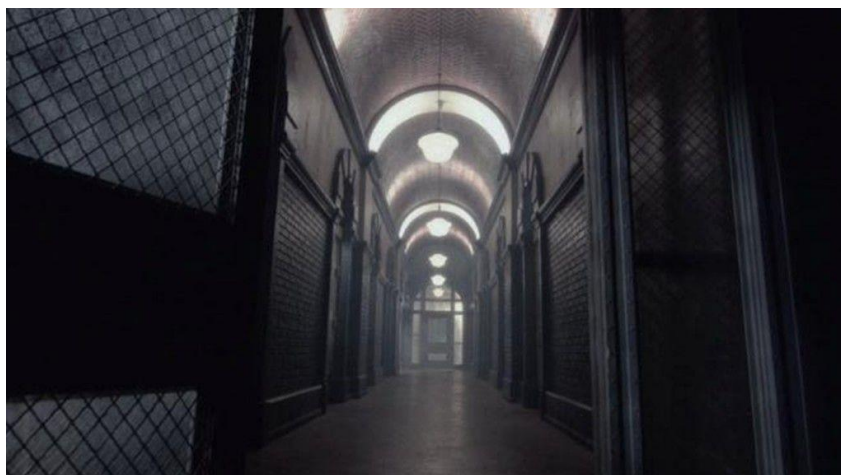
Make sure you have your toolkit in front of you so you include the features. Please try not to write too much dialogue as this is not the focus for this activity. If it does not move the story on or create suspense, you do not need characters talking. AND NO UNDEAD, MONSTERS, GHOSTS or KILLING!!!! (please)

Have look at these pictures to help you set the scene.



What is similar in all the pictures? They are all deserted and dark.....!

One of the scariest places I know of is an empty school after dark. It's really eerie without children!




Friday 26th February. RE- Hinduism.

This term we will be studying Hinduism. Watch the BBC clip link on the Sway Page introducing Hinduism and complete the games on that page. Then click the link to the lesson.

Screen shots from the lesson to help you:

Different religions



How many religions can you name?

Place these religions in order, from earliest to most recent.

Religion	Date
Islam	c. 622 CE
Hinduism	c. 2000 BCE
Sikhism	c. 1500 CE
Christianity	c. 30 CE
Judaism	c. 1800 BCE
Buddhism	c. 530 BCE

Earliest → Most recent

Pause the video to complete your task

Answer the question

Why was exact pronunciation of the Vedas important to the early Hindu masters?

Key words: students, intact, preserved

▶ Resume once you're finished

Ordering activity

The Vedas

Veda	Description
The Samhitas	concern worship and meditation.
The Brahmanas	consist of the mystical and philosophical teachings of Hinduism.
The Aranyakas	rituals and prayers to guide the priests in their duties.
The Upanishads	most ancient part containing hymns of praise to God.

Friday 26th February. Jigsaw. Taking responsibility for my own health and well-being.

This term our theme is: 'Healthy Me.'

QUIZ GAME

Ask a parent/family member to read you the following statements. You have to guess what each is describing. The answers are on there, so you need someone to help you!

I am used in food to improve the flavour. Too much of me can damage a person's heart, circulation and kidneys. I am labelled on some foods so that people know how much of me has been added. What am I?

Answer: Salt

Someone can make an appointment to see me if they are worried about their health. Who am I?

Answer: Doctor

You should use me to protect your skin. I have an SPF number. What am I?

Answer: Sun cream

I am in some drinks. There is an age-limit because I am a drug. If people misuse me it can damage their health, especially the liver. Anti-social behaviour can result if people drink too much of me. What am I?

Answer: Alcohol

Some people don't like visiting me, but I'm very important to help care for a specific part of your body. Who am I?

Answer: Dentist

I am written on lots of different things and also am in lots of the country's laws. Video games show me as a PEGI rating. I can help people know how old they have to be to buy, use or do something?

Answer: Age-limit

I am given to babies and children to stop them from catching some illnesses. Adults need me too, for example when they travel abroad or to stop them from getting flu. What am I?

Answer: Immunisations/vaccines

I am a legal drug. I can damage a person's lungs and heart. Some people use me to look 'popular' or 'tough'. I make people's breath, clothes and hair smell stale, and their fingers go yellow.

Answer: Cigarettes

People should try to do me for 60 minutes every day. I can help a person's body stay fit and healthy. Too little or too much of me can damage a person's health. What am I?

Answer: Exercise

Now read these scenarios.

After you have read one, think about what advice you might give to that person.

You are to imagine that you are an Agony Aunt: someone who offers advice to people who are experiencing problems. Then choose 3 scenarios and write down a response to these.

Dear Agony Aunt, I am feeling very sleepy lately and find it difficult to concentrate on my homework. I play a lot of video-games and sometimes I do stay up late if I need to finish a level. I sometimes miss a meal because I don't want to stop the game, but I have chocolate, snacks and energy drinks in my room in case I need a boost. Do you think the video games are making me sleepy?

Dear Agony Aunt, My friends have started to smoke. I am worried that if I don't join in they will cut me out of the group. I know smoking is bad for me but if I lose these friends, I won't have any at all. My friends are everything to me and without them I will feel miserable and depressed. What should I do?

Dear Agony Aunt, I have not been feeling very well lately. I eat a balanced diet and I go running three times a week. Last week I noticed a strange mark on my arm that wasn't there before. I have a very active job that keeps me fit and I'm outside a lot. I do forget to use sunscreen sometimes. I am starting to get worried. What should I do?

Dear Agony Aunt, I drink a lot of sugary drinks and I think it has caused one of my teeth to ache. It's starting to hurt when I eat anything chewy. I am so frightened about going to the dentist, that I am thinking of not going and just putting up with the pain by taking some over-the-counter medicine. Can you offer me any advice?

Dear Agony Aunt, I spend a lot of time with my friends and we hang around in the park and the local shopping arcade. My friends have started to bring alcohol along. I don't know where they get it from. Last week one of them got drunk and threw a rock through a shop window. The shop alarm went off and we had to run away. The shop owner called the police, but we weren't caught. I'm worried I will get into trouble if I keep going out with them. What should I do?

Dear Agony Aunt, I am putting on weight. My Mum does all the shopping and cooking so I don't have any choice about what I get to eat. I do eat snacks in between meals and I admit that sometimes I forget to read the labels on the packets. Do you think I should ask my Mum to buy healthier food? We don't have much money and I know she buys what we can afford. I think she will get upset if I criticise her. What do you think?

To finish, write down a response to these questions:

1. What responsibilities do you have for your health **now**?
2. What changes do you think you could make to improve your health and well-being?



**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 UK. Registered charity
England and Wales 216401, Scotland SC037737. Illustration by Emily Heavins. J20201088

NSPCC LINK

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