

HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Week Beginning 29.3.21



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Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks2/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggspress

<https://readingeggs.co.uk/>

Top Marks

A website for great interactive maths games.

<https://www.topmarks.co.uk/>

Times Tables Rockstars

This is a great times tables game, practice all of the tables up to 12 x 12. Your child's username and password can be found in their Homework Book.

<https://trockstars.com/>

Monster SATs

On-screen and paper-based resources, including curriculum-based games for primary schools.

<https://www.monstersats.co.uk/group-login-page/>

SPaG.com

SPaG.com provides KS1 and KS2 practice punctuation & grammar tests. Plus 80 additional tests covering grammar objectives for every year group

<https://www.spag.com/>

White Rose Maths Hub

Daily 'home learning' lessons for Years 1-9. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.

<https://whiterosemaths.com/homelearning/>

Khan Academy

A great website for learning, with all activities and videos for every topic. A favourite of Mr Ellison.

<https://www.khanacademy.org>

Codeclub

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

<https://projects.raspberrypi.org/en/codeclub>

Duolingo

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

Top tips to develop reading skills during lockdown

To view free Oxford Reading Tree texts online access

www.oxfordowl.co.uk .

Try to access Reading Eggs at least once each week.

Ask your child to create a book review for the favourite book that they have read during lockdown. Tweet @hillwestprimary to share your child's thoughts!

For engaging activities to further support your children's literacy skills from home visit

Access daily Letters and Sounds Phonics lessons at www.lessonsandsounds.org.uk

For phonics practise access Phonics Play!

To help your child grasp complex vocabulary use the 'SEEC' method.

Access the Oak National Academy's virtual library to read/ listen to the weekly text.

Look at the top 100 children's books that are listed in your child's homework diary. Highlight any of these books that your child has read.

- 1) **Select** – read the text beforehand, highlighting any complex vocabulary.
- 2) **Explain** – give multiple examples and pupil- friendly definitions.
- 3) **Explore** – dig into the root meanings of each word, and further questions that the word poses.
- 4) **Consolidate** – give your child the opportunity to use the words in conversation and revisit the word later in written activities and quizzes.

Create quizzes about your child's evening book.

To enhance your child's vocabulary follow @VocabularyNinja on twitter!

Use audiobooks as a supplement to reading, not a replacement. Listening to an audiobook is different to reading a book, and so your child might not develop the same comprehension skills while listening. However, audiobooks might help pupils get immersed in ideas and stories, and as a result motivate them to pick up a book.

www.worldofdavidwalliams.com/elevenses

Visit David Walliams' website to listen to a different section of his books each day.

www.bookstrust.org.uk/books-and-reading/bookfinder/

Visit the Books Trust website to find a suitable book for your child based on their age and interests.

www.bbc.co.uk/newsround

Encourage your child to read different news articles each day. Not only will it enhance their knowledge of current affairs, it will develop their confidence with reading non-fiction texts.

Key Question Week 12: Would you have the heart to give?**Key Text for Linked Learning:** Pig Heart Boy by Malorie Blackman**Linked Learning:** English, Science

For our last week of Spring, Year 6 will be combining all their knowledge from Science Day and the science covered so far about the circulatory system and its role within the body. Linking to their class novel, Pig Heart Boy, they will create a leaflet that will describe, using informative and technical language how and why this wonderful system keeps humans and other animals ticking. They will make comments on structural choices which show an awareness of author's craft. To help write their reports, they will retrieve, record and present information from a range of sources and explain and discuss their understanding of what they have read, including through formal presentations in the form of a leaflet. By maintaining a focus on the topic and using notes where necessary they will plan their writing by identifying the audience and purpose of writing, selecting the appropriate form and exercise an assured and conscious control over levels of formality - particularly through manipulating grammar and vocabulary to achieve this.

Maths: In maths children will be revisiting algebra, children will use their understanding of substitution to consider what possible values a pair of variables can take. Building on from this step, children will find viable solutions to equations which involve multiples of one or more unknown.

Science: In Science, children will explore the truths and myths about the effects of drugs and alcohol on the human body children. They will explain the impact of diet, exercise, drugs and lifestyle choices on the way their bodies function. They will explore the key language and definitions used such as addiction, disease, medicine, alcohol, cigarettes, stimulant, depressant, analgesic and hallucinogen.

Geography: In Geography, to consolidate their learning so far, children will demonstrate an awareness of how human and physical processes interact to influence and change landscapes, environment and climate in Australia.

Computing: In Computing, children will be writing code to create loops and variables. This will enable them to control various parameters of a game within Scratch.

RE: Children will revisit their learning from Year 5 in relation to puberty. They will ensure they are aware of how the body changes (including emotional changes) during puberty and can demonstrate how to deal with these in a positive way. They will learn about managing menstrual wellbeing and the impact it can have on daily life.

P.E: Children will be continuing with their tennis lessons with a coach from Streetly Tennis Club. This week, they will be working on game skills such as accuracy and coordination when returning the ball.

MFL: Children will complete French quiz linked to their previous learning.

Vocabulary: Aorta, circulation, oxygen, nutrients, water, pulmonary, arteries, veins, capillaries, carbon dioxide.

Mini Quiz: Children will complete their half-termly retrieval quiz based on their learning so far.

Year 6 Spellings by term

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 HalfTerm 5	Y6HalfTerm 6
aggressive	convenience	controversy	prejudice	sufficient	decided
awkward	mischievous	correspond	accommodate	determined	absolutely
desperate	committee	embarrass	accompany	explanation	education
disastrous	interrupt	especially	signature	pronunciation	information
temperature	interfere	exaggerate	foreign	programme	knowledge
relevant	attached	cemetery	apparent	shoulder	insignificant
variety	available	necessary	appreciate	sweltering	ecstatic
existence	average	sacrifice	persuade	sauntered	woeful
suggest	competition	hindrance	individual	equipped	dejected
lightning	conscience	nuisance	language	identity	unobtrusive

Maths

5 minutes of Times tables Rock Stars Daily (Tick each day).

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday

Day 1 – Study and interpret pie charts.

Day 2 – Study, interpret, then construct pie charts.

Day 3 – Understand how we can find the mean of a range of numbers.

Day 4 – Revise what the mean is; find the mean of a range of numbers when we use a calculator to give a decimal answer.

Links for all 5 days

Mon-Fri PowerPoints Worksheets and Answers	https://www.hamilton-trust.org.uk/documents/27838/Maths_Y6_Week_14.zip
Helpful video links White Rose Maths Hub	https://whiterosemaths.com/homelearning/year-6/
BBC Bitesize Videos/guidance	https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1

English


Read for pleasure ~10 minutes.

Handwriting/Spelling

Choose 2-3 words from the spelling list. Write each word into a sentence or story. Not sure what it means? Check the internet or grab a dictionary! ☺

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 HalfTerm 5	Y6HalfTerm 6
aggressive	convenience	controversy	prejudice	sufficient	decided
awkward	mischievous	correspond	accommodate	determined	absolutely
desperate	committee	embarrass	accompany	explanation	education
disastrous	interrupt	especially	signature	pronunciation	information
temperature	interfere	exaggerate	foreign	programme	knowledge
relevant	attached	cemetery	apparent	shoulder	insignificant
variety	available	necessary	appreciate	sweltering	ecstatic
existence	average	sacrifice	persuade	sauntered	woeful
suggest	competition	hindrance	individual	equipped	dejected
lightning	conscience	nuisance	language	identity	unobtrusive

SPaG

	Oak National Academy Revisit your understanding of grammar and terms using the videos and resrouces.
	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar

Reading

Complete Reading Eggs Lessons daily.

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday

Vocabulary

Find a word to complete the vocabulary deconstruction grid.

<u>Antonyms:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
<u>Synonyms:</u>	<u>Word:</u>	<u>Etymology:</u>	
<u>Definition:</u>			
<u>Sentences:</u>			

After two days at sea, Lyra decided that this was the life for her. She had the run of the ship, from the engine room to the bridge, and she was soon on first-name terms with all the crew. Captain Rokeby let her signal to a Hollands frigate by pulling the handle of the steam whistle; the cook suffered her help in mixing plum-duff; and only a stern word from John Faa prevented her from climbing the foremast to inspect the horizon from the crow's nest.

All the time they were steaming north, and it grew colder daily. The ship's stores were searched for oilskins that could be cut down for her, and Jerry showed her how to sew, an art she learned willingly from him, though she had scorned it at Jordan and avoided instructions from Mrs Lonsdale. Together they made a waterproof bag for alethiometer that she could wear around her waist, in case she fell in the sea, she said. With it safely in place, she clung to the rail in her oilskins and sou'wester as the stinging spray broke over the bows and surged along the deck. She still felt seasick occasionally, especially when the wind got up and the ship plunged heavily over the crests of the grey-green waves, and then it was Pantalaimon's job to distract her from it by skimming the waves as a stormy petrel, because she could feel his boundless glee in the dash of wind and water and forget her nausea. From time to time he even tried being a fish, and once joined a school of dolphins, to their surprise and pleasure. Lyra stood shivering in the fo'c'sle and laughed with delight as her beloved Pantalaimon, sleek and powerful, leapt from the water with half a dozen other swift grey shapes. It was pleasure, but not simple pleasure, for there was pain and fear in it too. Suppose he loved being a dolphin more than he loved her?

*Look again at the **first** paragraph.*

- 1) What do you think 'she had the run of the ship' means?
- 2) How do you think the crew felt about having Lyra on board? Give a reason for your answer.

*Look again at the **second** paragraph.*

- 3) How does the weather change as they go north?
- 4) There are lots of sea terms in this text (sou'wester, bows, deck, fo'c'sle). What do you think they mean and why does Pullman use them do you think?
- 5) Why do you think Lyra is happy to learn to sew on the ship when she had refused in Jordan?
- 6) Why does Lyra feel a mixture of emotions when Pantalaimon tries being a dolphin?

6.

although		either		or
----------	--	--------	--	----

 _____ the knights were hiding from the dragons _____ they were actually just playing tennis. _____ knights usually told the truth, it was strange that they didn't have their tennis rackets.

7.

or		so		when
----	--	----	--	------

 _____ the dragons got bored of looking for the knights, they decided to have a game of basketball. They didn't have a ball _____ a basket, _____ actually they were just running around.

8.

though		if		because
--------	--	----	--	---------

 _____ you saw the dragons, you would have thought they looked funny, _____ you wouldn't have told them so, _____ you don't tell dragons that sort of thing.

9.

which		when		but
-------	--	------	--	-----

 Vampires, _____ look like wolves, are also keen on basketball _____ they don't like playing with dragons. Zombies don't like basketball at all, especially _____ dragons are playing it.

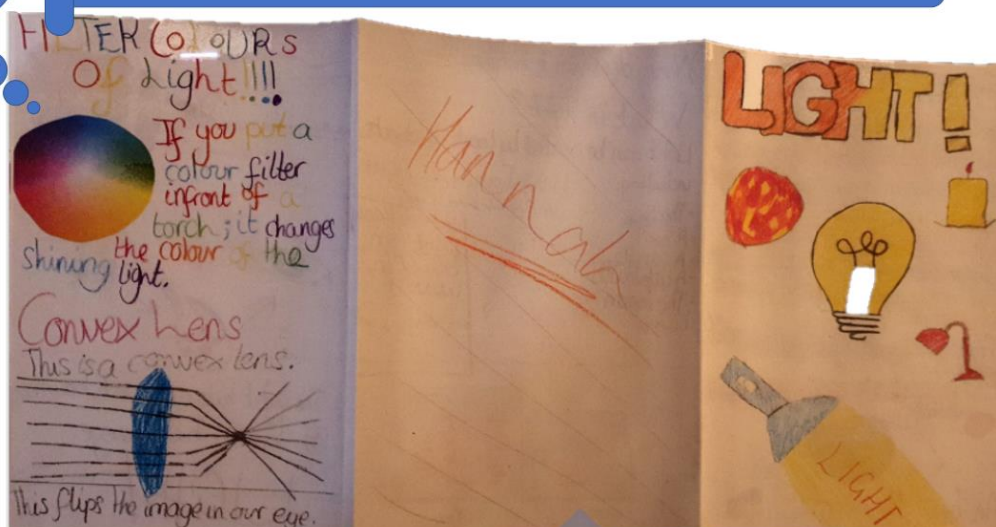
10.

which		and		since
-------	--	-----	--	-------

 The only game that dragons, knights, vampires _____ zombies all enjoy is hockey. The knights aren't very good at running in their armour, _____ is why they always go in goal. _____ the hockey tournament, they all get on much better.

Big Picture

You are going to be creating a leaflet to tell people how the Circulatory system works.



Her friend the Able-Seaman was nearby, and he paused as he adjusted the canvas cover of the forward hatch to look out at the little girl's daemon skimming and leaping with the dolphins. His own daemon, a seagull, had her head tucked under her wing on the capstan. He knew what Lyra was feeling.

"I remember when I first went to sea, my Belisaria hadn't settled on one form, I was that young, and she loved being a porpoise. I was afraid she would settle like that. There was one old sailorman on my very first vessel who could never go ashore at all, because his daemon had settled as a dolphin, and he could never leave the water. He was a wonderful sailor; best navigator you ever knew; could have made his fortune at the fishing; but he wasn't happy like it. "

"Why do daemons have to settle?" Lyra said. "I want Pantalaimon to be able to change forever. So does he."

"Ah, they always have settled, and they always will. That's part of growing up. There'll be a time when you'll be tired of his changing about, and you'll want a settled form for him."

"I never will!"

"Oh, you will. You'll want to grow up like all the other girls. Anyway, there's compensations for a settled form."

"What are they?"

"Knowing what kind of person you are. Take old Belisaria. She's a seagull, that means I'm a kind of seagull too. I'm not grand and splendid nor beautiful, but I'm a tough old thing and I can survive anywhere and always find a bit of food or company. That's worth knowing, that is. And when your daemon settles, you'll know the sort of person you are."

*Look again at the **third** and **fourth** paragraphs.*

7) Why does the old sailorman in Jerry's story have to stay at sea?

*Look again at the **last** paragraphs.*

8) What happens to people's daemons when they grow up?

9) How does Lyra feel about this?

10) What does Jerry's daemon say about him as a person? Explain your answer.

Look again at the **third** and **fourth** paragraphs.

- 7) Why does the old sailorman in Jerry's story have to stay at sea? *His daemon was a dolphin. Humans must stay close to their daemons and as a dolphin the daemon could only live at sea: they both had to stay there together.*

Look again at the **last** paragraphs.

- 8) What happens to people's daemons when they grow up? *They stop changing./They find a settled form.*
- 9) How does Lyra feel about this? *She wants Pan to be able to change forever.*
- 10) Why is Jerry's daemon a good fit for him? Explain your answer. *As a seagull, Belisaria can follow him on land and sea. / He feels he is like a seagull: tough, resourceful, not grand or beautiful but able to get what he needs.*

LO: To plan an information leaflet using VIP words and Phrases.



Heading: Blood	Heading: The Heart	p4 Heading: The Circulatory System
Diagram:	Diagram:	Diagram:
Facts:	Facts:	Fact:

Back

Back P5: Heading: Why is it important to stay healthy	Blank	Front page
Diagram:	Put your name on.	Title of your leaflet:
Facts:		Image:
		Intro: Circulatory System, Organs, Circulating food and oxygen, arteries, veins, blood, heart, vessels duction:

Information text checklist

In my information text I have...	Self-assess	Teacher assessment
Written a title		
Included an introduction		
Separated my work into paragraphs		
Included sub-headings		
Started each paragraph with a topic phrase		
Written in present tense and third person		
Included technical vocabulary in my writing		
Included generalisers in my writing		
Included a range of facts		
Punctuated sentences accurately		
Expanded paragraphs with detail		
Written a short conclusion		

Now think about the **whole extract**.

- 11) What references are there in this extract that Lyra is still a child? Give three examples.
- 12) What do we learn about Lyra's character from this extract? Give an answer justified by the text.
- 13) What shape would be a good shape for Pan to settle as? Explain your answer.

Challenge Question: Why do you think Pullman chose to have Lyra aged eleven, rather than as a young child or adult?

- 1) What references are there in this extract that Lyra is still a child? Give three examples.
The crew help and guide her: teaching her to sew (Jerry), letting her try their jobs (signalling, cooking), keeping her safe (John Faa).
She is small – oilskins have to be cut down to fit her.
Her Daemon can still change shape: petrel, fish, dolphin
- 2) What do we learn about Lyra's personality from this extract? Give an answer justified by the text.
Any reasonable justified opinion, e.g.
Able to make herself quickly at home: After two days at sea, Lyra decided that this was the life for her.
Good at making friends/sociable: she was soon on first-name terms with all the crew
Brave/fearless: and only a stern word from John Faa prevented her from climbing the foremast to inspect the horizon from the crow's nest
Enthusiastic/fun loving: Lyra stood shivering in the fo'c'sle and laughed with delight as her beloved Pantalaimon, sleek and powerful, leapt from the water
- 3) What shape would be a good shape for Pan to settle as? Explain your answer.
Any reasonable justified opinion, linking personality to animal type

- 1) What do you think 'she had the run of the ship' means? *She can go anywhere. She knows the whole ship (answers may refer to the idiom or make a more literal interpretation – she runs about everywhere).*
- 2) How do you think the crew felt about having Lyra on board? Give a reason for your answer. *They like her (she is on first name terms, they let her signal and help with cooking) but probably find her a bit annoying or disruptive (suffering her help, stopping her from climbing the crew's nest).*

Look again at the **second** paragraph.

- 3) How does the weather change as they go north? *It gets colder every day.*
 - 4) There are lots of sea terms in this text (sou'wester, bows, deck, fo'c'sle). What do you think they mean and why does Pullman use them do you think? *Any reasonable suggestions (first is a waterproof hat, last three are parts of the ship). Using these makes the setting sound like a real place. It shows how different the place is to where Lyra comes from. It makes it seem unfamiliar and new. It sounds like Lyra is learning lots of sailing terms.*
 - 5) Why do you think Lyra is happy to learn to sew on the ship when she had refused in Jordan? *She prefers to be taught by Jerry rather than Mrs Lonsdale./She sees a purpose – they are making a bag for the alethiometer. /It is part of life at sea and Lyra wants to be part of it.*
 - 6) Why does Lyra feel a mixture of emotions when Pantalaimon tries being a dolphin? *She feels delight and excitement at him being a dolphin but pain and fear that he might prefer being a dolphin more than he loves her.*
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Wednesday

Lo: To create an information leaflet.

- Make sure you use your best joined handwriting
- Make it attractive and colourful
- Include some interesting facts
- Make sure your diagrams are accurate and labelled using a ruler and pencil to draw the lines.

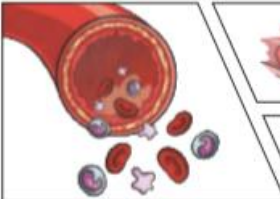
Friday 26th March

Use these features consistently and accurately and your writing will be awesome! When you think you have used them, use a pencil to write the short date in the white boxes next to the criteria.


<p>Create atmosphere</p> <p>Use figurative language to describe the settings: His eyes were like lava. (simile) His teeth were razor blades. (metaphor) The trees groaned as the wind howled between them. (personification) The brave, bald, brute... (alliteration)</p>	<p>Modal Verbs: can, could, may, might, ought, shall, should, will, would, not</p> <p>Modal adverbs: rarely, perhaps, definitely, possibly, occasionally, certainly, unquestionably, undoubtedly</p>	<p>Adverbs: Beautifully, enthusiastically, patiently, ferociously, fast, cautiously</p> <p>Adverbials: With caution, as usual, in the kitchen... Fronted Adverbials: Firstly, he told us to turn around. During break time, everyone was looking at us. At the very, very end, Gary told us... First of all, I loved it when you were sitting on the benches. Consequently, graffiti is mostly in places... To conclude, I believe... All of a sudden, Anna fell, and fell, and fell. Menacingly, a snow-leopard approached her, as if from nowhere. boots... Determined to escape, she flung one of the interesting stroll...</p>	<p>Spelling and punctuation</p> <p>Commas for clarity: An introductory phrase or clause: Once upon a time, there was... When Mr Price visited the garden, he saw... Directly addressing: Let's eat Mr Millington. Let's eat, Mr Millington.</p>	<p>Clause structures: Subordinate clauses can go at the beginning middle (as parenthesis and sometimes a relative clause) and at the end of your sentences. Because her dad taught her lots of tricks, Miss Kemp was good at football. Mrs Kemp (whose dad had taught her lots of tricks) was good at football. Mrs Kemp was good at football because her dad taught her lots of tricks. Relative clauses link to the object of the sentence, with relative like the second example. Relative pronouns: that, who, which, whichever whom whenever whenever</p> <p>Expanded noun phrases:</p> <ul style="list-style-type: none"> a rectangular box wrapped in brown, crusty paper the young soldier with brown hair and ocean blue eyes the soldier's shotgun wound the cream wooden door a little more time the misty, murky moors the king's wounded body 	<p>Use a range of cohesive devices: Use pronouns: Mr Brintley loves playing the guitar. He finds it interesting.</p> <p>Make your writing flow: Finally... At that very moment... As she walked through the door... When she finished working...</p> <p>Use of hyphenated words: Used to join two words or to separate parts of words: man-eating shark, vicious-looking, ice-cream, run-down, family-owned blond-haired, mid-July</p>	<p>Consider the prefixes: ab-, de-, im-, un-, over-, sub-, dis-, anti-, ex-, mid-, re-, self-, under-</p> <p>Consider suffixes: able, -ible, -ate, -cy, -er, -ed, -ing, -hood, -ice, -ism, -less, -ly, -ness, -y</p> <p>Main Homophones: too/too/too, your/you're, their/there/they're There are lots more so be sure to check related:</p>	<p>Spelling and punctuation</p> <p>Commas for clarity: An introductory phrase or clause: Once upon a time, there was... When Mr Price visited the garden, he saw... Directly addressing: Let's eat Mr Millington. Let's eat, Mr Millington.</p>	<p>Clause structures: Subordinate clauses can go at the beginning middle (as parenthesis and sometimes a relative clause) and at the end of your sentences. 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Science

Key Vocabulary	
drug	A substance containing natural or man-made chemicals that has an effect on your body when it enters your system.
alcohol	A drug produced from grains, fruits or vegetables when they are put through a process called fermentation.
nutrients	Substances that animals need to stay alive and healthy.




The liquid part of blood contains water and protein. This is called plasma.




Blood transports:

- gases (mostly oxygen and carbon dioxide);
- nutrients** (including water);
- waste products.


Plasma is liquid. The other parts of your blood are solid.



Red blood cells carry oxygen through your body.



Platelets help you stop bleeding when you get hurt.





White blood cells fight infection when you're sick.


Regular exercise:

- strengthens muscles including the heart muscle;
- improves circulation;
- increases the amount of oxygen around the body;
- releases brain chemicals which help you feel calm and relaxed;
- helps you sleep more easily;
- strengthens bones.


It can even help to stop us from getting ill.

Drugs, alcohol and smoking have negative effects on the body.



A healthy diet involves eating the right types of **nutrients** in the right amounts.



Complete the following lesson.

What are medicinal drugs?

In this lesson, we will learn what drugs are and therefore what medicinal drugs are. We will learn about different examples of medicinal drugs, including painkillers, antibiotics and anaesthetics. Finally, we will apply our knowledge of medicinal drugs to different scenarios. For some people this will be a sensitive topic. If that applies to you, you may want to do the rest of this lesson with a trusted adult nearby who can support.

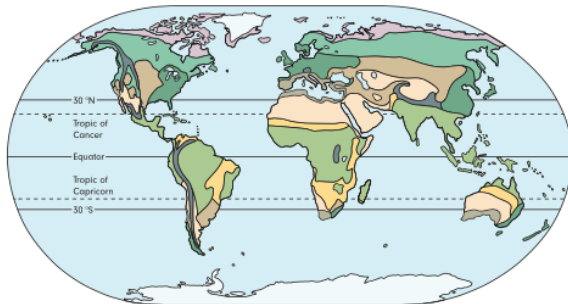
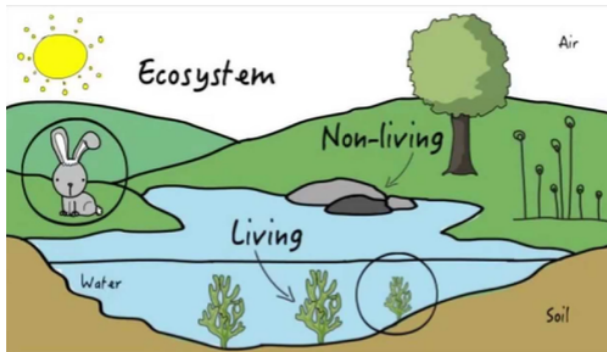
<https://classroom.thenational.academy/lessons/what-are-medicinal-drugs-68vk0e>

Geography

Biomes

Vocabulary







Biome	A large area of land with a particular climate, type of plants and animals.
Ecosystem	A community of living and non-living things that work together.
Climate	The general weather conditions and patterns in an area.
Deciduous	A tree that sheds its leaves in the autumn.
Dormant	When a plant or animal is in a deep, long sleep.
Equator	The imaginary line that runs around the middle of the earth
Fauna	The animals that normally live in a particular biome.
Flora	The plants that normally grow in a particular biome.
Latitude	Imaginary lines goes around the earth horizontally.
Temperate	Mild weather, further away from the equator.
Tropics	Any place on earth near the equator.
Deforestation	Cutting down trees.



Key

Tropical forest	Temperate broadleaf forest
Savanna	Northern coniferous forest
Desert	Tundra
Chaparral	High mountains (coniferous forest and alpine tundra)
Temperate grassland	Polar ice

The Six Major Biomes

Tropical Rainforest	<ul style="list-style-type: none"> Very steady temperature between 20°C and 25°C. Rains all year long. The trees are very tall and varied. Most of the plants are evergreen, not deciduous. 	
Temperate Deciduous Forest	<ul style="list-style-type: none"> Temperature ranges from -30°C to 30°C. Goes through all four seasons. Range of trees, most lose their leaves in the autumn. Even rainfall throughout most of the year. 	
Coniferous forest (Taiga)	<ul style="list-style-type: none"> Temperature ranges from -54°C to 30°C. Low average temperature. Most of the trees are evergreen. Largest land biome. 	
Tundra	<ul style="list-style-type: none"> Temperature ranges from -34°C to 6°C. Coldest of all the biomes. Little rain, lots of frost. No trees grow, and only a few small plants. 	
Grasslands (Savanna)	<ul style="list-style-type: none"> Dry season and a rainy season. Temperature ranges from -40°C to 40°C+. Mostly grass grows, occasional individual trees. 	
Desert	<ul style="list-style-type: none"> Temperatures over 50°C in the day, below freezing at night. Very few clouds and very little rain. Very few plants or animals. 	

“The Earth’s biomes are fragile environments.” To what extent do you agree?

- Over the last six lessons, pupils have learnt all about the Earth's biomes.
- Pupils finish the unit by **writing their own essay**, allowing them to apply the knowledge that they have gained.
- We advise taking **one lesson to plan the essay**, and **two lessons to write it**.
- You can decide whether or not pupils have their booklet available as they write.
- **If pupils can write from memory it will be quicker**, and more individual.
- However we need to provide students with the scaffolds they need to all experience success.
- **The planning sheet** below may be useful in helping pupils to chunk their ideas together into paragraphs.
- You may like to print the **‘structure strip’** so that pupils can use the questions as prompts, if they are struggling to think about what to write.
- For lower-attaining pupils, you may wish to use **pictures or images** as prompts for writing.
- For higher attaining pupils, **additional paragraphs may be required**, and the essay specific vocabulary below could be incorporated.
- As a general guide, expectations around essay writing are:

Year	Length	Tone
3	1-2 pages	Informative Text
4	2-3 pages	Informative Text
5	2-3 pages	Persuasive argument
6	3-4 pages	Balanced argument

Planning Sheet		Key Words
Introduction <ul style="list-style-type: none"> • What is a biome? • Where are biomes located? • What does fragile mean? (Easily damaged, hard to recover) • What will you discuss in this essay? 		
Paragraph 1 <ul style="list-style-type: none"> • What controls where biomes are located? • How do these factors show that biomes are fragile? • How do these factors show that biomes are not fragile? 		
Paragraph 2 <ul style="list-style-type: none"> • How is climate change affecting biomes? • How is climate change proving that biomes are fragile? • Is there evidence to suggest that climate change is not affecting biomes or that biomes have recovered well after being damaged? 		
Paragraph 3 <ul style="list-style-type: none"> • How are humans affecting biomes? • How does this show that biomes are fragile? • Is there evidence to suggest that humans are not affecting biomes or that biomes have recovered well after being damaged? 		
Paragraph 4 <ul style="list-style-type: none"> • Which examples of biomes have you studied? • For 2-3 biomes, show how they are fragile and / or non-fragile environments. 		
Conclusion <ul style="list-style-type: none"> • Overall, does the evidence suggest that biomes are fragile or non-fragile environments? • What makes a biome more or less fragile? 		
























French


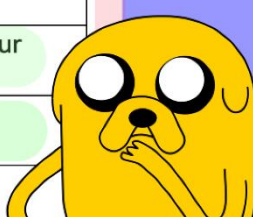
Revisit French Phonics. Then work on having a conversation with a partner of family member.

Follow link for this week's lesson.

French: Recap and conversations

<https://www.bbc.co.uk/bitesize/topics/z74gcqt/articles/zyvnm39>

1. a a / à 	2. on an / en / on 	3. k q / qu / c / k 	4. sssh ch 	5. eeuh e * 
6. ay é / er * / es / ez / et / ai* 	7. (h)er eu / oeu 	8. guh g 	9. juh ge / j 	10. nyuh gn 
11. eee i / y 	12. an in / ain 	13. au o / au / eau 	14. wa oi 	15. ooo ou 
16. grr r / rr 	17. sss s / ç / c+e / c+i 	18. t t / th 	19. (n)ew u 	<p>H is silent at the start of a word.</p> <p>French consonants at the end of words are silent except</p> <p>C, F, L, R.</p> <p>Remember</p> <p>Clear French Language Rules.</p>
20. uh un 	21. zzz z 	22. eean ien 	23. air ei /ai * è / é er* 	

	Hello!	Bonjour Salut	Good day Hi
	How are you?	Comment ça va? Ça va très bien! Ça va comme ci, comme ça. Ça va bien, merci. Ça ne va pas bien. Ça va mal.	How are you? I'm very well. So, so. Good, thank you. Not so good. Bad.
	What's your name?	Comment t'appelles-tu? Je m'appelle...	What are you called? I am called ...
	How old are you?	Quel âge as-tu? J'ai ... ans. Et toi?	What age are you? I am (have) ... years. And you?
	Colours	What is your favourite colour?	Quelle est votre couleur préférée?
	Animals	What is your favourite animal?	quel est votre animal préféré?
	Good bye	Au revoir à bientôt	Good bye See you soon

Computing

Flower generator

Web Browser Scratch 

What you will learn

- How to stamp a sprite
- How to make your own Scratch blocks
- How to use block inputs
- How to create random numbers

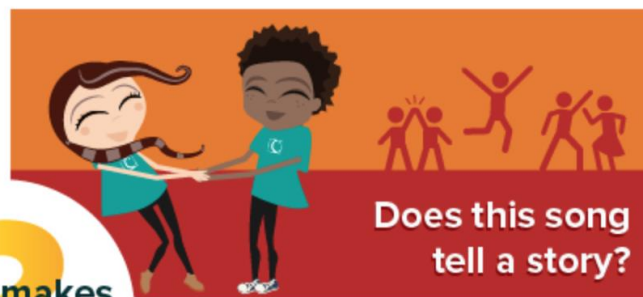
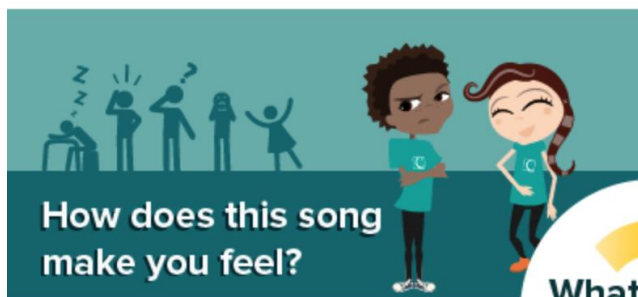
<https://projects.raspberrypi.org/en/projects/flower-generator>

Music

- Happy is a song written, produced and performed by the American singer and producer Pharrell Williams. It is also featured in the film, Despicable Me 2. Happy is from Pharrell's second album, Girl (2014).
- Happy is a Pop song that has a Soul music sound and groove from the 1960s, very much like a Motown song (see Dancing In The Street Unit of Work). A 24-hour video was made to accompany the song showing people dancing and being generally happy!
- Happy was the most successful song of 2014.

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwilnunx0cjvAhWxp3EKHVfBAxQQyCkwAHoECAIQAw&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dy6Sxv-sUYtM&usg=AOvVaw3ZfiAD8TH7BP2jEbwAgFXN>

Listen and Appraise - Happy



What makes you happy?



Did the tempo stay the same all the way through the song?



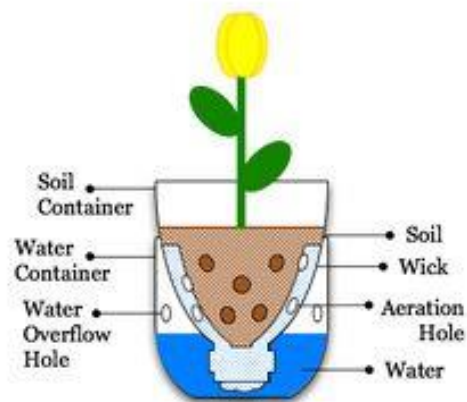
Design and Technology

Over the next few weeks, we will be researching and creating our own biomes, using what we have learnt in Geography.

Using materials and resources you can collect easily; you will create a biome of your choice.

Use your geography knowledge organiser for key words.
Hint: Search 'biome in a bottle' or 'build a desert biome' for ideas.

Record observations and write an evaluation



Day	My Observations
1	
2	
3	
4	
5	
6	
7	

Evaluation

RE

Key Vocabulary

Sikhism	One of the world's main religions.
Sikh	Someone who follows Sikhism .
Guru	Spiritual teacher.
Guru Nanak	The founder of Sikhism .
gurdwara	A Sikh place of worship.
Guru Granth Sahib	The Sikh holy text.
sargun	The belief that God is everywhere and in everything.
nirgun	The belief that God is above and beyond everything.

God is referred to by many names, including:

- Waheguru (Wonderful Teacher);
- Sath Nam (Eternal Reality);
- Akal Purakh (Eternal One).



Main Beliefs

Sikhs believe that:

- there is only one God;
- God cannot be described as either male nor female;
- God is both **sargun** and **nirgun**;
- God created the world and created people to know the difference between right and wrong;
- images of God are forbidden as is worshipping them;
- all people are equal.



Worship

Sikhs worship both in public and in private. **Sikhs** worship together in the **gurdwara**. The word **gurdwara** means 'door to the **Guru**'.

Shoes must be removed and hair covered before entering the main prayer hall to worship. Men and women sit cross-legged on opposite sides, facing the **Guru Granth Sahib**.

Sri Harmandir Sahib

The Sri Harmandir Sahib is also known as the Golden Temple. It is located in Amritsar, India. Its doors open from all sides to welcome people of all faiths.



Key Vocabulary

Nam Japna	The duty of keeping God in mind at all times.
Kirt Karna	The duty of earning an honest living and avoiding crime, begging and gambling.
Vand Chhakna	The duty of giving to charity and caring for others.
shabads	Sacred hymns in the Guru Granth Sahib .

The Ten Gurus

There were ten **Gurus** who spread God's message:

Guru Nanak, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, Guru Hargobind, Guru Har Rai, Guru Harkrishan, Guru Tegh Bahadur and Guru Gobind Singh.

Symbols

The Khanda is the main symbol of **Sikhism**. The Ik Onkar means 'there is only one God'.



The Guru Granth Sahib

The **Guru Granth Sahib** is the **Sikh** holy book. It contains the messages of all the **Gurus**. It is covered by a rumala when not in use.

The chaur is made from yak's hair. It is waved over the **Guru Granth Sahib** as a sign of respect.

The **Guru Granth Sahib** contains 5867 **shabads**, which were written by six of the ten **Gurus**. They are known as Gurbani (the word of the **Gurus**). The introduction includes the 'Mool Mantar', which contains all the important **Sikh** beliefs.

The 5 Ks

Kesh: **Sikhs** leave hair uncut to show obedience to God.

Kangha: A wooden comb that helps **Sikhs** to keep their hair in place.

Kara: A steel bangle that reminds **Sikhs** to behave well.

Kachera: These are shorts worn as underwear.

Kirpan: A tiny sword worn by **Sikhs**.



VIDEO: <https://www.bbc.co.uk/bitesize/clips/zvn34wx>

The tenth and final Guru in the form of a person was Guru Gobind Singh, who became the Guru at only nine years old following his father's execution by the Mughals. When he was 30, Gobind Singh brought all of the Sikhs together in a big festival called Vaisakhi. Once they were all gathered, Gobind Singh asked them who was prepared to die for Sikhism.



1. What is the word that is used to describe someone who dies in defence of something they believe in?

m_____

One man put his hand up, and Gobind Singh took him into a tent. When the Guru emerged his sword was dripping with blood. He asked for another volunteer, who followed him into the tent. Again, he emerged with fresh blood on his sword. Blood was running out of the tent along the floor. Three more volunteers all offered themselves up to die for the faith.

The crowd waited to see what would happen next. After a few moments, all five men walked out of the tent, unharmed. The Guru blessed them all and declared them Panj Pyare, which means 'brotherhood of the pure'. They became the first members of a special community within Sikhism known as the Khalsa.

The Guru himself then asked to be initiated into the Khalsa. The men took a heavy, iron bowl and mixed water and sugar together, stirring it with their swords. This mixture is known within Sikhism as amrit. The Guru drank the mix, and the men sprinkled his eyes and hair with it. This is the same ceremony that Sikhs today follow before they are initiated into the Khalsa. Following the Amrit ceremony, Sikhs share a sweet pudding called karah parshad.



2. Complete these sentence

The tenth Guru of Sikhism was called _____



3. When did the festival of Vaisakhi take place?

- a. 169 BCE
- b. 169 CE
- c. 1699 BCE
- d. 1699 CE



4. What was special about the first men who became members of the Khalsa?



5. Take it in turns to retell the story of the festival of Vaisakhi to your partner.
Jot a story board using these boxes to help remind you of the different parts.
Make sure that you include all of the key words in bold.

After joining the Khalsa, the male Sikhs all took the same surname as the Guru: Singh (which means Lion). This showed that all Sikhs were equal. Female Sikhs all took the surname Kaur (which means princess).

After becoming members of the Khalsa, all Sikhs must wear or carry five special items. Each begins with the letter K. They are: uncut hair (known as kesh); a wooden comb (kangha); a small sword (kirpan); cotton underwear (kachera); and a simple, steel bracelet (kara). It is important to Khalsa Sikhs that each of these items has a practical use, and are not simply symbols or items used for worship.

Carrying the 5 Ks wasn't the only rule that Khalsa Sikhs must follow. Guru Gobind Singh also forbid alcohol, smoking and taking drugs. Any kind of piercings are banned, and the clothes that the Khalsa wear should be simple and plain. They were also commanded to give to charity and do good deeds, especially for the poor and needy.



6. What does the name Singh symbolise?

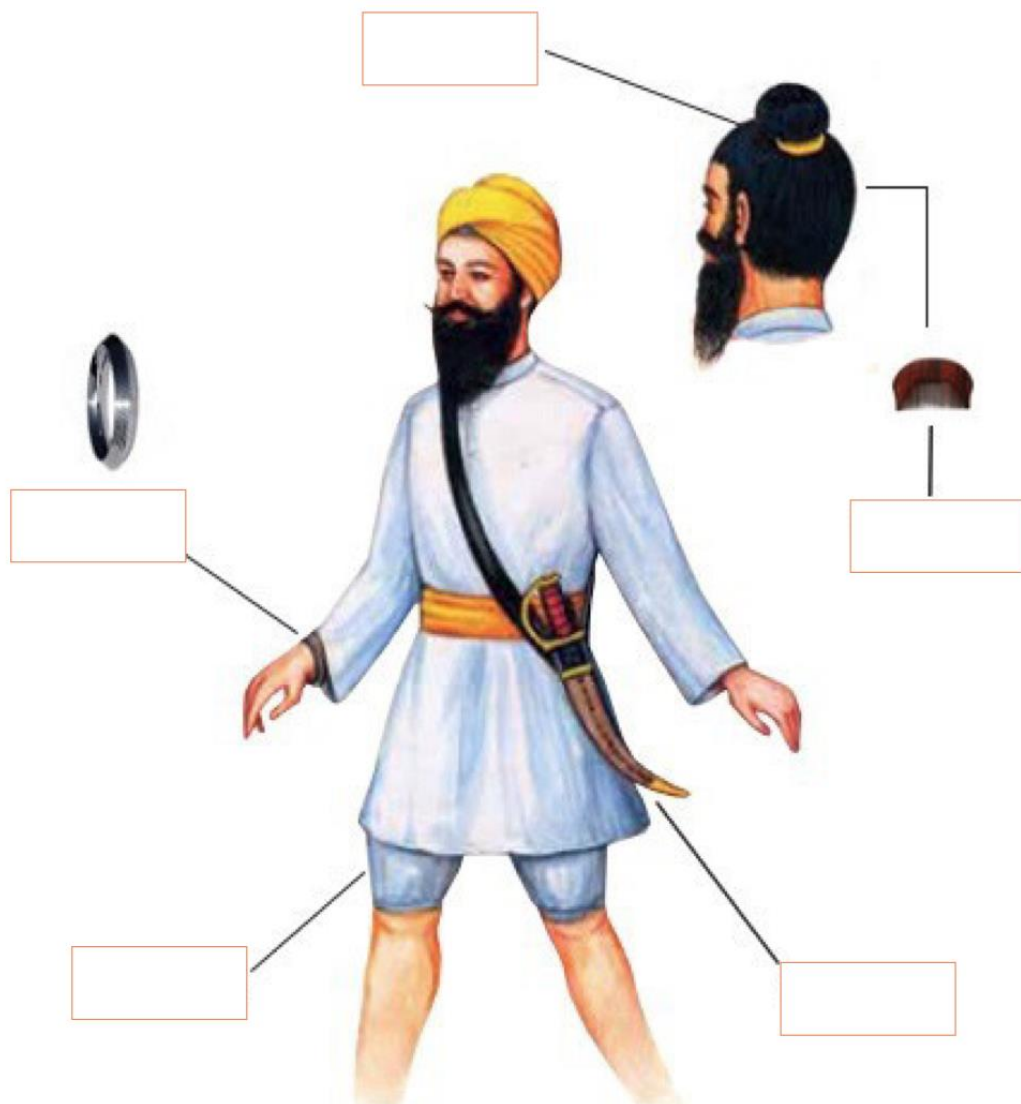


7. Match the names of these items with their descriptions.

kirpan	<p>Throughout history hair has been regarded as a symbol both of holiness and strength. One's hair is part of God's creation. Keeping hair uncut indicates that one is willing to accept God's gift as God intended it. Uncut hair symbolizes adoption of a simple life, and denial of pride in one's appearance. Not cutting one's hair is a symbol of one's wish to move beyond concerns of the body and attain spiritual maturity. A Sikh should only bow his head to the Guru, and not to a barber. It is a highly visible symbol of membership of the group. It follows the appearance of Guru Gobind Singh, founder of the Khalsa. Sikh women are just as forbid/en to cut any body hair or even trim their eyebrows, as Sikh men are forbidden to trim their beards.</p>
kachera	
kesh	<p>A symbol of restraint and gentility. A symbol that a Sikh is linked to the Guru. It acts as a reminder that a Sikh should not do anything of which the Guru would not approve. A symbol of God having no beginning or end. A symbol of permanent bonding to the community-being a link in the chain of Khalsa Sikhs (the word for link is 'kari'). It is made of steel, rather than gold or silver, because it is not an ornament or decoration.</p>
	<p>This symbolises a clean mind and body; since it keeps the uncut hair neat and tidy. It symbolises the importance of looking after the body which God has created. This does not conflict with the Sikh's aim to move beyond bodily concerns; since the body is one's vehicle for enlightenment one should care for it appropriately.</p>
kara	<p>This is a pair of breeches that must not come below the knee. It was a particularly useful garment for Sikh warriors of the 18th and 19th centuries, being very suitable for warfare when riding a horse. It's a symbol of chastity.</p>
kangha	<p>There is no fixed style of this sword and it can be anything from a few inches to three feet long. It is kept in a sheath and can be worn over or under clothing.</p> <p>This sword can symbolise:</p> <ul style="list-style-type: none">•Spirituality•The soldier part of the Soldier-Saints•Defence of good•Defence of the weak•The struggle against injustice•A metaphor for God



8. Label this image of a Khalsa Sikh, adding as much information and detail as you can.



PE

Get plenty of fresh air and exercise, if you can

An introduction to running, jumping and throwing

Children will be involved in activities introducing running stride, basic throwing actions & simple stretches as part of a cool-down. Please note this lesson will require some physical exercise and additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson. Parents and carers are responsible for supervising activities where required and for seeking medical advice in advance if your child has a medical condition that may prevent them taking part in physical activity.

<https://classroom.thenational.academy/lessons/linking-jumps-and-throwing-with-a-pulling-action-64wk8e>