

HILL WEST  
*Primary*

FOUR OAKS

# Home Learning Pack

Year 6

Week Beginning 3.5.21



## Table of Contents (clickable links)

<b>Maths</b> .....	<b>1</b>
<b>English</b> .....	<b>14</b>
<b>Science</b> .....	<b>22</b>
<b>Geography</b> .....	<i>Error! Bookmark not defined.</i>
<b>French</b> .....	<b>29</b>
<b>Computing</b> .....	<b>30</b>
<b>Music</b> .....	<b>31</b>
<b>Design and Technology</b> .....	<b>32</b>
<b>RE</b> .....	<i>Error! Bookmark not defined.</i>
<b>PE</b> .....	<b>35</b>

### 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](http://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](http://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](http://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](http://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/](http://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](http://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 3:** Ideological extremes: What causes someone to try to change the world?

**Key Text for Linked Learning:** The Journey by Francesca Sanna

**Linked Learning:** PDW/English/History

This week, Year 6 will continue their learning based on the book 'The journey' by Francesca Sanna. To prepare for their final narrative piece, the children will complete a narrative map, co-construct success criteria, consider writing ideas, techniques and grammar they will use for their independent work. The children will also be encouraged to become more independent when identifying errors in their work. They will then be editing their work looking through five lenses - spelling, punctuation, re-read, rewrites and improving.

In reading lessons, Year 6 will make comparisons within and across books and continue to practise reading aloud with intonation that shows their understanding of underlying grammar and punctuation. They will explain how the contexts in which texts are written and read contribute to meaning, as with our key text, it is important they understand the authorial intent. As well as revisiting all their previous learning, explicit punctuation and grammar teaching will focus on the use of adverbials, subject, object, active and passive voice. They will deconstruct the vocabulary for the week and use synonyms, antonyms, etymology and morphology to discover the meaning and origins of more complex academic language.

In History, children will ask the question, 'Was the Treaty of Versailles fair?' Children will explore the aims of the Treaty of Versailles. Comparing the leaders who wrote the terms of the treaty, its terms and why Germany had its objections. This will enable them to analyse and explain reasons for, and results of, historical events, situations and changes. By making balanced judgements on their understanding of the historical context, children will examine the value of different interpretations of historical events and developments.

<b>Maths:</b> Children will use number facts and place value to multiply decimals by whole numbers mentally; draw rectangles with sides in the same ratio; understand that scaling up or down leaves the ratio of sides unchanged; find fractions and percentages of numbers and measures including money; use equivalence to add and subtract fractions, including mixed numbers; multiply pairs of fractions.
<b>Science:</b> In science, children will demonstrate and describe the movement of light off mirrors and plan and carry out an investigation into the reflectiveness of given materials.
<b>History:</b> See above.
<b>Computing:</b> This week, children will develop programs with sequences and simple loops, to express ideas or address a problem, decompose (break down) the steps needed to solve a problem into a precise sequence of instructions and create programs that include sequences, events, loops, and conditionals.
<b>Music:</b> The children will find out about V-A-C Moscow by Shiva Feshareki. They will perform, share and present the learning that has taken place in today's lesson.
<b>Design Technology:</b> In DT, once they have created a fully informed design, children will collaborate with their group to design a tank and create a prototype of their design, before choosing appropriate materials from a given selection. They will then apply their knowledge of circuits to design a circuit to ensure that the vehicle is motorised and moves when a switch is pressed.
<b>PDW / R.E:</b> Children will apply their learning about the Holocaust to understand that radicalisation is when a person tries to impose their extreme views and begin to recognise signs of radicalisation and begin to identify modern situations where this may take place.
<b>P.E:</b> In tennis, children will use the backhand technique to create a backhand rolling rally, developing their accuracy and control when hitting the ball.
<b>MFL:</b> In French children will learn to discuss healthy and unhealthy lifestyle choices.
<b>Vocabulary:</b> mobilisation propaganda rationing reparations delegate conscription Rhineland demilitarised objection ideology

<b>Y6 Half term 1</b>	<b>Y6 Half term 2</b>	<b>Y6 Half Term 3</b>	<b>Y6 Half Term 4</b>	<b>Y6 HalfTerm 5</b>	<b>Y6HalfTerm 6</b>
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
- Friday

## Links

Helpful <b>video</b> links White Rose Maths Hub	<a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a>
BBC Bitesize <b>Videos/guidance</b>	<a href="https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1">https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1</a>



## Multiply and divide decimals by whole numbers.

Day 1: Multiply and divide decimals by whole numbers.

List ALL the pairs of factors of 42.

Pair of factors: 6 and 7

$$6 \times 7 = 42$$

$$6 \times 0.7 = 4.2$$

$$6 \times 0.07 = 0.42$$

$$42 \div 6 = 7$$

$$4.2 \div 6 = 0.7$$

$$0.42 \div 6 = 0.07$$

If we know  $6 \times 7 = 42$ ,  
what is  $6 \times 0.7$ ?  
 $6 \times 0.07$ ? ?

What is  $42 \div 6$ ?  
So what is  $4.2 \div 6$ ?  
 $0.42 \div 6$ ? ?

Use factors 3 and 12 to  
generate a similar list of  
facts using place value,  
beginning  $3 \times 12 = 36$  ...

$$\begin{aligned} 0.36 \div 3 &= 0.12 \\ 3.6 \div 3 &= 1.2 \\ 36 \div 3 &= 12 \end{aligned}$$

$$\begin{aligned} 3 \times 0.12 &= 0.36 \\ 3 \times 1.2 &= 3.6 \\ 3 \times 12 &= 36 \end{aligned}$$

Day 1: Multiply and divide decimals by whole numbers.

Find  $3 \times 425$ , and then use  
this to work out  $3 \times 42.5$   
and  $3 \times 4.25$ .

$$\begin{aligned} 3 \times 425 &= 1275 \\ 3 \times 42.5 &= 127.5 \\ 3 \times 4.25 &= 12.75 \end{aligned}$$

Answers

Find  $126 \div 6$  and then use  
to work out  $12.6 \div 6$  and  
 $1.26 \div 6$ .

$$\begin{aligned} 126 \div 6 &= 21 \\ 12.6 \div 6 &= 2.1 \\ 1.26 \div 6 &= 0.21 \end{aligned}$$

Answers



## Multiply and divide decimals by whole numbers.

Day 1: Multiply and divide decimals by whole numbers.

$$4 \times 2.27 = 90.8$$

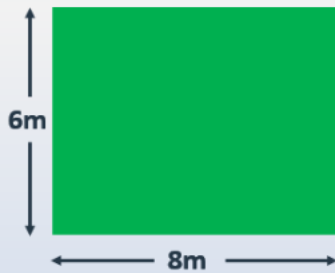
? Do you think this answer is correct?

The digits are not in the correct place around the decimal point.

What clue told you it was wrong? ?

Today's '**Top Tip for Tests**' is round to estimate when multiplying decimals as this will help you to put the digits in the correct place around the decimal point.

**Day 2: Solve ratio problems; Solve problems involving similar shapes where the scale factor is known.**

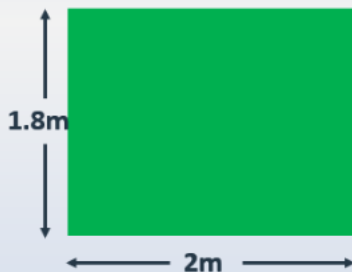


A garden designer is creating a scale drawing of a garden that is 6m by 8m. If the scale drawing is  $\frac{1}{10}$  of the real measurements, what size rectangle should she draw?

What if the scale drawing is  $\frac{1}{20}$  of the life-size garden?

If the scale is  $\frac{1}{10}$  the drawing should be 0.6m by 0.8m (or 60cm by 80cm).  
If the scale is  $\frac{1}{20}$  the drawing should be 0.3m by 0.4m (or 30cm by 40cm).

**Day 2: Solve ratio problems; Solve problems involving similar shapes where the scale factor is known.**



A flower bed is 2m by 1.8metres. What size should this be on each of the scale drawings?

If the scale is  $\frac{1}{10}$  the drawing should be 0.2m by 0.18m (or 20cm by 18cm).  
If the scale is  $\frac{1}{20}$  the drawing should be 0.1m by 0.09m (or 10cm by 9cm).

## Multiplying and dividing decimals by whole numbers

### Day 1 Sheet 1

1.  $8 \times 0.7$
2.  $0.6 \times 9$
3.  $4 \times 0.8$
4.  $0.6 \times 5$
5.  $7 \times \square = 2.8$
6.  $\square \times 3 = 2.4$
7.  $8 \times 0.04$
8.  $0.03 \times 3$
9.  $7 \times 0.04$
10.  $0.08 \times \square = 0.32$
11.  $0.48 \div 6$
12.  $0.81 \div 9$
13.  $0.45 \div \square = 0.09$
14.  $\square \times 0.5 = 3.5$
15.  $7.2 \div 6$
16.  $3 \times 1.5$
17.  $5.4 \times 3$
18.  $7 \times 12.4$
19.  $11.3 \times 6$
20.  $4 \times 2.35$

**Day 2: Solve ratio problems; Solve problems involving similar shapes where the scale factor is known.**

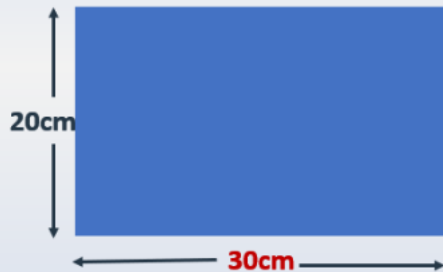


The ratio of the longer side to the shorter side of this rectangle is 2 to 1. Agree with a partner the length of the shorter side.

What are the lengths of the other sides?  
How do you know?

Draw a different rectangle such that the longer side is double the shorter side.

**Day 2: Solve ratio problems; Solve problems involving similar shapes where the scale factor is known.**



This time the longer side is  $1\frac{1}{2}$  times that of the shorter side. Agree the length of the longer sides.

We could say that the ratio is  $1\frac{1}{2}$  to 1, but we tend to use whole numbers in ratios, so we can say that the ratio of the longer side to the shorter side is 3 to 2.

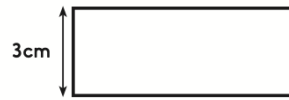
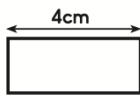
**Today's 'Top Tips for Tests' are:**

1. When solving ratio or scaling shape problems, check that the new shape looks like you have 'zoomed in or out' on a camera.
2. When calculating with ratios make sure that all the sides of a shape are multiplied or divided by the same amount (just like numerator and denominator to make an equivalent fraction).

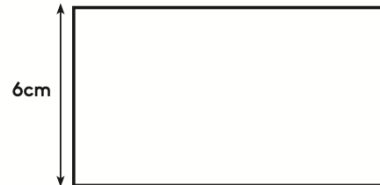
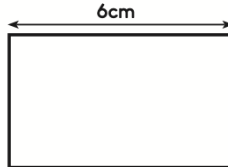
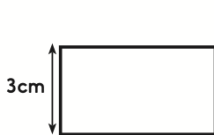
## Ratio and scale problems

### Day 2 Sheet 2

1. All these rectangles have sides with the ratio 2 to 1. Work out the length of the missing sides. The rectangles are **not** drawn to scale!



2. All these rectangles have sides with the ratio 3 to 2. Work out the length of the missing sides. The rectangles are **not** drawn to scale!



2. A designer is sketching a scale drawing of each room in a house. Each scaled down measurement should be  $\frac{1}{20}$  of the real life measurement. Write how big each room should be on the designer's sketch.

Living room

5m by 6m

Bedroom 1

4m by 5m

Kitchen

4.2m by 4.6m

Bedroom 2

4m by 3m

Bathroom

2.2m by 1.8m

Bedroom 3

2.4m by 3m

**Revision-A Unit 4**  
**Problem solving and reasoning questions**

Kate knows that  $136 \times 31 = 4216$ .

Explain how she can use this information to solve these calculations:

$$137 \times 31$$

$$136 \times 3.1$$

$$1.36 \times 31$$

$$421.6 \div 136$$

---

Steph saves £1.20 per week. How many weeks before she can buy a pair of trainers costing £48?

---

Shopping for her birthday party, Amie buys a pack of 24 cans of lemonade for £10.80.

What is the cost of each can?

---

The height of an adult can be estimated by measuring their head length then multiplying that length by 8.

Flo's dad has a head length of 22.5cm. What is his approximate height?

Flo's mum is 1.64m tall. What is her approximate head length?

---

The Blackpool Tower is 160 metres tall and 31 metres wide at its base. Ally makes a scale model of the tower.

Her model is 32 centimetres tall.

How wide is the base of her model?

---

A square of side length **a** has an area =  $16\text{cm}^2$ .

Another square, of side length **b**, has an area =  $100\text{cm}^2$ .

What is the ratio of their side lengths, **a : b**?

## Find equivalent fractions, decimals and percentages.

Day 1: Find equivalent fractions, decimals and percentages.

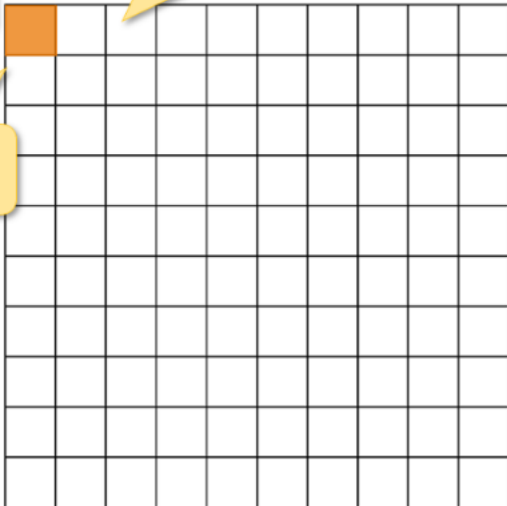
? What fraction of the big square is 1 little square?

? How can we write this as a decimal?

$\frac{1}{100} \equiv 0.01$

? What is this as a percentage of the whole square?

$\frac{1}{100} \equiv 1\%$



Day 1: Find equivalent fractions, decimals and percentages.

? What fraction is shaded now?

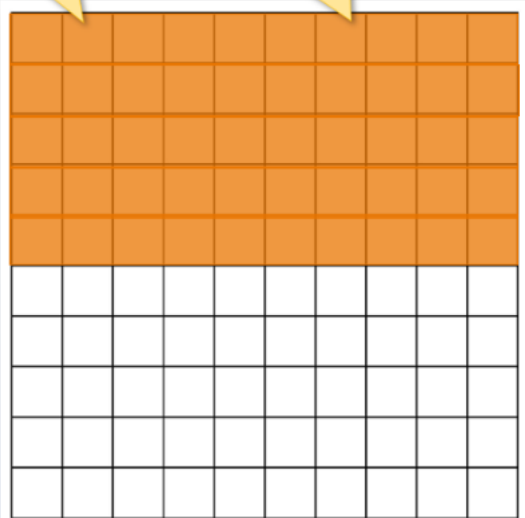
? How can we write this as a decimal?

? And as a percentage?

$\frac{10}{100}, \frac{1}{10}, 0.1, 10\%$

$\frac{2}{10}, \frac{1}{5}, 0.2, 20\%$

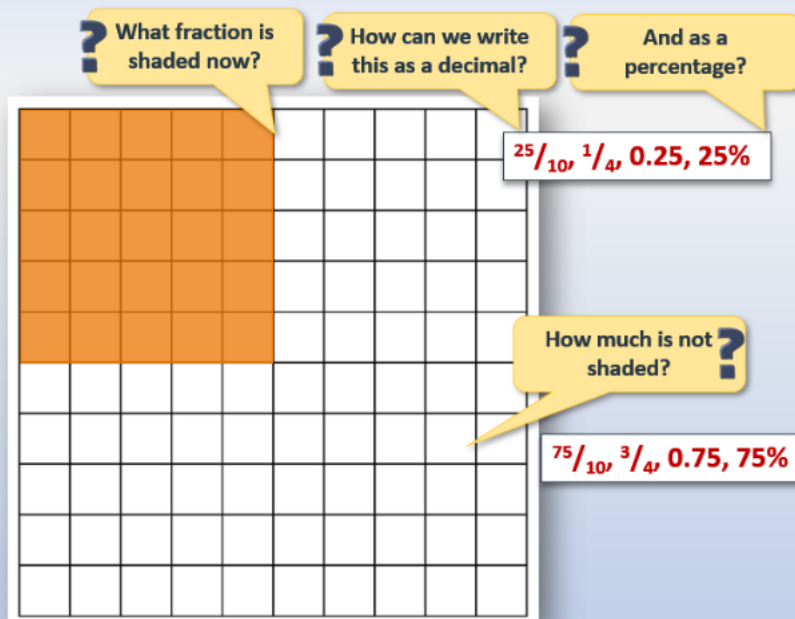
$\frac{5}{10}, \frac{1}{2}, 0.5, 50\%$



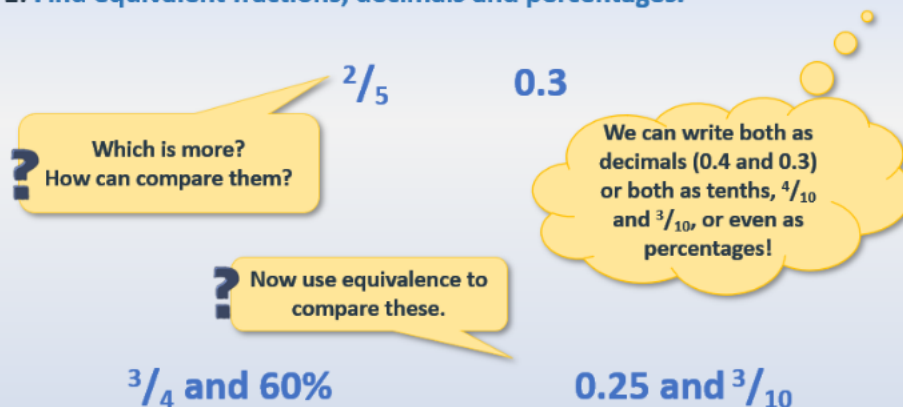


## Find equivalent fractions, decimals and percentages.

Day 1: Find equivalent fractions, decimals and percentages.



Day 1: Find equivalent fractions, decimals and percentages.



Today's 'Top Tip for Tests' is to use equivalence to compare fractions, decimals and percentages.

Now choose a practice sheet to suit you. You can select Day 1 Sheet 1 (easier) or Day 1 Sheet 2 (harder).

## Equivalent fractions, decimals and percentages

### Day 1 Sheet 2

Fill in the missing fractions, decimals and percentages.

Fraction	Decimal	Percentage
	0.5	
$\frac{1}{20}$		
	0.1	
		20%
	0.9	
		25%
$\frac{1}{8}$		

Write >, < or = between each pair.

$$\frac{1}{4} \quad 0.3$$

$$\frac{7}{10} \quad 80\%$$

$$\frac{2}{5} \quad 0.25$$

$$\frac{3}{5} \quad 60\%$$

#### Challenge

Order these amounts, smallest to biggest:

77%      1.7      0.17       $\frac{1}{7}$       1.07

## Find fractions and percentages of numbers and measures including money.

### Day 2: Find fractions and percentages of numbers and measures including money.

Find 10%, 1% and 50% of £248.

Use equivalent fractions to work these out.

$$\begin{aligned} 10\% \text{ of } £248 &= \frac{1}{10} \text{ of } £248 = £24.80 \\ 1\% \text{ of } £248 &= \frac{1}{100} \text{ of } £248 = £2.48 \\ 50\% \text{ of } £248 &= \frac{1}{2} \text{ of } £248 = £120 \end{aligned}$$

Key percentages are very useful to find other percentages.

e.g. 5% is half of 10%.  
20% is double 10%.  
21% is 20% plus 1%.

### Day 2: Find fractions and percentages of numbers and measures including money.

Would you prefer 10% of £180 or 20% of £200? ?

Would you prefer to be stung by 10% of 200 bees or 15% of 100 bees?! ?

Would you prefer to eat 50% of a 500g pizza or 25% of an 800g pizza? ?

Today's 'Top Tip for Tests' is use the equivalence with fractions to find percentages of amounts.

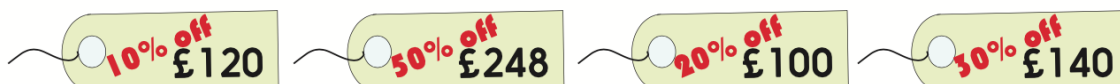
$$\begin{aligned} 10\% \text{ of } £180 &= £18; 20\% \text{ of } £200 = £40. \\ 10\% \text{ of } 200 \text{ bees} &= 20; 15\% \text{ of } 100 \text{ bees} = 15. \\ 50\% \text{ of } 500\text{g} &= 250\text{g}; 25\% \text{ of } 800\text{g} = 200\text{g}. \end{aligned}$$

Now choose a practice sheet to suit you. You can select Day 2 Sheet 1 (easier) or Day 2 Sheet 2 (harder).

## Finding fractions and percentages

### Day 2 Sheet 2

- Find 10% of £25, 340m, 46kg, 75cm.
- Find 15% of 300, 240, 160 and 248.
- Find 25% of 580km, £26, 2.8 litres and 14kg.
- Find the new prices in the summer sales.



- What is £7.50 as percentage of £10?
- What is £4 as a percentage of £5?
- What fraction of 2kg is 250g?
- A shop has offers on two sizes of packets of biscuits. Which is the best value?

£10 is 100%
£7.50 is %

£5
£4 is %

2kg



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practice\_revision\_6053\_day2

### Problem solving and reasoning questions

Write these numbers in order, starting with the smallest:

$\frac{7}{10}$ , 0.6,  $\frac{2}{5}$ ,  $\frac{50}{100}$

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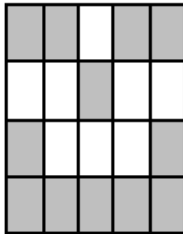
Write a fraction which is greater than 0.4 and less than 0.5.

---

Write a decimal which is greater than  $\frac{5}{8}$  and less than  $\frac{6}{8}$ .

---

What percentage of this grid is shaded?



Emilia scores 35 out of 70 in a test.

Jay scores 55% in the same test.

Who has the higher score?

Explain how you know.

---

Write these numbers in order, starting with the smallest:

0.43,  $\frac{3}{4}$ , 34%,  $\frac{4}{3}$ , 3.4


## 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! ☺

### SPaG

	<p><b>Oak National Academy</b></p> <p>Revisit your understanding of grammar and terms using the videos and resrouces.</p> <p><a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar</a></p>
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## Reading

Complete Reading Eggs Lessons daily.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

### Vocabulary

Find a word from weekly overview list 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>			

### Handwriting

2 per day

Copy a line of each then write them into sentences.

aggressive

criticise

guarantee

persuade

sufficient

amateur

curiosity

harass

physical

suggest

### Vocabulary

Look up the word in a online dictionary, look at the synonyms and its history. Use them in a sentenced linked to our current topic. Use the deconstruction grid.



mobilisation propaganda rationing reparations  
delegate conscription Rhineland demilitarised  
objection ideology



Our writing is going to be based around this book. It is about a family fleeing conflict and trying to find a safe place to live.

Using our work in class, write a narrative based around 'The Journey' text.

Use the planning sheets below to help.

Plot Points: map out the key points of your narrative.

Success criteria: set yourself some targets for each plot point (see example).

Reminders: Use Year 6 Standards and reminder page to help include all Year 6 standards.



Example

## Example

1. Feelings  
(Add description)



2. Noticing  
(Add description)



3. Punctuation



4. Complex  
Sentence



5. Repetition  
(Power of 3)



6. Personification



Use this space to set or negotiate success criteria with your class.

This is a blank planning grid for you to plan your character and plot point sequence.  
(Please decide how many plot points are needed before asking children to start planning.)

+10

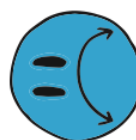
9  
8  
7  
6  
5  
4  
3  
2  
1



Character

1

2  
3  
4  
5  
6  
7  
8  
9  
-10



Character  
Lows

To understand how to use this map, please read the page titled 'Narrative Journey'.



**Capital letters at the beginning of sentences and for proper nouns:**  
Abraham is going to Spain on Tuesday.

The dog slept.

[illegible]

**Apostrophe for contraction and possession:**  
Nadra's pen wasn't working so she couldn't write.

### Paragraphs to organise ideas

**Co-ordinating conjunctions:** for, and, nor, but, or, yet, so  
**Subordinating conjunctions:** before, if, because, although,

while, when, as, even though, after

## Vocabulary and Sentence

**Modal Verbs:**  
can, could, may, might, ought, shall,  
should, will, would not

**Modal adverbs:**  
rarely, perhaps, definitely, possibly,  
occasionally, certainly, unquestionably,

**Passive voice:**  
Instead of: The snake attacked Mrs Kaur  
Use:  
Mrs Kaur **was attacked** by the snake.

Use a range of cohesive devices:  
Use pronouns: **Mr Brindley** loves playing the guitar. **He** finds interesting.

**Make your writing flow:**  
Finally... At that very moment...  
As she walked through the door...  
When she finished working...

parts of words:  
man-eating shark, vicious-looking,  
ice-cream, run-down, family-owned  
blond-haired, mid-July

**Commas for clarity:**  
An introductory phrase or clause:  
Once upon a time, there was...  
When Mr Price visited the garden, he saw...

**In noun phrases:**  
The green, sparkly, blue-eyed fish...  
**Working in pairs for parenthesis**

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**Dashes:**  
Extra information at the end of a sentence:  
It was a long wait – the longest wait I've ever had.  
Extra information in the middle of a sentence:  
The usually trusty ship – which was already

**ictures:**

**Expanded noun phrases:**

.....

"Come on, Milo!" his owner called.

"You just found it" he replied "It was

Camel-colours (.) :

# Science

Complete the following lesson.

## **What is the difference between night and day?**

In this lesson, we will be learning about the difference between night and day. You will find out how the earth turns and why night and day happen. You will need a piece of paper and a pencil.

<https://classroom.thenational.academy/lessons/what-is-the-difference-between-night-and-day-60wp2c>



History

# TWENTIETH CENTURY CONFLICT

YEAR 6





## Knowledge Organiser • Twentieth Century Conflict - World War I • Year 6

### Vocabulary

Blockade	Blocking the ports of a country with ships to stop them getting supplies.
Bolsheviks	A group of communists who overthrew the Russian monarchy in 1918.
Mobilisation	When a country prepares for war.
Schlieffen Plan	A German strategy to quickly invade France then attack Russia.
Trench Warfare	Form of fighting where two sides dig trenches opposite each other.
Propaganda	Information designed to persuade people of something, often biased or untrue.
Rationing	Limiting the amount of food or other goods people receive.
Western Front	The long line of trenches stretching from the English channel to Switzerland.
Reparations	Money to be paid by the losers after a war.

### The Two Sides

The Allied Powers/ Triple Entente	France, The United Kingdom, Russia (1914-1917), Italy (1915-1918), The USA (1917-1918), + many others
The Central Powers/ Triple Alliance	Germany, Austria-Hungary, The Ottoman Empire, Bulgaria, + others

### Important People

David Lloyd George	Prime Minister of Great Britain
Kaiser Wilhelm II	Emperor of Germany
Archduke Franz Ferdinand	Prince of Austria-Hungary
Georges Clémenceau	Prime Minister of France
Woodrow Wilson	President of the USA
Vladimir Lenin	Bolshevik leader and Head of Soviet Government
Franz Joseph I	Emperor of Austria and King of Hungary
Adolf Hitler	Austria soldier who fought on the Western Front.

### Timeline of Events

1871	After defeating France in the Franco-Prussian war, Germany unites into a great empire.
1908	Austria-Hungary annexes Bosnia, upsetting Serbia.
28 June 1914	The prince of Austria-Hungary, Archduke Franz Ferdinand, is assassinated by a Serbian Terrorist.
28 July 1914	Austria-Hungary declares war on Serbia.
30 July 1914	Russia, an ally of Serbia mobilises its army.
1 Aug 1914	Germany, an ally of Austria-Hungary, declares war on Russia.
3 Aug 1914	Germany declares war on France and invades Belgium.
4 Aug 1914	Great Britain declares war on Germany.
Sept 1914	Fighting on the Western Front begins.
7 May 1915	A German submarine sinks the Lusitania.
Sept 1915	Britain uses tanks for the first time in battle.
1 July - 8 Nov 1916	The Battle of the Somme.
6 Apr 1917	US declares war against Germany and enters WW I fighting alongside Britain and France.
4 Mar 1918	Russia signs a peace treaty with Germany after the Bolshevik revolution.
Mar-Nov 1918	A series of American led offensives drive the Germans back.
9 Nov 1918	Kaiser Wilhelm II abdicates. Two days later Germany surrenders and an armistice is signed.
28 June 1919	The victors sign the Treaty of Versailles, making Germany accept full responsibility for the war and pay billions of pounds in reparations.

## Was the Treaty of Versailles fair?



### Retrieval Practice

1. Where was the Western Front?
  - a. Between the United Kingdom and France.
  - b. Between France and Germany.
  - c. Between Russia and Germany.
  - d. Between Germany and Austro-Hungary.
  
2. Name two new weapons used in WWI?
  
3. What was the name of the passenger ship sunk by Germany?
  - a. RMS Lusitania
  - b. RMS Louisana
  - c. RMS Luisitana
  - d. RMS Lustinia
  
4. What event caused Britain to enter the war?
  - a. Germany invading Belgium.
  - b. The assassination of Archduke Franz Ferdinand.
  - c. Germany sending Russia an ultimatum.
  - d. The unification of Germany.
  
5. When did Germany sign the armistice agreement with the Allied Powers?
  - a. 11th August 1917
  - b. 11th August 1918
  - c. 11th November 1915
  - d. 11th November 1918

Term	Definition
<b>Delegate</b>	Person sent to a meeting to represent their country or organisation.
<b>Reparations</b>	Money to be paid by the defeated countries to the winning countries to pay for the damage caused by the war.
<b>Conscription</b>	When people have to join their country's army, they are given no choice.
<b>Rhineland</b>	An important area of land in between France and Germany.
<b>Demilitarised</b>	No soldiers or military activity are allowed in the area.

### The Devastation of War

The war against Germany ended with the armistice agreement on 11 November 1918. Much of the land in France and Belgium where the war had taken place had been totally devastated. Due to the introduction of modern weaponry the losses were huge, and the wounded came to around 20 million.

Due to the huge loss of life and destruction, there was a lot of ill feeling against the war and towards Germany who many blamed for the start of the war.

### Soldiers killed during the First World War

Country	Approximate Losses
British Empire	1 million
France	1.4 million
USA	100,000
Italy	500,000
Russia	2 million
Total Allied Powers	6.4 million
Austria-Hungary	1.5 million
Germany	2 million
Ottoman Empire	770,000
Total Central Powers	4.3 million



**1. Do you think people were right to blame Germany for the war?**

### The Paris Peace Conference

The first step towards peace was a meeting of the delegates of 32 countries to discuss how to preserve peace going forward. None of the defeated (losing) countries attended, and nor did Russia because it was in civil war. The main decisions were taken by the 'big three'.



The Big Three were:

- Georges Clemenceau, the President of France;
- Woodrow Wilson, the President of the USA;
- and David Lloyd George, the Prime Minister of Great Britain.

Between them, these men would decide on what punishments to give Germany, and how to stop a world war from ever happening again.



## 2. Was it a sensible decision to exclude the defeated countries from attending the Paris Peace conference?

### The Treaty of Versailles

The Treaty of Versailles was the main treaty agreed at the Paris Peace Conference. Signed on 28th June 1919, the Treaty of Versailles was intended to secure peace in Europe. It aimed to ensure that Germany could not grow as a military power again. Georges Clemenceau was keen to punish Germany as much of the fighting had happened on French soil.

Lots of land was taken away from Germany on both the west and the east sides of the country. David Lloyd George didn't think that this was a good idea, and that it could lead to future war. For example, land in the east of Germany was given to Poland, meaning 1.5 million German speaking people were placed under Polish control.

Woodrow Wilson wanted to create a 'League of Nations', which would mean lots of countries joined together to settle disputes without going to war. The League of Nations was created in 1920, but Germany wasn't allowed to be a member.



## 3. Discuss the changes to Germany and Austria-Hungary post WW1. How would these changes have impacted Germany and Austria-Hungary?

EUROPE 1914



EUROPE 1923



## 4. How might Germany have felt about these losses after the unification of Germany such a short time ago?



## Military Restrictions

It wasn't only land that was taken away from Germany. The Big Three wanted to hugely weaken the German military so that they would not be able to invade any countries to take back the land that they had lost. The following restrictions were placed on Germany's military:

- The army was limited to 100,000 men. Conscription was limited, and all weaponry was forbidden.
- The navy was limited to 15,000 men with 6 battleships and no submarines
- The Rhineland was demilitarised. This meant that no German troops were allowed within 50km of the river Rhine.



### 5. Why do you think the Rhineland was demilitarised?

Note down your answer.

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## War Guilt

Germany was forced to accept responsibility for the entire war through the following clause in the Treaty.

"The Allied governments affirm and Germany accepts responsibility of Germany and her allies for causing all the loss and damage to which the Allies have been subjected as a result of the war imposed on them by the aggression of Germany and her allies."

(Clause 231: The War Guilt Clause)



### 6. Do you think the War Guilt Clause was fair?

## Reparations

Reparations is the name given to the money that the defeated powers have to pay to the victorious powers to cover the cost of the war. This was not a new idea and in 1871 Germany had made France pay £200 million for the cost of a war.

Deciding the reparations that Germany should pay was a very difficult process because there were deep feelings of hatred and revenge. Eventually a reparations commission was set up and reparations were set at \$63 billion, with Germany being given 42 years to pay. David Lloyd George was concerned that these payments would destroy the German economy and this would be a problem for the trade across Europe.

## Germany's Objections

The German people were very upset with the terms of the Treaty of Versailles. Germany had been expected to be able to negotiate the terms but this had not been the case. The lack of negotiation led to the German people calling the Treaty the "Diktat of Versailles".

Many Germans, including Adolf Hitler, felt that since they had not been involved in drawing up the terms of the Treaty they did not have to agree to them. The Germans felt disgraced and humiliated by Clause 231, and felt they were being blamed for the Kaiser's actions. The Kaiser no longer ruled Germany which was now a democratic republic.



### 7. One of the principal aims of the Treaty of Versailles was to create 'lasting peace in Europe'. Do you think that it was likely to be successful in this aim? Why, or why not?

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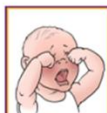









# French

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

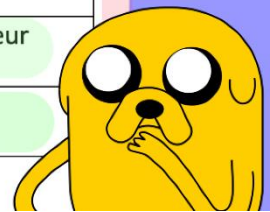
Follow link for this week's lesson.

## French: Recap and conversations

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

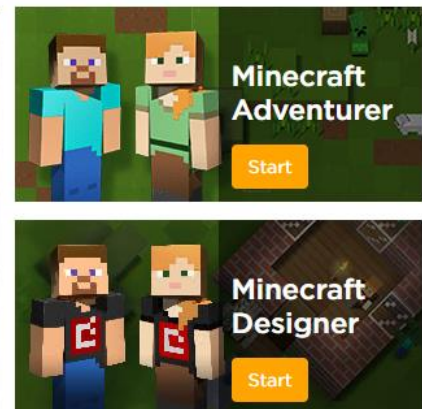
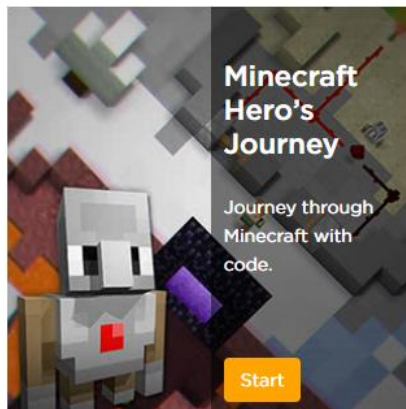
1.  <b>a</b> a / à	2.  <b>on</b> an / en / on	3.  <b>k</b> q / qu / c / k	4.  <b>ssh</b> ch	5.  <b>eeuh</b> e *
6.  <b>ay</b> é / er* / es / ez / et / ai*	7.  <b>(h)er</b> eu / oeu	8.  <b>guh</b> g	9.  <b>juh</b> ge / j	10.  <b>nyuh</b> gn
11.  <b>eee</b> i / y	12.  <b>an</b> in / ain	13.  <b>au</b> o / au / eau	14.  <b>wa</b> oi	15.  <b>ooo</b> ou
16.  <b>grr</b> r / rr	17.  <b>sss</b> s / ç / c+e / c+i	18.  <b>t</b> t / th	19.  <b>(n)ew</b> 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.  <b>uh</b> un	21.  <b>zzz</b> z	22.  <b>eean</b> ien	23.  <b>air</b> ei / ai* è / è 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

As we'll be doing Minecraft coding in school, use these Minecraft themed tutorials to practice the same skills.



<https://code.org/minecraft>



# 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

**How does this song make you feel?**

**Does this song tell a story?**

**What makes you happy?**

**What does the song make you think of?**

**How old is this piece of music?**

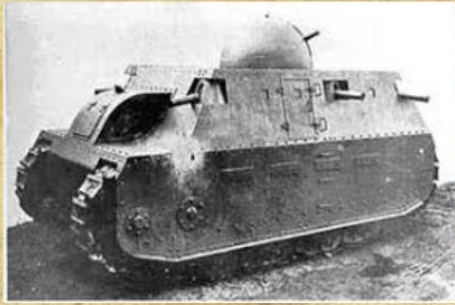
Did the tempo stay the same all the way through the song?



## Design and Technology

Over the next few weeks, we will be researching and creating our own WWI tanks.

L.O. To research the types of tanks used in WW 1.



You will use the ipads to conduct your own research into the types of models of tanks used during WW 1.

This is because you will be designing and making your own WW 1 model tanks.

You will need to use this time carefully to ensure that your model is as realistic as possible to the original tanks used.





You can make either an ally tank or German tank.

But there are certain areas you must research before you start designing.



Types of tanks.

How effective they were.

How they moved.

Special features.

What they were used for.

These are the sub-headings I would like to use in order to organise your research.

You can set this out in your books however you wish.



Use these QR codes for helpful websites



<https://www.bbc.co.uk/bitesize/clips/z2svkqt>

## 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>