

HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Week Beginning 10.5.21



Table of Contents (clickable links)

Maths	1
English	14
Science	22
Geography	<i>Error! Bookmark not defined.</i>
French	26
Computing	31
Music	31
Design and Technology	33
RE	<i>Error! Bookmark not defined.</i>
PE	33

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 4: Ideological extremes: What causes someone to try to change the world?

Key Text for Linked Learning: Winston Churchill biographies

Linked Learning: DT/History

In English linked to our history the children will have an experience day where they will be finding out about Winston Churchill. They will find out about the timeline of events that led to his famous speech. The children will be reading non-fiction texts to carry out research using VIP words and phrases to collect their research. The children will have a focus on formal language. By analysing the features of biographies, they will explore how the character and purpose of biography effects the tone and choices of the writing. They will delve into what makes a good orator, and how the techniques of the most influential people of the time were used to persuade – for good or bad.

During DT this week, children will complete the final product design of their mechanical vehicles. They will use their understanding of electronic circuits to create a motor and pulley system which will act as the drive for the vehicle. Following this, using a combination of woodworking skills, they will build a chassis, wheels and axles to attach the motor and pulleys to. From this base, they then will be able to design and build a tank shell and explore possible designs for the tracks. They will then test and evaluate their product according to their design criteria.

Maths: Children will find areas of irregular shapes by counting, including half squares; use fact about angles around a point, on a straight line and triangles to find missing angles; reflect and translate shapes in all quadrants and label the co-ordinates of the vertices; interpret bar charts, pie charts and line graphs; describe and continue a linear sequence of numbers of shapes.

Science: In Science, children will be able to explain that a human shadow has the same shape as the person casting it and independently plan and carry out an investigation into shadow size and position of a light source.

History: Children will explore Hitler's rise to power in the 1930s, about his talents as an orator, the success of his book 'Mein Kampf' and the global economic disaster in 1929.

Computing: This week, children will create programs that include sequences, events, loops, and conditionals, compare and refine multiple algorithms for the same task and determine which is the most appropriate and decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.

Music: The children will use the artist from the Inspirational Women's Timeline. They will find out about Shades Of Blue by Eska.

Design Technology: Children will use what they have learnt about pulleys, belts and motors to complete and evaluate their vehicle.

PDW / R.E: In PDW, children will learn about radicalisation and when it is when a person tries to impose their extreme views on others, and how to recognise the signs.

P.E: During this week's tennis lesson, children will practise throwing the ball in preparation for a volley, before sustaining a competitive rally with their partner.

MFL: Children will learn how to order food in a café or restaurant.

Vocabulary: constitution discontent revolution treason territory injustice economy instability reparations minority

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 HalfTerm 5	Y6 HalfTerm 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
- Friday

Links

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

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 6×0.7 ?
 6×0.07 ? ?

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 3×425 , and then use
this to work out 3×42.5
and 3×4.25 .

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

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.

$$4 \times 2.27 = 90.8$$

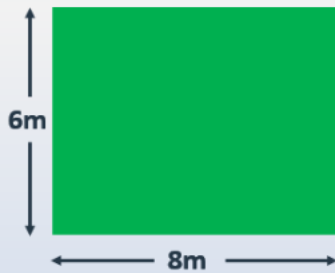
? Do you think this answer is correct?

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.

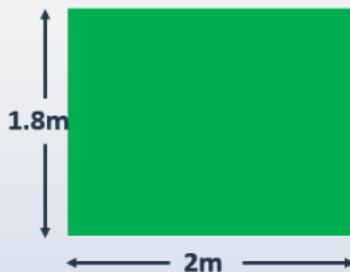


A garden designer is creating a scale drawing of a garden that is 6m by 8m. If the scale drawing is $\frac{1}{10}$ of the real measurements, what size rectangle should she draw?

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. 8×0.7
2. 0.6×9
3. 4×0.8
4. 0.6×5
5. $7 \times \square = 2.8$
6. $\square \times 3 = 2.4$
7. 8×0.04
8. 0.03×3
9. 7×0.04
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. 3×1.5
17. 5.4×3
18. 7×12.4
19. 11.3×6
20. 4×2.35

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

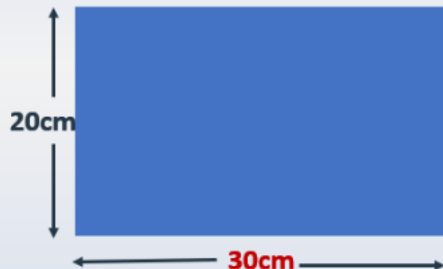


The ratio of the longer side to the shorter side of this rectangle is 2 to 1. Agree with a partner the length of the shorter side.

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.

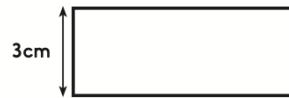
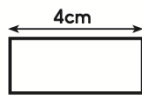
Today's 'Top Tips for Tests' are:

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).

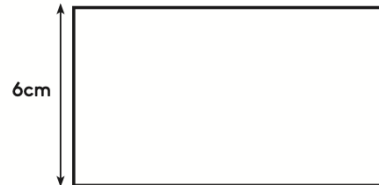
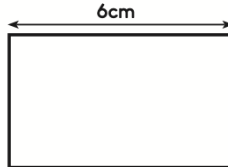
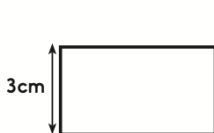
Ratio and scale problems

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 = 16cm^2 .

Another square, of side length ***b***, has an area = 100cm^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.

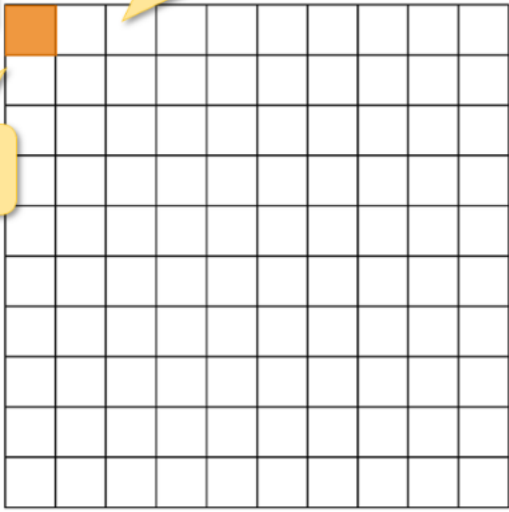
? What fraction of the big square is 1 little square?

? 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?

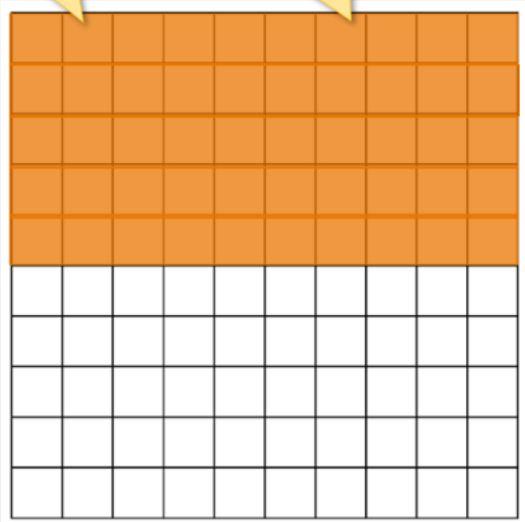
? How can we write this as a decimal?

? And as a percentage?

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

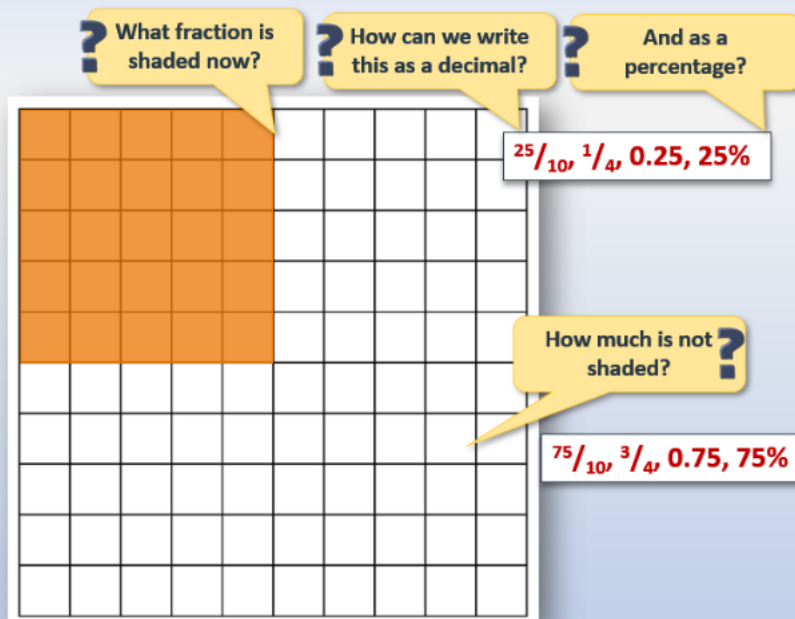
$\frac{2}{10}, \frac{1}{5}, 0.2, 20\%$

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

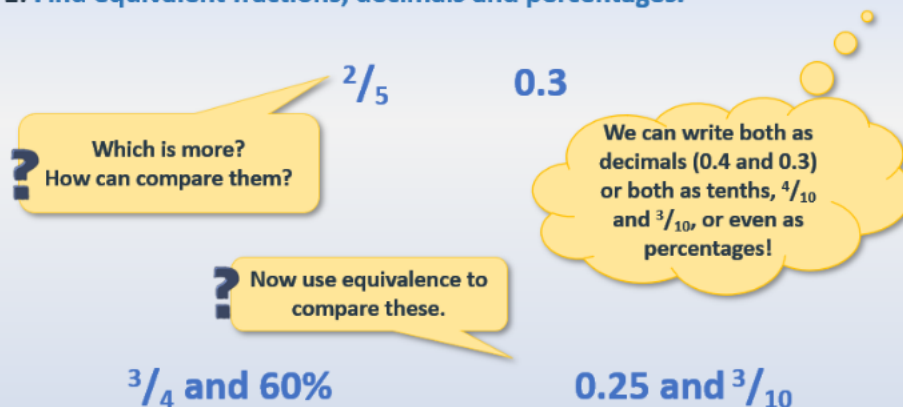


Find equivalent fractions, decimals and percentages.

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.

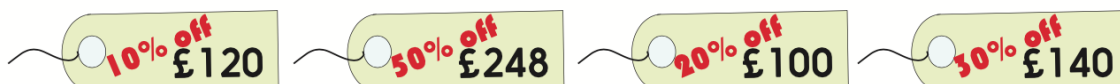
$$\begin{aligned} 10\% \text{ of } £180 &= £18; 20\% \text{ of } £200 = £40. \\ 10\% \text{ of } 200 \text{ bees} &= 20; 15\% \text{ of } 100 \text{ bees} = 15. \\ 50\% \text{ of } 500\text{g} &= 250\text{g}; 25\% \text{ of } 800\text{g} = 200\text{g}. \end{aligned}$$

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?

£10 is 100%
£7.50 is %

- What is £4 as a percentage of £5?

£5
£4 is %

- What fraction of 2kg is 250g?

2kg

- A shop has offers on two sizes of packets of biscuits. Which is the best value?



© Hamilton Trust

practice_revision_6053_day2

Problem solving and reasoning questions

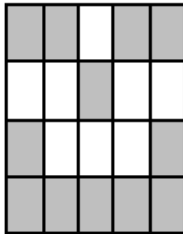
Write these numbers in order, starting with the smallest:

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

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

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.

appreciate	determined	immediate	profession	temperature
attached	develop	immediately	programme	thorough

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.

constitution discontent revolution treason territory
injustice economy instability reparations minority



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.

Independent Write Ideas

Year 6 - Story - The Journey

- **Continuation with plot:** Write the next plot points that show mum and her children's fresh start. Where do they live? Plan in the first day of school.
- **New viewpoint on the same plot:** Write the story from a different perspective.
- **Same characters/Different plot:** Write a story about a family helping other families at a local community centre who are new to the country.



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

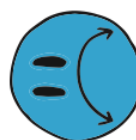
9
8
7
6
5
4
3
2
1



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'.



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:</p> <p>His eyes were like lava. (simile)</p> <p>His teeth were razor blades. (metaphor)</p> <p>The trees groaned as the wind howled between them. (personification)</p> <p>The brave, bald, brute... (alliteration)</p>	<p>Adverbs:</p> <p>beautifully, enthusiastically, patiently, ferociously, fast, cautiously</p> <p>Adjectives:</p> <p>With caution, as usual, in the kitchen...</p> <p>Fronted Adverbials:</p> <p>Firstly, he told us to turn around.</p> <p>During break time, everyone was looking at us.</p> <p>At the very end, Gary told us...</p> <p>First of all, I loved it when you were sitting on the benches.</p> <p>Consequently, graffiti is mostly in places...</p> <p>To conclude, I believe...</p> <p>Last week, we did an experiment...</p> <p>All of a sudden, Anna fell, and fell.</p> <p>Menacingly, a snow-leopard approached her, as if from nowhere.</p> <p>Determined to escape, she flung one of the boots...</p> <p>Just after we had finished our lunch, we took an interesting stroll...</p> <p>Prepositional Phrases:</p> <p>beneath the..., through the, under a..., between..., with hope..., in the..., up the...</p>	<p>Modal Verbs:</p> <p>can, could, may, might, ought, shall, should, will, would, might</p> <p>Modal adverbs:</p> <p>rarely, perhaps, definitely, possibly, occasionally, certainly, unquestionably, undoubtedly</p> <p>Passive voice:</p> <p>Instead of: The snake attacked Mrs Kaur</p> <p>Use:</p> <p>Mrs Kaur was attacked by the snake.</p> <p>Use a range of cohesive devices:</p> <p>Use pronouns:</p> <p>Mr Brindley loves playing the guitar. He finds it interesting.</p> <p>Make your writing flow:</p> <p>Finally... At that very moment...</p> <p>As she walked through the door...</p> <p>When she finished working...</p> <p>Use of hyphenated words:</p> <p>Used to join two words or to separate parts of words:</p> <p>man-eating shark, vicious-looking, ice-cream, run-down, family-owned blond-haired, mid-July</p>	<p>spelling and punctuation</p> <p>Commas for clarity:</p> <p>An introductory phrase or clause: Once upon a time, there was...</p> <p>When Mr Price visited the garden, he saw...</p> <p>Directly addressing:</p> <p>Let's eat, Mr Millington.</p> <p>Let's eat, Mr Millington.</p>	<p>Clause structures:</p> <p>Subordinate clauses can go at the beginning middle (as parenthesis) and sometimes a relative clause) and at the end of your sentences.</p> <p>Because her dad taught her lots of tricks, Miss Kemp was good at football.</p> <p>Who (whose dad had taught her lots of tricks) was good at football.</p> <p>Mrs Kemp was good at football because her dad taught her lots of tricks.</p> <p>Relative clauses link to the object of the sentence, with relative like the second example.</p> <p>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>Inverted commas and dialogue:</p> <p>Vary the way you set out dialogue, making sure it is used with purpose to move your writing on.</p> <p>Don't forget to check you have punctuated correctly.</p> <p>"Come on, Milo!" his owner called.</p> <p>"I've just found it," she replied. "It was buried under the old oak tree."</p> <p>Mrs Kaur announced: "There will be lots of homework this weekend."</p>	<p>Parenthesis</p> <p>Add extra information to a sentence:</p> <p>Barb, the oldest child in the Simpson family, was caught fighting with his classmates.</p> <p>(, , ,)</p>	
--	---	---	--	--	---	---	--

Consider the prefixes:

ab-, de-, im-, un-, over-, sub-, dis-, anti-, ex-, mid-

Consider suffixes:

-able, -ible, -ate, -cy, -er, -ed, -ing, -hood, -ice, -ly, -ness, -ous, -sion, -tise, -y

Main Homophones:

to/too/two, your/you're, there/they're

There are lots more so be sure to check

think about the 1,370 words in task.

the green, sparkly, blue-eyed fish... Working in pairs for parenthesis

Semi-colons (;): in a list where the items are more than one word:

The shopping was packed: free-range eggs for Mum; beans and cheese for Dad; and lots of sweets for me!

Connect main clauses that are closely related:

May was warm; it was pleasant. It was freezing; he was grateful for his coat.

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 running late – had encountered another

Science

Complete the following lesson.

Which materials are reflective?

In this lesson, we will be learning about reflective and non-reflective materials. We will investigate which objects are made from reflective materials and which objects are made from non-reflective materials. You will need a piece of paper and a pencil.

<https://classroom.thenational.academy/lessons/which-materials-are-reflective-6cu6cc>

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.

How did Hitler rise to power in the 1930s?



Retrieval Practice

1. Which countries were members of the central powers?
 - a. France, Germany and the Ottoman Empire
 - b. Germany, Austria-Hungary and the Ottoman Empire
 - c. Germany, Austria-Hungary and Russia
 - d. France, Great Britain and Russia

2. What did the Germans call the Treaty of Versailles?
The D_____ of V_____

3. What was the name of the French President in 1918?
G_____ C_____

4. How much money did Germany have to pay the allies in reparations?
 - a. \$6 million
 - b. \$63 million
 - c. \$6 billion
 - d. \$63 billion

5. Which 'guilt clause' stated that Germany had to take full responsibility for the war?
 - a. Clause 123
 - b. Clause 231
 - c. Clause 321
 - d. Clause 213

Term	Definition
League of Nations	An international organisation created to preserve peace
Republic	A state or country which does not have a monarchy, and instead has an elected president.
Constitution	A set of principles that guides a government or country.
Discontent	Unhappiness with the circumstances
Putsch/Revolution	An attempt to overthrow the government.
Treason	The crime of betraying your country or the leader of your country.
Territory	Land which belongs to a country.
Asocials	People who could not be part of Hitler's "People's Community"

Post World War 1 Europe

The First World War became known as 'the war to end all wars'. People had high expectations that the Treaty of Versailles and the League of Nations would ensure that the losses and devastation of WWI would not be repeated. The Treaty, however, created lasting anger and outrage in Germany.

The sense of injustice would have a significant impact on German foreign and domestic policy, and there were many calls by Germany to revise the terms of the treaty. This led to a lot of economic and political instability across Europe after World War 1.



1. Why were Germans upset about the Treaty of Versailles?
You may want to refer back to the previous lesson.

Germany after World War One

After World War One, Germany established a new republic in January 1919 and published the 'Weimar' constitution in August 1919. Everybody hoped that this would lead to a more stable Germany. After the war the Americans also gave lots of loans to Germany to help it recover economically. This helped Germany to repay its reparations and help support its economy.



2. How did the American's help Germany recover after the war?

One of the new political parties that was established at the time of the new republic was the Nazi party, led by Adolf Hitler. The Nazi party was a Nationalist party that believed in making Germany great again.



The Swastika became the official symbol of the Nazi party and movement.

Nationalism: Is the identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.

They believed in excluding anyone who they did not feel was German. In particular, this included Jews and other minority groups. The Nazi's were very aggressive in the way they conducted themselves, and often got into arguments with other politicians.



3. Can you think of any examples of Nationalism in the world today?

Germany's Struggle

Instead of being successful – as people had hoped – the young German republic struggled. The money that Germany was paying in reparations was crippling the economy and this led to hyperinflation (when money becomes worth very little). This meant that people were very poor, there were few jobs and those jobs that did exist were poorly paid. The people of Germany suffered a lot.



4. What impact do you think hyperinflation would have had on people's lives?

Hitler's power grab

With public discontent (unhappiness) so high, Adolf Hitler saw a chance to try grab power for his party, so he organised a putsch (revolution). In November 1923, the Nazis marched into Munich. There was some gunfire, but the putsch ultimately collapsed. After the putsch Hitler was put on trial for treason.

He used the trial to spread Nazi ideas and attack the Weimar republic and as he was an impressive public speaker lots of people listened to his ideas. He was eventually sentenced to five years in prison (treason normally carried the death penalty) and in the end only served 9 months.



Hitler arriving at a Beer Hall to meet his supporters before their 'putsch'.

In prison Hitler used the time to write his book 'Mein Kampf' (My Struggle). In this book, he identified his political aims including:

- To make Germany into a Great power again
- To unite all German speaking people under his rule
- To gain territory (land) for Germany in the East to provide "living room" for the German people.

The book became a bestseller and as soon as he left prison in December 1924 he began to reorganise the party and get rid of those who opposed him. Before 1929 the Nazi party was seen as a joke by many; they were very different to the main parties and as such had little support. People were curious about his ideas but did not take him seriously. The Nazis did very badly in the elections in the 1920s.



5. Complete this sentence:

Although Hitler's book 'Mein Kampf' sold very well in the 1920s _____

The "People's Community"

Hitler also had very clear ideas about who would be part of a strong and stable Germany. He referred to people who could not be members of the "People's Community" as asocials. He classed the Germans as 'Aryans' and they became known as the "master race". Groups of people he considered to be outside of the master race included:

- Slavs in Eastern Europe
- Jewish People
- Black People
- Gypsies

The Great Depression

In 1929 the American stock market crashed and a 'Great Depression' swept across the world. The American economy collapsed, which meant that all of the money that American had loaned to Germany was no longer available and as a result the German economy also crashed.

This led to more hardship for the German people and people became desperate. They no longer thought the mainstream political parties could support them and turned to something different; the Nazis. People were desperate for hope, for someone who would do something to change their lives.



6. Why did people turn to the Nazi party after the Great Depression?

Why did people support the Nazis?

Hitler was a skilled campaigner and gave messages of hope, stability and strength to different groups of people, this meant that the Nazi party became popular very quickly after the Great Depression. He was also a highly effective public speaker.



7. What advantage would being a good public speaker have given Hitler and the Nazis?

People were so desperate that despite the party's hatred of Jews and minority groups, they supported the Nazi's anyway. They also strongly supported Hitler's anger towards the Treaty of Versailles which many people blamed for all of Germany's problems. The Nazi party was also strongly anti-communist. People were fearful of communism which they believed would further destroy the economy and jobs.

By 1933 the economy was also beginning to improve, this was because reparations had been stopped and some of the actions of the Weimar government were starting to have a positive effect. Hitler said that these improvements were entirely down to the Nazi party, even though this was not true. He claimed that the "economic miracle" was down to his leadership.



Hitler's path to dictatorship

In 1932 the Nazis won 230 seats in the election to become the single biggest party in Germany. Very quickly Hitler became chancellor which meant that he was in charge of the government and he set about establishing himself as a dictator. He passed a law called the Enabling Act which meant that he could pass any law he wanted without having to consult with other politicians. Hitler was now fully in control of Germany and could pass any law he liked without having to consult with other politicians.
























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

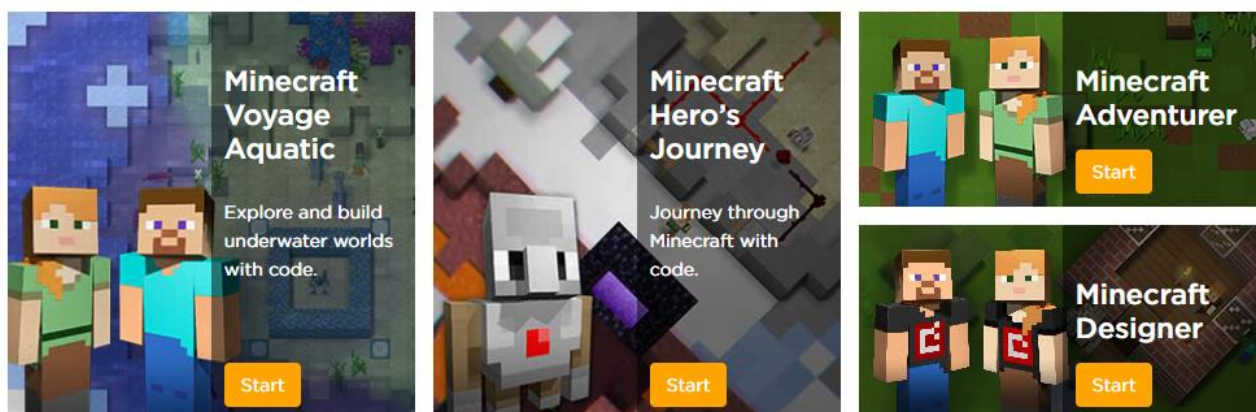
<https://www.bbc.co.uk/bitesize/topics/z74gcqt/articles/zyvnm39>

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

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



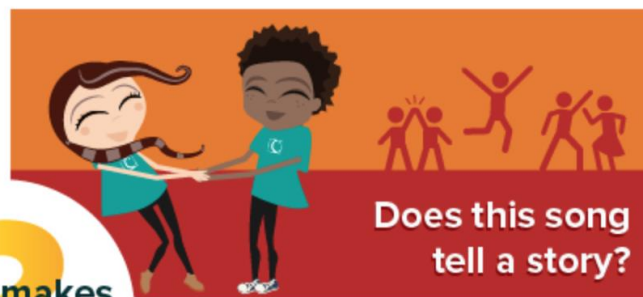
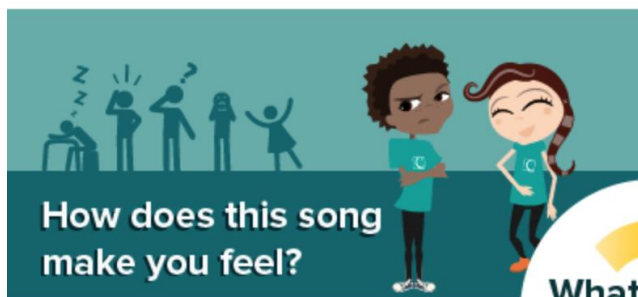
<https://code.org/minecraft>

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=2ahUKEwilnux0cjvAhWxp3EKHVfBAxQQyCkwAHoECAIQAw&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 WWI tanks. Use the website to learn about the simple machines we will use.

<https://www.dkfindout.com/uk/science/simple-machines/>

Simple machines

For thousands of years, humans have used machines to help them perform difficult tasks. Simple machines work by taking a force and making it bigger. A big force working for a short time can do the same amount of work as a small force working for longer. Simple machines can help us to lift or move objects that would be too heavy to move by hand.

<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>