

HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Week Beginning 14.6.21



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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 2: Can words change the world?
Key Text for Linked Learning: No One Is Too Small To Make A Difference by Greta Thunberg
Linked Learning: English/DT/PDW
<p>This week, the children will have some special visitors from the Autin Dance Theatre who will bringing the Out of The Deep Blue puppet workshop to Hill West. Inspired by the themes of the climate emergency and the biodiversity crisis, the children will have the chance to explore five short films of each puppet – linking with their work in English, PDW and being a Rights Respecting School. As part of PDW, Year 6 will work on their Class Charter. They will explore their rights; discuss why they are important and how they may impact them differently as they move to secondary school and beyond.</p> <p>In English, the children will continue to learn about the effects of climate change and Greta Thunberg. They will analyse persuasive speeches and delve into how the author has used language and structure to contribute to the meaning and impact of their writing. Through their reading they will learn a range of tier 3 (technical) vocabulary and how to use powerful, but controlled, imagery in non-fiction writing. They will then build on their learning so far about persuasive writing and speech. They will collect facts about The Paris Agreement, which was signed by 195 countries, from ‘We Are All Greta’ and participate in structured debates to test out their persuasive devices. They will explore possible counter arguments and how they can account for these in their speeches, clarifying why the 0.5-degree difference matters. They will use powerful and attention-grabbing verbs, modal verbs and contrasting antonyms to reinforce their facts. They will end their writing with an emotive call to action in which they will argue the ramifications for their futures if no action is taken.</p>
Maths: Children will Use negative numbers in the context of temperature; calculate rises and falls in temperature; calculate differences across 0; add and subtract near multiples of powers of 10, including decimals (e.g. +/- 2.99, 3.02), and use their knowledge of the order of operations and brackets to carry out calculations.
Science: In Science, children will identify similarities and differences between animal, micro-organism and plant classifications. They will group animals, micro-organisms and plants into broad groups then subgroups according to observable features – revisiting their work on classification keys.
Geography: In Geography, children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and combine these with their understanding of countries and continents.
Design and Technology: See above.
Music: The children will listen to The Loco-Motion sung by Little Eva and You’ve Got A Friend by Carole King, they will work through a range of warm up activities and then will sing and perform the song.
Art: Children will develop their knowledge of genres, styles and traditions when producing a piece of artwork, (for example, William Morris) and recognise how it has influenced their own piece.
PDW / R.E: See above.
P.E: This week’s athletics sessions will continue to focus on sprinting. Children will revise correct sprinting techniques before evaluating a partner’s technique. They will also watch a video of themselves sprinting and suggest ways to improve it. Using this knowledge, they will then take part in relay races.
MFL: Children will learn how to talk about their favourite sports in French.
Vocabulary: Apocalyptic annihilation emit enormity disparity negating unequivocally vindication retrograde ingenious

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

Teaching revision: Day 1

Use negative numbers in the context of temperature and calculate rises and falls in temperature

Day 1: Use negative numbers in the context of temperature: Calculate rises and falls in temperature.

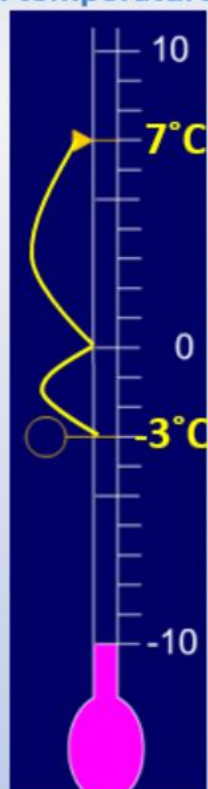


At what sort of temperature might we get ice outside? Why? ?

As water freezes at 0 degrees Celsius, the temperature will be less than this, e.g. minus 1, minus 2, etc

Which of the temperatures on this thermometer is the coldest? -10°C ?

Day 1: Use negative numbers in the context of temperature: Calculate rises and falls in temperature.



During one day it was 7°C . At night the temperature fell to minus 3°C . How many degrees has the temperature fallen? ?

How many degrees had it fallen when it got to zero? And then? ?

Teaching revision: Day 1

Use negative numbers in the context of temperature and calculate rises and falls in temperature

Day 1: Use negative numbers in the context of temperature: Calculate rises and falls in temperature.



In the morning the temperature rose from -3°C to 3°C .
How much did the temperature rise between night and morning?

?

Temperature

Day 1 Sheet 1

Day	Maximum day temperature	Minimum night temperature
Monday	5°C	-3°C
Tuesday	4°C	-2°C
Wednesday	2°C	-3°C
Thursday	-1°C	-6°C
Friday	-2°C	-4°C

1. Which was the coldest night?
2. Which was the mildest night?
3. What was the fall in temperature on Monday?
4. What was the fall in temperature on Friday?
5. Which day had the biggest drop in temperature?
6. What is the difference between the mildest temperature recorded during the week and the coldest?

Challenge

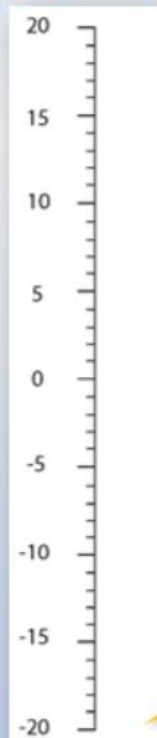
Make up two more questions for your partner to answer. Remember you must have worked out the answers as well!

Explore more Hamilton Trust Learning Materials at <https://wrht.org.uk/hamilton>

Teaching revision: Day 2

Calculate differences across 0

Day 2: Calculate differences across 0.



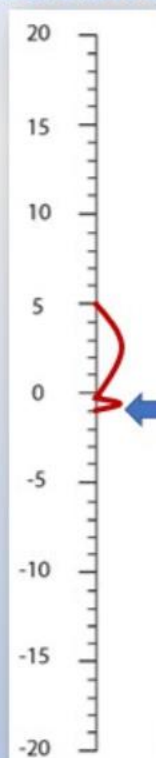
This number line has both positive and negative numbers. We can have numbers less than 0! For example, if the temperature is less than 0 or a bank account is 'overdrawn', or we are at a height/depth below sea level.

Let's count on from -20 through 0 to 20.

We can read -20 as *negative 20*. What do you think will be the next whole number, counting on in 1s? And the next?

Negative 19, negative 18, negative 17...

Day 2: Calculate differences across 0.



If we have 5 subtract 6, we'd normally say we can't do it, but we can if we use negative numbers. What do you think 5 subtract 6 is?

$$5 - 6 = -1$$

Make up some other subtractions with a negative answer.

Calculating with positive and negative numbers

Day 2 Sheet 1

1. Calculate:

- a. $-3 + 4$
- b. $-3 - 8$
- c. $-3 + 9$
- d. $3 - 11$

2. Calculate:

- a. $-6 + 6$
- b. $-6 - 6$
- c. $-6 + 11$
- d. $6 - 17$

3. Calculate:

- a. $-10 + 2$
- b. $-10 - 6$
- c. $-10 + 13$
- d. $10 - 19$

4. There were four cold winter nights in Warsaw, each followed by a warmer day. Complete the number sentences in your book calculating the temperature rises. Give answers in $^{\circ}\text{C}$.

- a. Monday: $-10 + \dots = 4$, which is a rise of $\dots^{\circ}\text{C}$.
- b. Tuesday: $-12 + \dots = 5$, which is a rise of $\dots^{\circ}\text{C}$.
- c. Wednesday: $-11 + \dots = 7$, which is a rise of $\dots^{\circ}\text{C}$.
- d. Thursday: $-7 + \dots = 11$, which is a rise of $\dots^{\circ}\text{C}$.

5. Lenny has no money, and he owes Kieran £5.

- a. Write a number to show how much money Lenny has.
- b. Lenny is given £11. Write a number sentence showing how much Lenny has now.

Challenge

Mariam owes £65 on the gas and electricity bill. She has just been paid £955 for her monthly pay.

- a. Write a number sentence for how much money Mariam has left after paying her bill.
- b. Mariam's other monthly spending comes to £908. Write a number sentence, using your answer to question a, to show how much money Mariam has by next pay day.

Teaching revision: Day 1

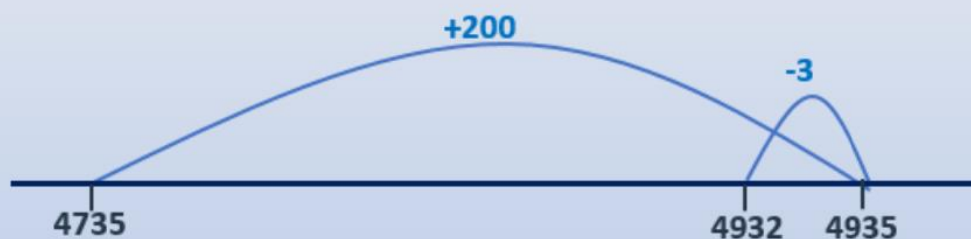
Add and subtract near multiples of powers of 10, including decimals,
e.g. ± 2.99 , 3.02

Day 1: Add and subtract near multiples of powers of 10, including decimals.

4735

197 is a 'nearly' number – it's nearly a multiple of 100. Adding and subtracting multiples of 100 is straightforward as it's just a 'place value' change.

Add 197.
Be ready to explain how you worked out the answer.



Day 1: Add and subtract near multiples of powers of 10, including decimals.

4735

Subtract 197.
Be ready to explain how you worked out the answer.



Teaching revision: Day 1

Add and subtract near multiples of powers of 10, including decimals, e.g. ± 2.99 , 3.02

Day 1: Add and subtract near multiples of powers of 10, including decimals.

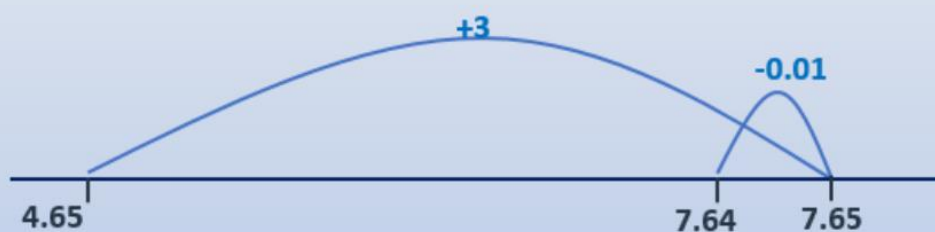
We can also use this strategy for 'nearly' numbers that are decimals.

$$465 + 299$$

$$4.65 + 2.99$$



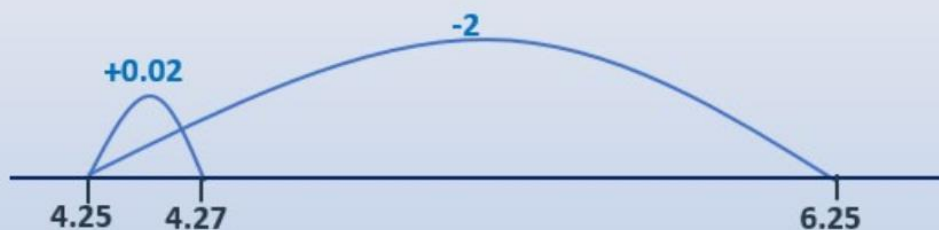
How might you calculate each one?



Day 1: Add and subtract near multiples of powers of 10, including decimals.

$$6.25 - 1.98$$

How might you solve this subtraction?



Mental addition and subtraction

Day 1 Sheet 1

1. $3478 + 1000$

2. $3478 + 999$

3. $5298 - 1000$

4. $5298 - 999$

5. $8345 + 397$

6. $7935 - 298$

7. $3458 + 1997$

8. $9768 - 2995$

9. $45,237 + 3900$

10. $57,345 - 2998$

11. $7.28 + 1.99$

12. $8.46 + 2.97$

13. $9.38 - 2.01$

14. $9.38 - 1.99$

15. $5.36 + 2.98$

16. $8.27 - 2.95$

17. $8.41 + 1.97$

18. $9.39 - 1.95$

Challenge

Choose a 3-digit number with two decimal places, then add 1.98. Draw an empty number line on your whiteboard and show the jumps needed for the calculation; rub out the number you started on. Swap boards with a partner... can they calculate your starting number? Repeat, this time subtracting 1.98.

Teaching revision: Day 2

Solve addition and subtraction multi-step word problems

Day 2: Solve addition and subtraction multi-step word problems

Visit to a theme park	£16.22
Paint balling, with set of paint balls	£15.48
Climbing session with instruction	£25.79

£100			
£16.22	£15.48	£25.79	?

First let's find the total.

Remember to leave a blank row above the answer line.

$$\begin{array}{r} £16.22 \\ £15.48 \\ +£25.79 \\ \hline 111 \\ \hline £57.49 \end{array}$$

Day 2: Solve addition and subtraction multi-step word problems

Visit to a theme park	£16.22
Paint balling, with set of paint balls	£15.48
Climbing session with instruction	£25.79

£100			
£16.22	£15.48	£25.79	?

£57.49

Now let's find how much money is left.

Frog hops 51p to £58...

... and another £42 to jump from £58 to £100.

So how much is left? Add the hops!



Bank Holiday leisure

Day 2 Sheet 1

Some families are planning activities and treats for the Bank Holiday weekend. The prices are shown below.

Activity	Adult	Child	Family Ticket
Visit to wildlife park	£18.75	£12.50	£59.90
Craft day	£15.99	£10.66	£42.40
Activity adventure	£17.23	£11.79	£53.60
Science museum	£7.62	£3.81	£20.10
Doughnut and drink	£4.79	£4.79	pay per person

Each family has a budget of £100. Work out the answers to the questions. Your teacher will tell you which ones to do.

1. How much does Rob have left after he takes himself and two children to the activity adventure?
2. Suzanne pays for herself and her three grandchildren to visit the wildlife park.
 - a. How much money does she have left?
 - b. If she had bought a family ticket how much would she have saved?
3. Hugh buys family tickets for the activity adventure and science museum.
 - a. How much money does he have left?
 - b. Later, he buys a doughnut and drink for 5 people. How much is left now?
4. Four families buy family tickets for two different activities. How much money will each family have left over?
 - a. Peterson family: wildlife park and science museum.
 - b. McCartney family: craft day and activity adventure.
 - c. Singh family: craft day and science museum.
 - d. Novak family: activity adventure and science museum.

Challenge

Louise wants to take her two boys on a day out. She says none of the family tickets will save her any money. Is she right? Show your reasoning.

Teaching revision: Day 1

Use knowledge of the order of operations and brackets to carry out calculations

Day 1: Use knowledge of the order of operations and brackets to carry out calculations.

$$4 + 3 \times 12$$

Work out the calculation working from left to right.

84

Work out the calculation working from right to left.

40

This clearly isn't helpful!
So we have a rule in maths:
multiplication and division should be done first in a calculation before addition and subtraction.

If we want the addition or subtraction to be done first we need to add brackets, because brackets are always worked out before anything else: $(4 + 3) \times 12$.

Day 1: Use knowledge of the order of operations and brackets to carry out calculations.

$$6 \times 8 \div 4$$

Work out the calculation working from left to right.

12

Work out the calculation working from right to left.

12

This time the order doesn't matter.

Work out $(6 + 4) - 3$ and $6 + (4 - 3)$.

The order doesn't matter if we only have addition and subtraction or only multiplication and division, but as soon as we mix addition/subtraction with multiplication/division the order does matter.

Teaching revision: Day 1

Use knowledge of the order of operations and brackets to carry out calculations

Day 1: Use knowledge of the order of operations and brackets to carry out calculations.

Work out $4 + 16 \div 2$ and $(4 + 16) \div 2$.



$$4 + 16 \div 2 = 12$$

$$(4 + 16) \div 2 = 10$$

The order is:

1. Brackets
2. Multiplication/division
3. Addition/subtraction

Order of operations, including brackets

Day 1 Sheet 2

Solve the following, making sure that you work out the answers to the calculations in brackets first, and then multiplication or division before addition or subtraction.

1. $(20 + 3) \times 10$

2. $20 + 3 \times 10$

3. $20 \times 3 + 10$

4. $20 \times (3 + 10)$

5. $20 \times 3 + 20 \times 10$

6. $(20 - 3) \times (20 + 10)$

7. $20 - 3 + 20 \div 10$

8. $100 \times 5 + \square = 1000$

9. $\square + 60 \div 2 = 100$

10. $50 + 250 \div \square = 100$

Challenge

Place brackets and find T, so that $9 \times T - 8 = 46$

Explore more Hamilton Trust Learning Materials at <https://wrht.org.uk/hamilton>

practice_6473


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>
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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>			

Find the components and features of the persuasive speech.



Title implies a point of view

Reasons to support the viewpoint

Facts and evidence to support reasons

Connectives to link ideas (e.g. however, therefore, furthermore)

Persuasive devices: Agreement (e.g. obviously, without doubt)

Powerful adjectives

Rhetorical questions

Conclusion to summarise and state opinion

Persuasive / Informative Speech

Our House is Burning Down!

I am standing before you today to tell you, our house is burning down!

I need you to panic, scurry, scramble. Our House is burning down and the flames need dousing now.

As stated by the Intergovernmental Panel on Climate Change (IPCC), we are only twelve years away from an apocalyptic annihilation equalling immense suffering for thousands.

The IPCC, which includes experts from around the world and reports on Climate Change, asserts that continuing to emit current levels of CO₂ into the atmosphere will result in the Earth becoming a minimum of 3 degrees warmer.

Furthermore, warming of this enormity would cause significant irreversible climate changes: stirring up storms, engulfing islands through sea level rises and spreading drought.

Our house is burning down. Although, it hasn't burnt to the ground yet. There's still time.

The Paris Agreement, which includes a number of proposals to reduce CO₂ emissions by 2020 to keep global warming to 2 degrees, has been agreed by 195 countries.

Most valuably, it recommends an ideal cap on warming levels, of 1.5 degrees.

You may be wondering why this matters. What's half a degree? Surely, 0.5 degrees doesn't make much of a difference?

I'm telling you, without disparity, it does make a difference.
If we keep global warming to 1.5 degrees, then we could minimise the danger to natural and human eco-systems.
We can thwart the creeping sea levels, saving many from forced migration.
We can save thousands of species of plants, animals, birds and insects from extinction.
We can overturn the rise in average temperatures, negating droughts and flooding in many areas.
In short, we can put out the flames and restore our home: salvage it, nurture it, treasure it.
However, we all need to alter unequivocally. Unequivocally because the human race won't survive if we continue to act in the same way.
Instead of searching for vindication, take responsibility. Instead of looking for optimism, find direction. Instead of retrograde thinking, take action.
Scientists implore us to reach zero carbon emissions by 2030.
To achieve this, we will have to instantly reduce our use of fossil fuels so that our emissions are equal to the total amount of carbon dioxide absorbed through sinks and clean renewable energy.
If use of renewable energy must increase, then we have to increase our use of renewable energy.
We need to reduce our use of fossil fuels, re-think and recycle.
We need to reimagine the global agricultural industry to conserve the ecosystem.
We need to listen to small entrepreneurs and encourage them to dream up ingenious solutions for sustainability.
I am a child. I am 11 years old. If I went around damaging your home, what would you say to me? If I continued to do this, even though I knew it was wrong, what would you do?
You would be horrified and ashamed. I am horrified and ashamed. You would ask me why I continue to behave in this way. I am asking you the same question.
It is vital that every single person helps the policy-makers to reduce our emissions.
I will do my best. Will you stand with me and the thousands of children around the world to quench climate change?
Only what we do can change our future. Let's do our best.
Our house is burning down. Quickly, help me. Let's quell the flames.

Research Greta Thunberg and create a short biography, then read the following.
Look up words you are unsure of.

Use the models to write your own paragraph.

Learning Chunk 1



Precise Verbs

Instead of looking back..

Instead of hoping...

Instead of denying...

Instead of finding problems...

Instead of ignoring...

Instead of harming..

Instead of impossibilities..



Antonyms

look forward

take action

accept responsibility

find solutions

notice and act

heal

possibilities

Instead of looking for hope, look for action.
Instead of thinking of the past, think of the future. Instead of blaming others, take responsibility.



New Paragraph Learning Chunk 2



Precise Verb

Scientists
ask

urge

press

implore

call on

request

beg

advice

recommend

demand

appeal

invite

Scientists are urging us to achieve zero carbon emissions by 2030.



Learning Chunk 3



Causes of Global Warming

Burning of fossil fuels

Carbon emissions from transport

Levels of animal farming

Rising levels of CO2

Increased deforestation

Industrial pollution



If...then statements

Example:

If deforestation needs to stop then we have to stop deforestation

Can you complete the others?

Provided sentence:

This means that we must immediately reduce our use of fossil fuels until our emissions of greenhouse gases balance the amount of carbon dioxide absorbed by forests and technology.

If the emissions have to stop then we have to stop the emissions.



Learning Chunk 1



Facts: ways to reduce our carbon footprint

1. Switch off electricity when you leave a room.
2. Walk, use public transport or car-pool.
3. Recycle old electronics.
4. Use eco-friendly alternatives to plastic bags.
5. Plant more trees.
6. Reduce water used and collect rainwater.
7. Compost food waste.
8. Unplug devices when not in use.
9. Take the stairs as often as you can.
10. Reduce paper consumption.



Modal Verbs

Must
Have to
Need to
Should

We must reduce and restrict our use of fossil fuels. We must invest in new, renewable energy initiatives. We must look for eco-friendly options wherever we can.



Learning Chunk 2



How are we hurting the Earth?

Deforestation
Ocean acidification
Rising temperatures
Plastic pollution
Extinction of species
Destroying habitats
Carbon emissions
Rising sea levels



Questions-

Imagine you are a child- what questions would you ask a parent, if you were badly behaved?

What are you going to do?
What are you going to say?
Why do you let me behave this way?

I am a child. I am ten years old. If I continue doing something that was harmful to others, what would you do? If I behaved in a way which I knew was wrong, what would you say?



Learning Chunk 3



Statements and questions

Stop what you are doing!
What are you doing?
Why are you behaving so badly?
What do you think you are doing?
Stop that this instant!
Do you realise the mess you are making?
Who do you think will tidy up your mess?

Imagine you are the parent- what would you say to the child?, what questions might you ask them?

You would tell me and expect me to stop. I am asking you to stop. You would ask me why I am behaving that way? I am asking you that same question.



Independent Writing Day 1

Writing a speech on plastic pollution.

Purpose: To generate the success criteria (lenses) for the independent write

To discuss the content of the independent write

To allocate the success criteria (lenses) to the different paragraphs of the independent Write

- Read with the completed Sentence Stack that they have collaboratively generated.
- Identify the lenses (success criteria) evident in the stack.

- Use shape Map - at the top. 'shape'(paragraph) has positive or negative intent.
- Tell the children they will be allocating one lens per paragraph to be drawn into the circles on the Shape Map.
- Agree 9 Lenses taken from the Success Criteria. *(see end of doc for suggested 9)*

Independent Writing Day 2

Purpose: To gather vocabulary to use in each paragraph

- Explain to the children that the purpose of this lesson is to collect vocabulary for their independent writing.
- Children have out their jotting sheets from the scaffolded lessons as much of the vocabulary will be transferrable to their new planning sheets.
- Re-read the plot notes on the Plot Map to remind the children what they are writing about- one paragraph at a time.
- Vocabulary will be gathered a paragraph at a time.
- Remind them of the positive/negative intent of each paragraph.
- Give them approx. 5/6 minutes to gather vocabulary for each paragraph- remembering to reference the jotting sheet from the related scaffolded lesson so the children can transfer good word choices to their new planning sheet.

Independent Writing Day 3

Purpose: To write the success criteria sentences for each paragraph

- This is the most important day in the process.
- Display the success criteria lenses on the class whiteboard.
- Revisit with the children the sentence stack in the classroom and examples of the success criteria within it.
- Children can also reference their work from the scaffolded lessons to remind them of the skills before starting.
- Children use the Plot Map to guide them on content and the required success criteria they have planned for each paragraph.
- Remind children on the negative/positive intent per paragraph to consider before writing.
- Children write 1 or 2 sentences for each success criteria.
- Children are NOT expected to write full paragraphs at this point, merely have the 'success criteria' sentences prepared in advance of 'fleshing out' the writing in a later lesson.

Independent Writing Day 4/5

Purpose: To flesh out the writing and build complete paragraphs

- Today the focus is on fleshing out the paragraphs to allow children to include additional details and skills and 'Deepen the Moment'.
- Break this task up for the children. Realistically 10 minutes per paragraph so 90 minutes for our piece.
- This is a 'neat' write. Children are not drafting, they need to recognise this is their time to do their best.
- Expectations on presentation are high, with joining as standard.
- Access to dictionaries/thesaurus' made available.
- Each plot point is a paragraph, remind children of this and need to structure accordingly on the paper.
- Paragraphs should not exceed 12 sentences.
- Gather in the completed work.

Independent Writing Day 5/6

Purpose: To respond to Teacher's Review

To edit their work

- Prior to the lesson, the work needs to have been reviewed by the teacher.
- This review identifies:

A sentence to rewrite (marked with an asterisk)

A sentence to add further detail to (marked with a Λ)

SPAG edits (Indicate at the end of the writing: number of spellings to correct, number of punctuation errors to find and number of grammatical errors to locate)

Importantly, do not indicate where these errors are as this would then not be independent.

SPAG edits are a 'reasonable' amount, not every error.

- Children are to respond to these editing requests in this lesson.
- Children are also given a small checklist of success criteria for their piece and are to check off that each criteria has been met. If not, this should be addressed in the lesson.
- Children can use peer support during this lesson.
- Use timers to keep this session pacey and enable all elements to be completed.
- Collect in the completed edited work at the end of the lesson.
- Attach to the work the success criteria check-off list the student has ticked off.

9 suggested lenses

Metaphor with repetition throughout, Scientific Fact, Emotive language, Relative Clause, Modal verbs with repetition, antonym sentences, If Conditional sentence passive/active, Questions for the reader and Direct call for action.



Science

Classification

In this lesson, we will learn about the Linnaean system for classification. Following this, we will explain why new models of classification have since been proposed.

<https://classroom.thenational.academy/lessons/classification-ccup2c>

Geography

Tools of fieldwork: maps

In this lesson we will be learning about maps. We will begin by learning about different types of maps and their purposes. Finally, we will learn how to use four and six figure grid references to find locations on a map.

<https://classroom.thenational.academy/lessons/tools-of-fieldwork-maps-cnhp8t>
























French

Revisit French Phonics. Then work on having a conversation with a partner or 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

Music

- Happy was the most successful song of 2014.

https://www.youtube.com/watch?v=eAR_Ff5A8Rk

Listen and Appraise - Happy



How does this song make you feel?

Does this song tell a story?

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?



Art

Learn about our artist for this term:

https://www.ducksters.com/biography/artists/wassily_kandinsky.php

PE

Get plenty of fresh air and exercise, if you can

Reactive jumping, and throwing with a slinging action

Children will be involved in activities including practising reactive jumping and rotational sling-throwing over varying distances. 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/reactive-jumping-and-throwing-with-a-slinging-action-cdhk2t>