

HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Week Beginning 21.6.21



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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 3: Asperger's: disability or gift?
Key Text for Linked Learning: No One Is Too Small To Make A Difference by Greta Thunberg
Linked Learning: English/PDW
This week, children will be completing their work on persuasive speeches. Once they have planned and set their own criteria for success, they will use factual, sophisticated and emotive language to write their persuasive speeches. To support their oracy skills, in reading lessons, they will draw from some of the World's famous orators – such as Martin Luther King, Barak Obama and Malala – the children will dismantle and discuss the key components of a good speech and why it is effective. In their writing, they will use appropriate linguistic choices and rhetoric to build upon what they have learnt so far. Once complete, they will be exploring how to use pace, tonal variation, projection, and pronunciation when rehearsing and delivering their speech. The class will then give each other constructive feedback. In PDW, linking to their learning about Greta Thunberg, they will explore people who have faced and overcome difficulties arising from their disabilities – and, whether this is a fair term to use. This will link to their work on being a Rights Respecting School and their learning about the importance of equity and equality in the world.
Maths: Children will use their knowledge of BODMAS and BIDMAS to perform mental calculations. This will include mixed operations using their knowledge of the order of operations & brackets. Finally, they will solve addition and subtraction multi-step problems in context, deciding which operations to use and why.
Science: In Science, the children will create a feature-led classification system and design and test out a classification key for birds, bees or butterflies.
Geography: The children will use symbols and keys on Ordnance Survey maps of the school. They will learn to use six figure grid references and use the maps to navigate the school grounds.
Computing: Children will continue to work with 3D modelling software TinkerCAD. They will explore the basics of creating, moving and manipulating shapes in a 3D environment.
Music: The children will listen to One Fine Day sung by The Chiffons 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 with instruments.
Art: Children will compare two art movements and name a famous artist associated with each (Pre-Raphaelite Brotherhood; William Morris and Expressionism; Wassily Kandinsky and Helen Frankenthaler).
PDW: See above.
P.E: Children will learn the correct shot putt technique and practise throwing it as far as possible. They will also evaluate their own and their partner's technique.
MFL: Children will learn how verbs change depending on the subject, to appreciate stories, songs, poems and rhymes in the language; in the context of finding out where people live.
Vocabulary: malevolent, contempt, spectre, begrimed, sequester, irascible, malignant, discordant, incongruous, disquieting

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

Maths

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

- Monday
- Tuesday
- Wednesday
- Thursday
- 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

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.

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 1

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. $(4 + 6) + 2$

2. $10 \times (5 - 3)$

3. $20 + (3 + 2)$

4. $(10 - 8) \times 4$

5. $4 \times 3 - 2$

6. $15 + 3 + 4$

7. $10 - 3 \times 2$

8. $10 - 6 + 3$

9. $4 + 2 \times 5$

10. $17 + 12 + 4$

Challenge

Use the digits 6, 8 and 9 once each, with any combination of operations to give answers -5 and 46. Now make 12 in three different ways...

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

practice_6473

Explore the order of operations using brackets, for example, $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$

Day 2: Explore the order of operations using brackets.

$$(12 + 3) \times 4 = 60 \quad 12 + (3 \times 4) = 24$$

Do you think the answers will be the same?

If not, which will have a greater answer?

Work out the answer to each to check.

Day 2: Explore the order of operations using brackets.

$$12 + 8 \div 4 - 2$$

Find the answer without brackets.

Now put brackets in different places. How many different answers can you find?

Remember that the order matters if we are mixing \times/\div and $+/ -$.

$$\begin{aligned}(12 + 8) \div 4 - 2 &= 3 \\ 12 + (8 \div 4) - 2 &= 12 \\ 12 + 8 \div (4 - 2) &= 10 \\ 12 + (8 \div (4 - 2)) &= 16\end{aligned}$$

This is the same answer as without brackets, because the division needs to be done first anyway.

More practice with order of operations and brackets

Day 2 Sheet 1

Solve these.

Remember the order of operations!

- $33 + 28 \div 4 - 22 =$
- $72 - 5 \times 7 + 13 =$
- $(12 + 16) \div 4 \times 5 + 1 =$
- $(7 + 13) \times (17 - 9) =$

Rewrite these number sentences. Add brackets in a different colour to make them correct.

Rewrite these number sentences. Add brackets in a different colour to make them correct.

5. $7 + 17 \div 2 - 1 = 11$

6. $5 + 56 \div 4 + 4 = 12$

7. $11 + 9 \div 4 = 54 \div 6 - 4$

8. $73 - 27 \div 3 = 11 + 5 \times 4$

Challenge

Last year, Edwin counted 16 different wildflower species in his garden. This year he has counted half as many. He decides to plant 9 new ones. Write a number sentence to show how many wild flowers will be growing there this year.

Solve multi-step word problems and use brackets to record the necessary calculations

Day 3: Solve multi-step word problems: Use brackets to record the necessary calculations.

$$78 \times 100 - 42$$

$$78 \times (100 - 42)$$

Discuss both these calculations with your partner. Remember that we find the answers to calculations in brackets first.

Which do you think will have the bigger answer?

Which number sentence goes with which problem?

There are 78 sheets of stamps. Each originally had 100 stamps but 42 on each sheet have been sold. How many stamps are left? $78 \times (100 - 42)$

There are 78 sheets of 100 stamps. In all, 42 stamps have been sold. How many are left? $78 \times 100 - 42$

Using brackets can help us to record what calculations are necessary to solve a problem and the order in which they need to be carried out.

Day 3: Solve multi-step word problems: Use brackets to record the necessary calculations.

Magda orders three books.
Each costs £3.95 and the postage and packing for each book is £1.95.
What is the total cost?

Write a number sentence using brackets to show what needs to be done.

$$3 \times (\pounds3.95 + \pounds1.95)$$

Note that $3 \times \pounds3.95 + \pounds1.95$ would mean that £1.95 would be the postage and packing for all three books!

Word problems Day 3 Sheet 1

1. Matt the baker has 8 packs of buns. He's baked 40 more and puts these into packs of 4. How many packs does he have now?
2. Sasha the baker has 8 buns left. She bakes 40 more and then puts all the buns into packs of 4. How many packs does she have?
3. Five books priced £11.99 are ordered from an internet site. Postage and packaging costs £3.95 for the total order. What is the total cost?
4. Five books are ordered from an internet site. The original price was £11.99 but they have been discounted by £3 each. The postage and packaging is free. What is the total cost?
5. Zak, his brother and his sister clean their Mum's car. She gives them £7.50 to share equally between them. He also mows the lawn and is given £3.50. How much has Zak earned?
6. The school secretary orders 36 exercise books for 57p each and 36 books for 38p each. How much will the total order cost?

Find areas and perimeters.

Day 1: Find areas and perimeters.

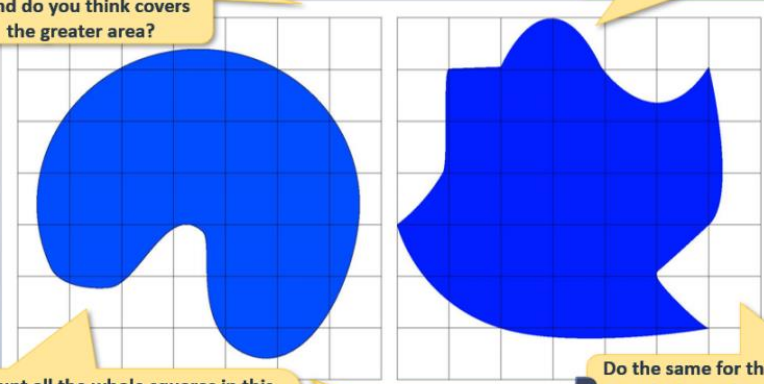
Here are two ponds. Which pond do you think covers the greater area?

It is hard to tell as they are different irregular shapes.

Count all the whole squares in this pond, then also count any squares that have half or more shaded. Ignore squares that have less than half shaded.

Each square represents a square metre. Write both areas in m^2 .

Do the same for this pond. So, which pond covers the greater area?



Day 1: Find areas and perimeters.

On cm^2 paper, draw rectangles with an area of $24cm^2$, then calculate its perimeter.

Look at the different rectangles. Remember that shapes can have the same area but different perimeters.

Now draw a rectilinear shape with an area of $24cm^2$, then calculate its perimeter.

HINT! A rectilinear shape is one made out of rectangles, e.g. an 'L' or 'T' shape.

Look at the different rectilinear shapes, all with the same area, but different perimeters.

Today's 'Top Tip for Tests' is the strategy for quickly finding a rectangle's perimeter: add two different sides and double.

What's the strategy for finding the area?

Find volumes.

Day 2: Find volumes.

Imagine a 3 by 4 by 3 cuboid made from centimetre cubes.

How many cubes are in the bottom layer? ?

How many layers are there? ?

So how many cubes altogether? ?

Each of the cubes in my cuboid is 1cm^3 , so the volume is 36cm^3 .

Remember we can use a formula to describe this efficiently: **length** \times **width** \times **height**, or **l** \times **w** \times **h** for short.

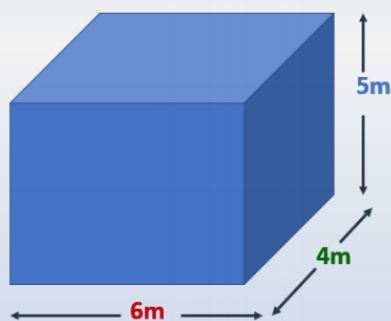
Today's 'Top Tip for Tests' is to use this formula to find the volume of cuboids. **l** \times **w** \times **h**

Volume is the amount of space taken up by the shape.

We measure volume in centimetres cubed (cm^3) or metres cubed (m^3) or millimetres cubed (mm^3) or even kilometres cubed (km^3).

When volcano Mount St Helens erupted in 1980, it ejected around 4.2 km^3 of rock and lava!

Day 2: Find volumes.

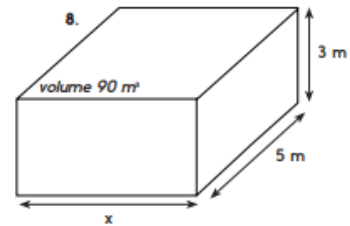
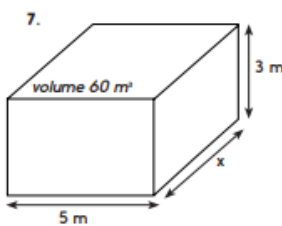
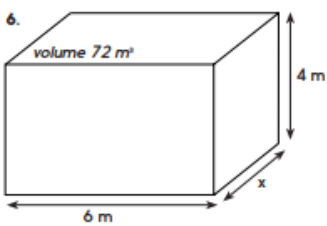
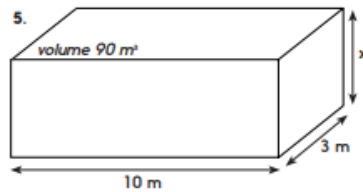
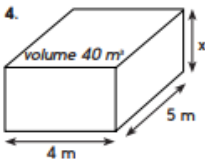
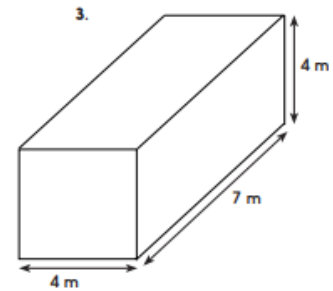
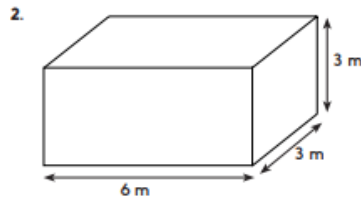
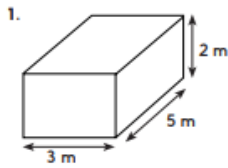


Calculate the volume in m^3 .

$$5\text{m} \times 4\text{m} \times 6\text{m} = 120\text{m}^3$$

Finding volumes of cuboids and missing dimensions

Day 2 Sheet 1



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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



Oak National Academy

Revisit your understanding of grammar and terms using the videos and resrouces.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar>

Reading

Complete Reading Eggs Lessons daily.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Vocabulary

Find a word from weekly overview list to complete the vocabulary deconstruction grid.

malevolent, contempt, spectre, begrimed,
sequester, irascible, malignant, discordant,
incongruous, disquieting

Antonyms:	Prefix:	Root word:	Suffix:
Synonyms:		Word:	Etymology:
Definition:			
Sentences:			

- Listen to Neil Gaiman talking about writing The Graveyard Book:

<https://www.bloomsbury.com/author/neil-gaiman/>

- Listen to Neil Gaiman read The Graveyard Book – Chapter 1 – 4 (1 each day)

<https://www.youtube.com/watch?v=8Jp6n1xLnvo>

Use the model, and what you have learnt, to highlight the features of the narrative writing.

They say a witch is buried here.

“It’s not a good place. Not a good place at all,” snapped Mr Owens. Bod had always been told to ‘keep away’ from that corner of the graveyard, the weed-covered wasteland just beyond the Graveyard’s border. The

Potter's Field, where nettles and brambles slithered across the floor like stray tendrils of fog encasing their secrets.

Bod, eight years old, and normally quite obedient, now lay stretched-out between two branches of his favourite apple tree examining the Potter's field below. He wanted to know. He wanted a clue. He wanted answers.

"Was there really a witch buried here?" Snap! Crack! Thud! Bod felt the branch falling away beneath him.

"Ouch!" He landed. Twigs scratching at his bare arms while the ground swallowed his feet in its squelching, slimy grasp. "What have we here?" came a voice behind him. A dry gentle voice like sand running through your fingers.

Tentatively, Bod looked up to see a girl of around fourteen or fifteen, wearing a loose-fitting slate-coloured shift dress – the colour of Mr Henman's tombstone (who had died at sea in a terrible storm), peering at him.

"You must be Bod; the live boy," she said knowingly, as she offered him her hand to help him out of the nettles, which he was inadvertently trying to swat away from his stinging arms.

"Yes," said Bod, taking her hand and feeling incredibly surprised by how warm and gentle it felt.

Her emerald green eyes examined him through inky black lashes and her face softened as she inspected a huge gashing cut running down the side of Bod's left leg. She began to dress the weeping cut with some dried heather and twine, which seemed as aged as her birth date, while Bod asked her, "Are you a witch?" She nodded, then sitting down on a small clump of grass, proceeded to tell Bod the story of how she had become buried in the Potter's field.

How they'd declared her a witch and come for her in the death of night. How the villagers pontificated with stories of rotten milk and lame horses. How they'd strapped her to the cucking-stool and forced her under the water.

"After that, they burnded me till I was right blackened, then buried me in this here hole, with nowt as a head stone to mark my name," she

finished, looking wistfully at the damp dark patch into which Bod had fallen.

"You must still have a name though, right?" questioned Bod.

"Liza Hempstock," she replied, a hint of a sadness pulling at her lips, "E.H."

As he thanked her, Bod took one last look at the tangled nettles and mound of rotting leaves that marked Liza's resting place, and headed back to the Chapel. That evening, he slept, his brow furrowed deeply. Daybreak seemed long in coming but as soon as the last tendrils of darkness had evaporated, Bod was out of the graveyard, heading to town, to Abanazer Bolger's pawnbrokers.

"If I can get a good price for this, I'll be able to get Liza the perfect headstone," he mused,... Give pupils, 'feeling the large brooch he had taken from the Crypt that morning, heavy in his pocket." Once inside, he placed the brooch on the shop counter, his eyes drawn to its guttural, fiery-red centre, which glowered like a dragon's eye purveying its prey.

Abanazer's eyes grew to mirror its huge egg-shaped size as his lips parted into a sneering smile, revealing crumbling teeth, like tombstones. His colourless skin, which was stretched tight over his face like a skull, was puckered with years of hate and greed. He picked up the jewel, his excitement palpable, as he twisted it between his burnt claws, turning it over and over.

"Come into the back room and we'll talk business," he rasped, leading Bod into a dank room with a worn-looking desk, over-flowing with papers.

Bang! Abanazer turned, locking Bod in. Lured, fooled, tricked, Bod was trapped. Frantically, Bod searched for something, anything he could use as a weapon. He grabbed a small pot of paint from the desk and hefted a coloured glass paperweight into his hands.

"Perhaps I can blind him with paint or knock him unconscious with this," hoped Bod, feeling a knot of panic form in his stomach.

"What're you going to do with those?" Liza Hempstock looked at him, unimpressed.

Bod quickly explained about Abanazer, the brooch and how he was going to buy her a head stone. She shook her head though Bod thought he noticed a smile beginning to dance at the corner of her lips, "You know never to leave the graveyard, Bod. Okay, one good turn deserves another. Take my hand!" she ordered.

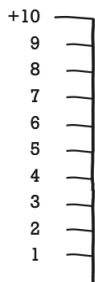
"Be slight, be wind, be glinting light, be soft, be shadows, be still of night, Now slide, now skim, now stream that roam, above, beneath, be near, be home."

Back in the graveyard, Bod closed his eyes then opened them again, unable to believe he had escaped without injury. It had been a long night.

Still, there was one more thing he needed to do. Reaching the iron railings of the Potter's field, he slipped through them and began to slash at the nettles with a small sharp gardening knife. The patch cleared, Bod took out the large glass paperweight and carefully, placed it among the clusters of purple blossoms which now revealed themselves in the shimmering sunlight. On it he wrote: E.H.A Kindness not forgotten

Find an image for a stimulus. Think of keywords you would like your horror narrative to be about. Use the Year 6 Standards, writing prompts and the grid below to plan the plots and success criteria for your own horror narrative.

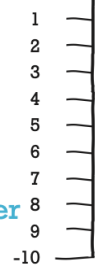
Character Highs



Character

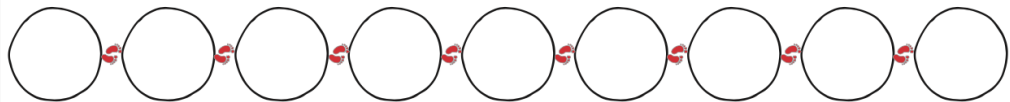


Character Lows



Narrative Map

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.)



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

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.

Please ensure that success criteria does not include examples. Please also ensure that there is no modelling or over scaffolding during the Independent Writing Teacher Sequence.



Science

Classification

In today's lesson we are going to learn how living organisms are classified. We will learn about the 5 kingdoms and then we will focus on the animal kingdom. For this lesson you will need a pencil, a piece of paper and a ruler.
[What are the different animal kingdoms? \(thenational.academy\)](#)

Geography

Tools of fieldwork: maps

In this lesson we will be learning about how to create sketch maps. We will begin by learning what a sketch map is and then look at the key steps to creating a sketch map. Finally you will use these steps to create a sketch map of the roads in your community.














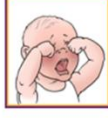









[Fieldwork: can I create a sketch map of roads in my community?](#)
[\(thenational.academy\)](#)

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
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1.  a / à	2.  an / en / on	3.  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.  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 / 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

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.

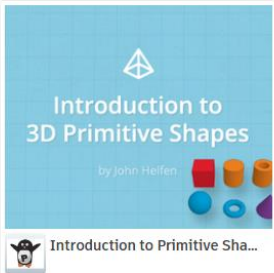
<https://classroom.thenational.academy/lessons/reactive-jumping-and-throwing-with-a-slinging-action-cdhk2t>

Computing


3D+

Starters Lessons Projects


Projects provide easy-to-follow instructions to set you on the fast path to designing in 3D.




Introduction to 3D Primitive Shapes
by John Heffen



Let's Learn Tinkercad!
by Project Ignite



Build a Tinkercad House
by John Heffen



Design the Best Wind Farm Blade: STEM Challenge
by MyStemKits

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

Join with class code.

Foxes: GU4W38MT2W8U

Otters: Z1M34RDRPFZK

Then username (given at school)

Complete Projects