HILL WEST Primary

FOUR OAKS

Home Learning Pack

Year 6

Autumn Term Week 12

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://ttrockstars.com/

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

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

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 no 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 no creating code in a range of platforms.

Contents

Tuesday

English

Tuesday 30th November
To answer questions about a non-fiction text

straits

used in reference to a situation characterized by a degree of trouble or difficulty.
"the economy is in dire straits"

parish

the smallest unit of local government, constituted only in rural areas.
"a parish councillor"

Write a line of each, focus on consistent joins and letter height.
Challenge: Write a sentence using each word correctly.

Antonyms:

Prefix:

Root word:

Suffix:

Synonyms:

Word:

immortality

Etymology:

Definition:

Sentences:

Day 1 – Page 1

Living in the Victorian Workhouse

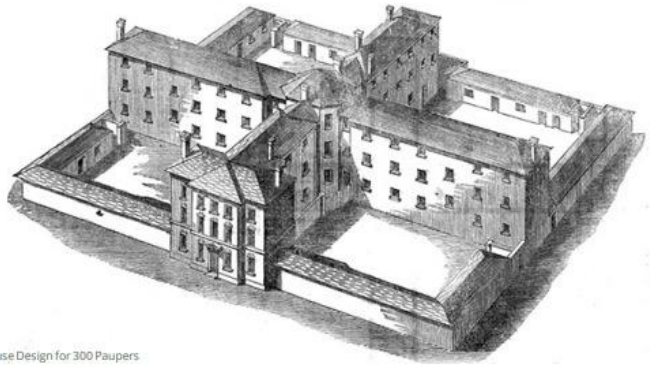
If you were very poor and homeless nowadays, where would you go for help? How many agencies and government schemes can you think of that aid those in need? In previous centuries, those who found themselves in desperate situations had very few choices.

Before the 1830s, poor aid was a parish affair. This meant that the poor were looked after by the local community. In medieval times the job usually fell to the local clergy (at an abbey or monastery for example) to help those in need. Monks would often provide alms (free food and lodgings) and medical care to the poor. With the dissolution of the monasteries by Henry VIII in the 15th century, responsibility for the poor had to be taken up by someone else. Local church parishes took on the care of such people, tried to find work for the able-bodied and provided housing for their own impoverished. From 1601, the parishes were given this responsibility through a Poor Law which required that the care be paid for by a tax on 'ratepayers' (those who owned or occupied property in the area).

The cost of caring for the poor was steep and continued to rise steadily over the next two hundred years. Some parishes experimented with ways to limit the taxpayer's bills. They began to subsidise the wages of the poorest in the community, giving them additional pay so that they could maintain their own households rather than move into parish accommodation. In other areas 'outdoor relief' became common, helping the poor to stay in their homes by giving them things they needed, such as coal or food.

As the number of poor grew, taxpayers became dissatisfied with the situation. Many saw the poor as responsible for their own impoverished situations through want of thrift, morality or care. They did not think it was right to provide care for able-bodied adults and their families. And the situation was only getting worse – with the Enclosure Acts of the late 18th century and the movement of labourers and poor farmers into the cities, the cost of feeding and housing the poor was astronomical. The cost of relieving the poor in England and Wales in 1803 was about £4 million, while in 1818, it had doubled to £8 million.

Desperate times called for desperate measures and the late Georgian period measure was the workhouse. In 1834 parliament passed the Poor Law Amendment Act (or New Poor Law as it became known). This act made it illegal to be poor, destitute and homeless in England and Wales. If anyone found themselves homeless or incapable of caring for themselves, they were to report to the local police station and to apply for a ticket to the workhouse. Those who fell on hard times were no longer to be given handouts at home. The workhouse was to be the only charitable institution in the district eligible to take in the local poor.



Workhouse Design for 300 Paupers

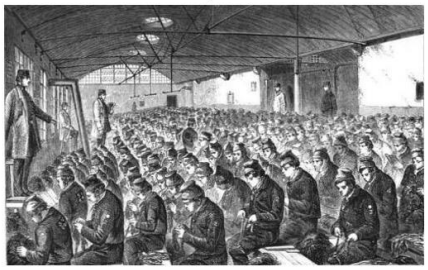
Retrieval Questions

1. What does the phrase 'able-bodied' mean?
2. Which 'Act' caused the cost of feeding the poor rise massively?
3. Who looked after the local poor people.
4. How did people gain entry into the workhouses after 1834?

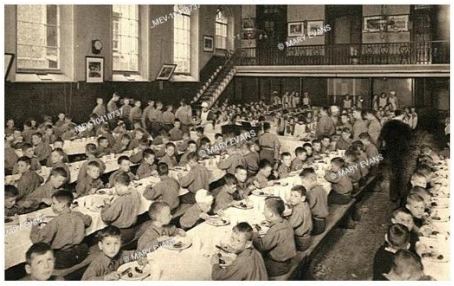
To create a setting description of a workhouse

Workhouse Dormitory

Picking oakum



Workhouse dining hall



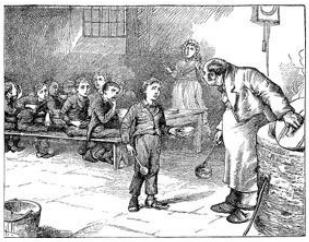
Corridors

Work in groups to create a bank of words and phrases to describe each part of the workhouse.

Challenge: add how your character might feel about each place.

Master's parlour

Punishments included withdrawing food and placing into confinement for up to 12 hours.



Art. 129. The Master may, with or without the direction of the Guardians, punish any disorderly pauper for substituting, during a time not greater than forty-eight hours, for his dinner as prescribed by the Dietary, a meal consisting of eight ounces of bread, or one pound of cooked potatoes or boiled rice, and also by withholding from him, during the same period, all butter, cheese, tea, sugar or broth, which such pauper would otherwise receive, at any meal, during the time aforesaid.

Art. 130. The Guardians may, by a special direction to be entered on the minutes, order any refractory pauper to be punished by confinement in a separate room, with or without an alteration of diet, similar in kind and duration to that prescribed in Art. 129 for disorderly paupers; but no pauper shall be so confined for a longer period than twenty-four hours, or, if it be deemed right that such pauper should be carried before a Justice of the Peace, and if such period of twenty-four hours should be insufficient for that purpose, then for such further time as may be necessary for such purpose.

Maths

Square Numbers

Square numbers

A square number is the product of multiplying a number by itself.

$1^2 = 1 \times 1 = 1$	$7^2 = 7 \times 7 = 49$
$2^2 = 2 \times 2 = 4$	$8^2 = 8 \times 8 = 64$
$3^2 = 3 \times 3 = 9$	$9^2 = 9 \times 9 = 81$
$4^2 = 4 \times 4 = 16$	$10^2 = 10 \times 10 = 100$
$5^2 = 5 \times 5 = 25$	$11^2 = 11 \times 11 = 121$
$6^2 = 6 \times 6 = 36$	$12^2 = 12 \times 12 = 144$

Cube numbers

A cube number is the product of multiplying a number by itself, then by itself again.

$1^3 = 1 \times 1 \times 1 = 1$	$7^3 = 7 \times 7 \times 7 = 343$
$2^3 = 2 \times 2 \times 2 = 8$	$8^3 = 8 \times 8 \times 8 = 512$
$3^3 = 3 \times 3 \times 3 = 27$	$9^3 = 9 \times 9 \times 9 = 729$
$4^3 = 4 \times 4 \times 4 = 64$	$10^3 = 10 \times 10 \times 10 = 1000$
$5^3 = 5 \times 5 \times 5 = 125$	$11^3 = 11 \times 11 \times 11 = 1331$
$6^3 = 6 \times 6 \times 6 = 216$	$12^3 = 12 \times 12 \times 12 = 1728$

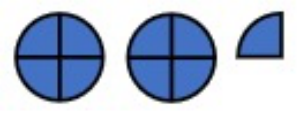
1) $2^3 + 6^2$

2) $7^3 + 2^2$

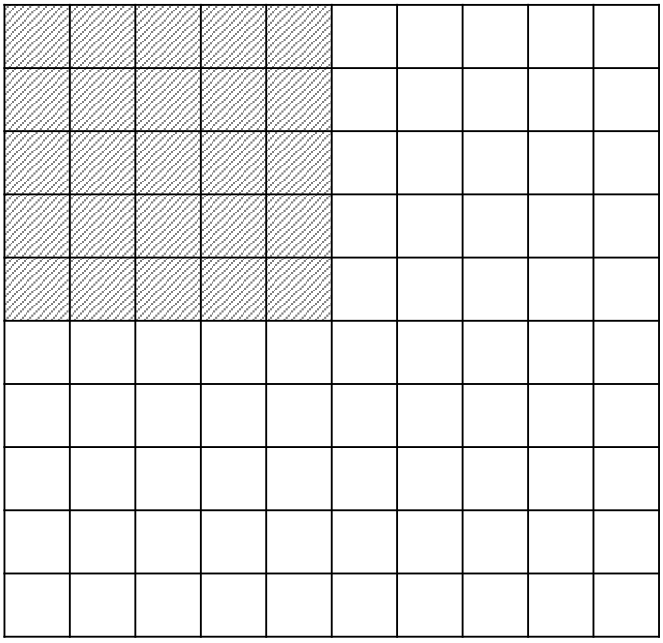
3) $3^2 + 7^3$

4) $11^2 + 10^2$

LO: To recognise fraction and decimal equivalents

What fraction is this? 	Can you write 0.4 as a fraction?
How many quarters in 2 whole ones?	Explain what a mixed number is...
Phoebe isn't sure what she's done wrong. Can you help her? $\frac{3}{4} = 0.34$	

Day 1: **Recognise fraction and decimal equivalents.**



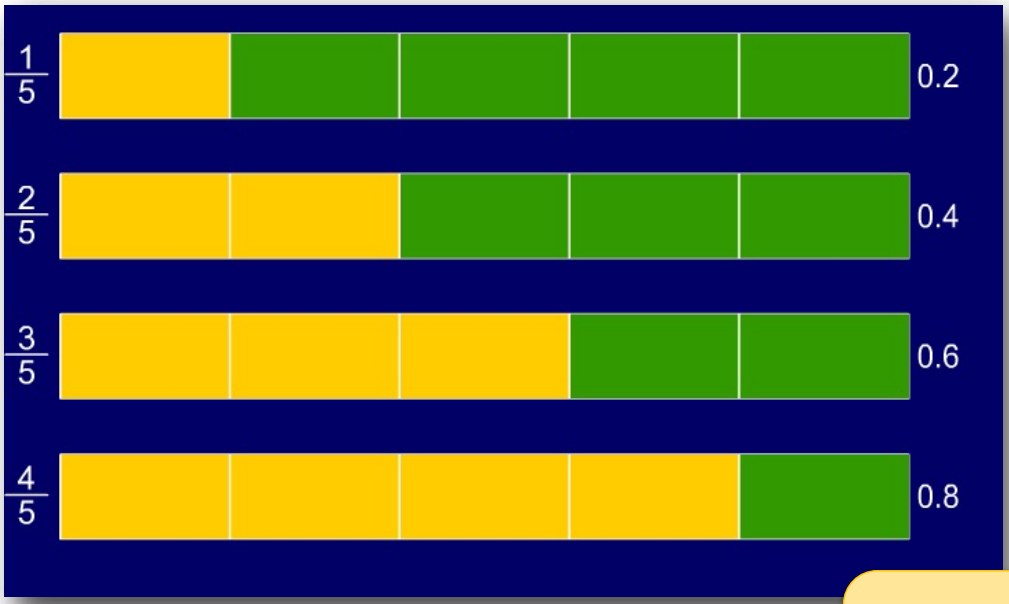
What fraction is shaded? Any other fraction? How can we write this as a decimal fraction?

$^{25}/_{100} = 0.25 = {}^{1}/_{4}$

What decimal is equivalent to $^{3}/_{4}$?

$^{75}/_{100} = 0.75 = {}^{3}/_{4}$

Day 1: **Recognise fraction and decimal equivalents.**



Look at the fractions equivalent to 0.2.

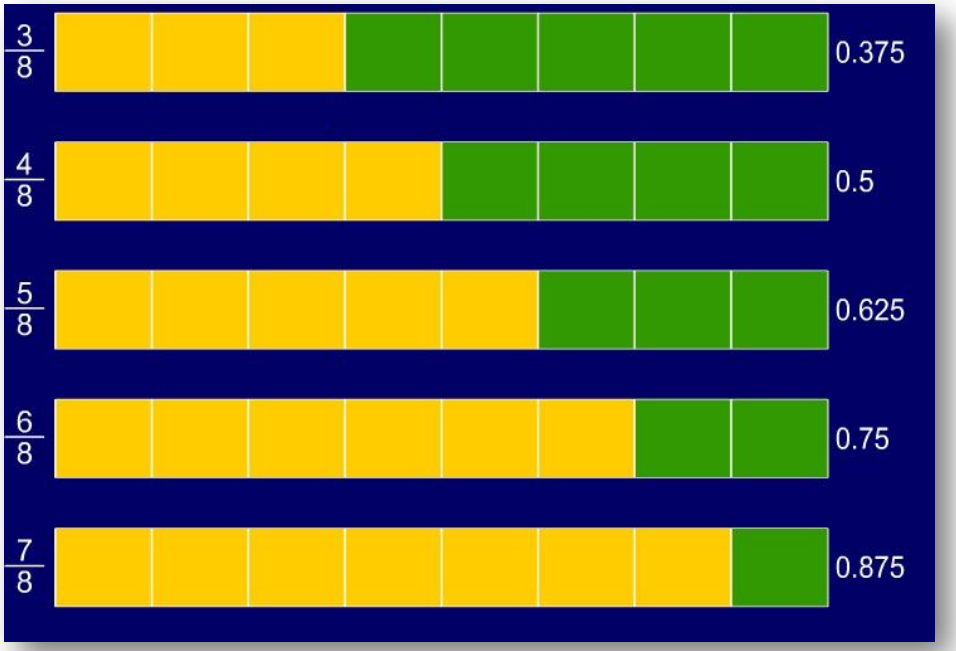
Now write the decimals equivalent to $^2/_5$, $^3/_5$ and $^4/_5$.

Day 1: **Count on and back in steps of 0.001 and 0.01.**

If $^1/_4$ is 0.25 as a decimal, how do you think we write $^1/_8$ as a decimal?
HINT! Half of 0.25 is…

0.125

Were you right?

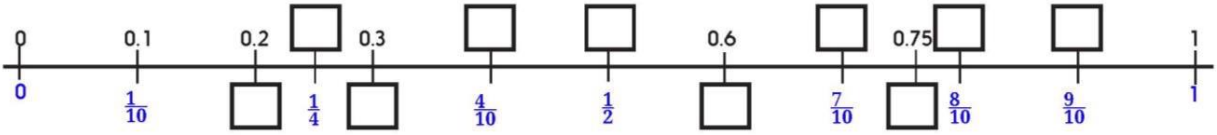


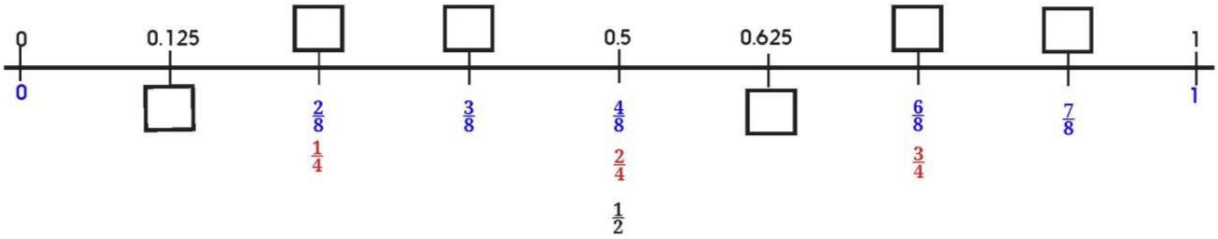
What are the other fraction-decimal equivalents for $^1/_8$s?

Equivalent fractions and decimals

Sheet 2

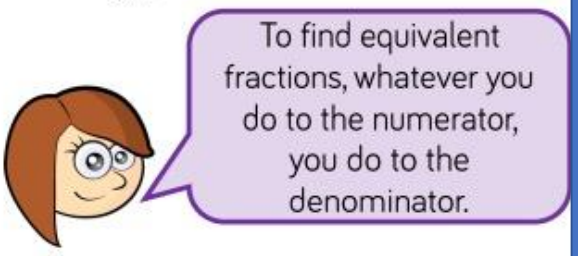
Fill in the missing fractions and decimals on these lines.





Play with a partner. Close your eyes whilst your partner covers a fraction or a decimal with a finger. Open your eyes. Can you guess what fraction or decimal is covered? If you get an answer right, score 0.1. Swap roles and repeat. Keep on playing. The first person to get a total score of 1 wins.

Rosie says,



Using her method, here are the equivalent fractions Rosie has found for $\frac{4}{8}$

$$\frac{4}{8} = \frac{8}{16} \qquad \frac{4}{8} = \frac{6}{10}$$

$$\frac{4}{8} = \frac{2}{4} \qquad \frac{4}{8} = \frac{1}{5}$$

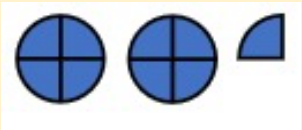
Are all Rosie's fractions equivalent?
Does Rosie's method work?
Explain your reasons.

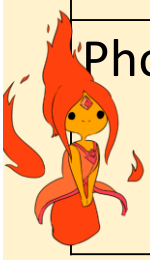
Answers at the end of today's Maths.

Retrieval Questions

1. What does the phrase 'able-bodied' mean? Able to work
2. Which 'Act' caused the cost of feeding the poor rise massively? The Enclosures Act
3. Who looked after the local poor people. The local community/ Church Parish
4. How did people gain entry into the workhouses after 1834? They would report to the local police station and apply for a ticket to work there.

LO: To recognise fraction and decimal equivalents

What fraction is this?  2 ¼	Can you write 0.4 as a fraction? 4/10 or 2/5
How many quarters in 2 whole ones? 8	Explain what a mixed number is... A mixed number contains a number and a fraction.
Phoebe isn't sure what she's done wrong. Can you help her?	$\frac{3}{4} = 0.34$



Wednesday

English

Wednesday 1st December
To retrieve information from a text.

subsidise

pay part of the cost of producing (something) to keep the selling price low.
"the government subsidizes basic goods including sugar, petroleum, and wheat"

thrift

the quality of using money and other resources carefully and not wastefully.
"the values of thrift and self-reliance"

Write a line of each, focus on consistent joins and letter height.

Challenge: Write a sentence using each word correctly.

GPS – Present continuous

Present Continuous

Present Continuous is also known as Present Progressive and describes events which are happening right now in the present moment.
e.g.

I am baking
You are baking (singular)
He/She/It is baking

We are baking
You are baking (plural)
They are baking

Jim is climbing the ladder and other children are screaming as they watch the chaos unfold.

Write your own sentence. Underline the present continuous.

Day 2 – Page 2

Many small parishes banded together to form unions which could provide these workhouses for their communities. In this way, there would be one workhouse for a radius of 10-14 miles. By building bigger, these workhouses were more cost-effective than the smaller, single parish alms houses. By 1839 there were over 600 unions in operation in England and Wales.

While the institutions were set up with charity in mind, they became little better than prisons. Since many taxpayers had complained about the giving of alms to able-bodied men and women, the workhouses were set up to function as a deterrent for indigence. There was extreme supervision within the workhouse, personal possessions were removed, and families were separated from one another. Food was minimal but (supposedly) nourishing and boring, repetitive work was provided for those able to do it.

The language of the workhouse was the same as that for a prison. Those who were forced to make the workhouse their home were labelled as 'inmates'. They were stripped of their own clothes and possessions on arrival and forcibly washed, deloused and disinfected, before being made to put on a workhouse uniform of deliberately scratchy fabric. In some areas, unmarried mothers were forced to wear a special yellow uniform as a sign of their shame.

Young families were separated with the men and women living in separate dormitories and the children living in a school wing. While mothers were supposed to be given access to any children under seven years of age at 'all reasonable times', this was not strictly adhered to. In 1843 for example, it was reported in Punch that an infant of five months had been separated from its mother apart from brief periods for feeding. Older children might be sent out to work in factories or mines or might be apprenticed away from the workhouse, losing contact with their families.

Food was another issue within the workhouse. Fare was to be invariable and purposefully coarse. The three meals a day mainly consisted of bread and porridge, with cheese, potatoes and soup added to a midday meal. Meat might be provided twice a week. The food was meant to be filling and nourishing but, in certain instances, it was found to be contaminated or completely inappropriate for human consumption. In 1846, an investigation into the Andover workhouse heard that inmates had been found chewing the marrow out of rancid bones. Initially, the celebration of feast days such as Christmas was not to be observed in workhouses. The food was to remain the same as usual. In 1847 however, the New Poor Board relaxed the restrictions and allowed for extras to be provided for the Christmas meal and on other occasions.

Workhouses in Literature

Workhouses captured the imagination of many Victorian novelists. Some of these, like Charles Dickens, wrote about the conditions in an effort to encourage social change. Perhaps the most famous example of the workhouse in literature is that in 'Oliver Twist'. Oliver grows up in the workhouse environment as an orphan, whose mother died giving birth to him after being admitted to the institution. The portrayal of Mr and Mrs Bumble and the governors of the workhouse is both comic and chilling. Their response to Oliver's plaintive cry: "Please sir, I want some more." has become one of the best-known scenes in English literature.

Other characters whose experience of the workhouse is less than enjoyable include Betty Higden in 'Our Mutual Friend' who desperately fears the workhouse and the poor Fanny Robin in 'Far from the Madding Crowd' who dies in the workhouse while pregnant and desperate. Her subsequent funeral is equally poignant. The customary death knell cannot be rung since the workhouse won't pay for it.

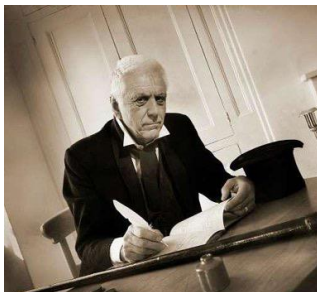
Retrieval Questions

1. Did men and women live in the same dormitories?
2. Which character from 'Far from the maddening crowd' dies in the workhouse?
3. In what year did Christmas start to be 'observed' again in the workhouses?
4. Why did Parishes 'band-together' to create larger workhouses?

To create a character description

Create the antagonist for your story – the workhouse master.

Create a map of words and phrases to describe them.



To create a character description

Appearance (how they look/dress)	**Physical characteristics (voice, walk, gaze)**
Grandiose Furrowed brow Cane – used for beating Velvet black top hat Golden waistcoat	Well-educated middle-class London accent Walks with a limp Old, hoarse voice Contemptuous glare
Emotional characteristics (personality) Pompous Meddlesome Cruel Self-importance	**Figurative language ideas (MORERAPS)** Like a ravenous vulture finding its next victim, Master Deville scans the room and affixes his contemptuous gaze on Jim – it sends a icy chill down his spine.

Maths

Square Numbers

Square numbers

A square number is the product of multiplying a number by itself.

$1^2 = 1 \times 1 = 1$	$7^2 = 7 \times 7 = 49$
$2^2 = 2 \times 2 = 4$	$8^2 = 8 \times 8 = 64$
$3^2 = 3 \times 3 = 9$	$9^2 = 9 \times 9 = 81$
$4^2 = 4 \times 4 = 16$	$10^2 = 10 \times 10 = 100$
$5^2 = 5 \times 5 = 25$	$11^2 = 11 \times 11 = 121$
$6^2 = 6 \times 6 = 36$	$12^2 = 12 \times 12 = 144$

Cube numbers

A cube number is the product of multiplying a number by itself, then by itself again.

$1^3 = 1 \times 1 \times 1 = 1$	$7^3 = 7 \times 7 \times 7 = 343$
$2^3 = 2 \times 2 \times 2 = 8$	$8^3 = 8 \times 8 \times 8 = 512$
$3^3 = 3 \times 3 \times 3 = 27$	$9^3 = 9 \times 9 \times 9 = 729$
$4^3 = 4 \times 4 \times 4 = 64$	$10^3 = 10 \times 10 \times 10 = 1000$
$5^3 = 5 \times 5 \times 5 = 125$	$11^3 = 11 \times 11 \times 11 = 1331$
$6^3 = 6 \times 6 \times 6 = 216$	$12^3 = 12 \times 12 \times 12 = 1728$

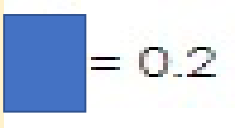
5) $3^3 + 9^2$

6) $10^2 + 2^3$

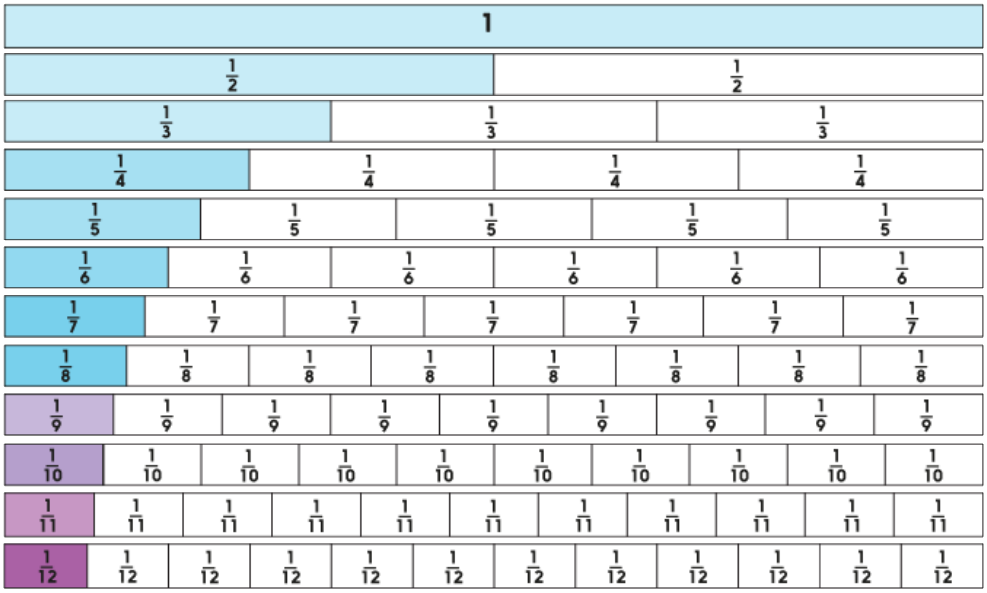
7) $5^2 + 5^3$

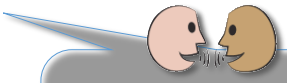
8) $8^2 + 3^3$

LO: To simplify fractions using multiples and factors.

What fraction is this? 	Can you write 0.53 as a fraction?
6/10 can be simplified to....	Explain what the word equivalent means.
Jake thinks that fractions with larger denominators are always bigger than fractions with smaller denominators.	

Day 2: **Find equivalent fractions; Simplify fractions using multiples and factors.**



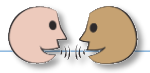


Work with a partner to find as many fractions equivalent to $^1/_3$ as you can on this fraction wall. Write them on a whiteboard.

What do you notice about your list of fractions?

If we triple both the numerator and the denominator, we end up with an equivalent fraction.
In fact, if we multiply both the numerator and denominator by any number we'll get an equivalent fraction!

Day 2: **Find equivalent fractions; Simplify fractions using multiples and factors.**



CHALLENGE!
Work in pairs to write fractions equivalent to $^1/_3$ which are not on the fraction wall.

How can you tell?

- Which of these fractions is equivalent to $^1/_3$?

  $^5/_{15}$, $^{11}/_{30}$, $^{20}/_{60}$, $^{25}/_{66}$

- $^4/_{12}$ *We can write this more simply as* $^1/_3$. *This is called writing the fraction in its* *<u>simplest form</u>*. *4 and 12 are both multiples of 4; 4 is the highest common factor of both*.
- How can we simplify $^{12}/_{18}$?
- $^{18}/_{24}$ $^{12}/_{15}$ $^{12}/_{18}$ Write the simplest form of each of these fractions on your whiteboards.

Equivalent fractions

Sheet 2

Ring all the fractions that are equivalent to $\frac{1}{4}$

$\frac{2}{8}$ $\frac{2}{7}$ $\frac{3}{12}$ $\frac{4}{20}$ $\frac{5}{20}$ $\frac{10}{30}$ $\frac{10}{40}$ $\frac{4}{16}$ $\frac{4}{100}$

Ring all the fractions that are equivalent to $\frac{1}{3}$

$\frac{3}{12}$ $\frac{3}{6}$ $\frac{2}{6}$ $\frac{4}{12}$ $\frac{4}{9}$ $\frac{10}{30}$ $\frac{3}{9}$ $\frac{5}{15}$ $\frac{6}{15}$

Ring all the fractions that are equivalent to $\frac{1}{5}$

$\frac{5}{15}$ $\frac{2}{10}$ $\frac{3}{15}$ $\frac{4}{20}$ $\frac{5}{20}$ $\frac{5}{100}$ $\frac{20}{100}$ $\frac{10}{50}$ $\frac{4}{25}$

Complete this list of fractions equivalent to $\frac{3}{4}$

$$\frac{3}{4} = \frac{\square}{8} = \frac{\square}{12} = \frac{\square}{16} = \frac{\square}{20} = \frac{\square}{24} = \frac{\square}{40} = \frac{\square}{100} = \frac{\square}{\square} = \frac{\square}{\square}$$

Challenge

Write some frac ... $\frac{2}{5}$

Challenge

Ron thinks you can only simplify even numbered fractions because you keep on halving the numerator and denominator until you get an odd number.

Do you agree?
Explain your answer.

Here are some fraction cards.
All of the fractions are equivalent.

$$\frac{4}{A} \qquad \frac{B}{C} \qquad \frac{20}{50}$$

A + B = 16
Calculate the value of C.

Answers at the end of today's maths

Retrieval Questions

1. Did men and women live in the same dormitories? No, they were separated, so were the children who lived in the 'school wing'.
2. Which character from 'Far from the maddening crowd' dies in the workhouse? Fanny Robin.
3. In what year did Christmas start to be 'observed' again in the workhouses? 1847
4. Why did Parishes 'band-together' to create larger workhouses? Because they were more cost-effective?

LO: To simplify fractions using multiples and factors.

What fraction is this? $\frac{1}{5} = 0.2$ 1/5	Can you write 0.53 as a fraction? 53/100
6/10 can be simplified to.... 3/5	Explain what the word equivalent means. It means the same as.
Jake thinks that fractions with larger denominators are always bigger than fractions with smaller denominators. 3/7 is smaller than 3/5 and 9/10 is larger than 3/5. It depends on the numerator, not just the denominator.	

Thursday

English

Thursday 2nd December
To provide reasoned justifications for my views.

morality principles concerning the distinction between right and wrong or good and bad behaviour.
"the matter boiled down to simple morality: innocent prisoners ought to be freed"

destitute extremely poor and lacking the means to provide for oneself.
"the charity cares for destitute children"

Write a line of each, focus on consistent joins and letter height.
Challenge: Write a sentence using each word correctly.

GPS – Present perfect

Present Perfect

The Present Perfect can be used for the following situations: to describe something that happened in the past and is continuing today; an action that was completed recently; and for an action that did not happen at a specific time.
e.g.

I have baked	He/She/It has baked	You have baked (plural)
You have baked (singular)	We have baked	They have baked

Jim has worked for 12 hours and the staff have whipped him twice already today.

Write your own sentence. Underline the present perfect.

Day 3 – Page 3

Art Imitates Life!

In 1869, the new weekly newspaper The Graphic took to the stands. The newspaper was aimed at the middle classes who would generally read the Illustrated London News which had been founded in 1841. The new weekly paper wanted to show the wealthy of London what life was like for the other members of English society and it was bent on social reform.

Houseless and Hungry by Samuel Luke Fildes, scanned by Philip V Allingham for Victorian Web.org

The first edition featured an engraving by Samuel Luke Fildes entitled Houseless and Hungry and recreated the scene he had witnessed one snowy winter's night after arriving in London. He wrote: 'When I first came to London I was very fond of wandering about, and never shall I forget seeing somewhere near the Portland Road one snowy winter's night the applicants for admission to a casual ward.' The people in the picture are waiting for entry to the workhouse and Fildes chose each character to represent a type of 'English Poor'.

The picture had an immediate impact. John Everett Millais, a famous Victorian painter, was so taken with it that he advised Charles Dickens to use the artist for his next project. Dickens commissioned Fildes to produce the illustrations for his last novel, The Mystery of Edwin Drood.

In 1874 the picture was produced as an oil painting, renamed Applicants for Admission to a Casual Ward and shown in the Royal Academy's summer exhibition. While some critics thought it unsuitable material for a painting, thousands bought reproductions of the image, encouraging people to consider the issues of the poor in society.

The working day did not provide much of a relief from the tedium of life in the workhouse. The work provided for the inmates was meant to be of a punitive rather than useful nature. People were asked to perform menial tasks such as breaking stones for roads, breaking up bones to make fertiliser, turning a mill handle and picking oakum.

Picking oakum entailed taking lengths of old, tarred rope and unpicking the pieces. It was hard on the fingers and often performed by women or child inmates. In many workhouses, these tasks were to take place in silence.

Children at Crumpsall Workhouse circa 1895

Day 3 – Page 4

Life in the workhouse was not so desperately bleak for some however. Young children were given an education (three hours a day) at a time before the Education Act of 1870 ensured the education of all children. Children were taught arithmetic, reading (and sometimes writing) in all workhouses, while some aspired to teach geography, complex mathematics and music. This meant that workhouse children were often better educated than their poor, but free, counterparts. Time was given for play as well as work and the children learned useful skills such as needlework and gardening. The principle was that 'all children ... shall be trained to habits of usefulness, industry, and virtue.'

The elderly who were at the workhouse because they were too ill or old to work were deemed to be the 'blameless' or 'deserving' poor. Many of these people had no families to rely on for care and, having become too old to work, may have lost the dwelling that was 'tied' to their job. Those younger people with physical disabilities and some of those with mental disabilities would also belong to this category of inmate. They were often housed separately from the able-bodied population and spent their days in a day room, where they might gather and talk, or in a recreation yard.

Despite workhouses being available, many people lived in fear of having to enter them. The stigma of having been in the workhouse haunted people and many preferred to go homeless and hungry at times rather than endure the cruel segregation of these institutions. By 1929, the power and usefulness of such places was waning. With the signing of the Local Government Act, local authorities took over the running of the workhouses and many districts chose to convert them into municipal hospitals or the like.

In 1948, the modern Welfare State came into being. This was as radical as the Poor Law of 1834. It gave much greater access to financial benefits and provided, in new ways for the unemployed, elderly and ill. The new NHS (National Health Service) provided universal healthcare and so many of the workhouses became hospitals or wards of larger institutions. Some workhouses functioned as care and residential homes for a number of years. The days of the workhouse and the stigma and punishment that went along with being poor were over.

Women's mealtime at St Pancras Workhouse 1897

Retrieval Questions

1. What was the audience of 'The Graphic' newspaper?
2. The working day did not provide much of a relief from the **tedium** of life in the workhouse. What does the underlined word mean?
3. Which two 'useful skills' did children learn in the workhouse?
4. What happened to many of the workhouses after the 'Modern Welfare State' was introduced in 1948?

To generate emotive language

Emotive language is a language feature that refers to word choices that are intended to get an emotional reaction or arouse an emotion. It doesn't matter that that emotion is – anxiety, anger, relief, urgency, joy, excitement and so on – as long as it has been evoked by the language used.

Choose your words with **precision** rather than raw **power** when trying to use emotive language. Subtlety can often have more impact in evoking emotion than wild exaggeration.

Happy	Sad	Scared
Hungry	Tired	Anxious

Maths

Square Numbers

Square numbers

A square number is the product of multiplying a number by itself.

$1^2 = 1 \times 1 = 1$	$7^2 = 7 \times 7 = 49$
$2^2 = 2 \times 2 = 4$	$8^2 = 8 \times 8 = 64$
$3^2 = 3 \times 3 = 9$	$9^2 = 9 \times 9 = 81$
$4^2 = 4 \times 4 = 16$	$10^2 = 10 \times 10 = 100$
$5^2 = 5 \times 5 = 25$	$11^2 = 11 \times 11 = 121$
$6^2 = 6 \times 6 = 36$	$12^2 = 12 \times 12 = 144$

Cube numbers

A cube number is the product of multiplying a number by itself, then by itself again.

$1^3 = 1 \times 1 \times 1 = 1$	$7^3 = 7 \times 7 \times 7 = 343$
$2^3 = 2 \times 2 \times 2 = 8$	$8^3 = 8 \times 8 \times 8 = 512$
$3^3 = 3 \times 3 \times 3 = 27$	$9^3 = 9 \times 9 \times 9 = 729$
$4^3 = 4 \times 4 \times 4 = 64$	$10^3 = 10 \times 10 \times 10 = 1000$
$5^3 = 5 \times 5 \times 5 = 125$	$11^3 = 11 \times 11 \times 11 = 1331$
$6^3 = 6 \times 6 \times 6 = 216$	$12^3 = 12 \times 12 \times 12 = 1728$

1) $1^3 + 6^2$

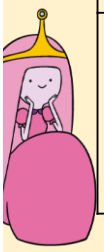
2) $7^3 + 3^2$

3) $2^2 + 4^3$

4) $5^2 + 10^2$

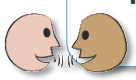
LO: To compare and order fractions with unrelated denominators.

Can you turn this improper fraction into a mixed number? 15/4	Can you simplify this fraction (**11/55**) and write it as a decimal?
Can you order these fractions from smallest to largest?	How could we compare 2/3 to ¾?
PB thinks that because 0.1 is equivalent to $^1/10$, that 0.2 is equivalent to ½.	



Day 3: **Compare and order fractions with unrelated denominators.**

$^2/_3$ $^3/_4$



Which fraction is bigger? Try to convince your partner.

You could divide a strip into $^1/_3$s and the same length strip into $^1/_4$s and show $^2/_3$ is less than $^3/_4$. But we can't write $^1/_3$s as $^1/_4$s or vice versa to show that $^2/_3 < {}^3/_4$.

Write both fractions as $^1/_{12}$s.

BUT we can write both $^2/_3$ and $^3/_4$ as the same sort of fraction. What sort of fraction might that be?
HINT! 3 and 4 are both factors of…

$^8/_{12} < {}^9/_{12}$
We proved it!
$^2/_3 < {}^3/_4$.

$$\frac{2}{3} \begin{matrix}\times ? \\ \times 4\end{matrix} = \frac{8}{12} = \frac{?}{12}$$

$$\frac{3}{4} \begin{matrix}\times ? \\ \times 4\end{matrix} = \frac{9}{12} = \frac{?}{12}$$

Day 3: **Compare and order fractions with unrelated denominators.**

$^{1}/_{2}$ $^{3}/_{5}$

Which fraction is bigger?

What would be a good denominator to use for both the fractions? HINT! 2 and 5 are both factors of…

$^{1}/_{6}$ $^{2}/_{9}$

Which fraction is bigger?

What would be a good denominator to use for both the fractions? HINT! 6 and 9 are both factors of…

Comparing fractions

Sheet 2

Write these pairs of fractions as the same type of fraction to help compare them.

1. $\frac{1}{2}$ and $\frac{2}{5}$
2. $\frac{1}{3}$ and $\frac{2}{5}$
3. $\frac{2}{3}$ and $\frac{4}{5}$
4. $\frac{1}{4}$ and $\frac{2}{5}$
5. $\frac{3}{4}$ and $\frac{4}{5}$
6. $\frac{5}{6}$ and $\frac{7}{9}$
7. $\frac{5}{6}$ and $\frac{3}{4}$
8. $\frac{1}{3}$ and $\frac{2}{7}$

Write the groups of fractions as the same type of fraction, then write each group in order from least to greatest.

1. $\frac{1}{5}$ $\frac{1}{3}$ $\frac{4}{15}$
2. $\frac{1}{2}$ $\frac{2}{3}$ $\frac{5}{6}$
3. $\frac{1}{2}$ $\frac{3}{4}$ $\frac{2}{3}$
4. $\frac{1}{2}$ $\frac{4}{5}$ $\frac{3}{4}$
5. $\frac{1}{2}$ $\frac{5}{6}$ $\frac{7}{9}$

Amir says,

$\frac{28}{3}$ is less than $\frac{37}{5}$ because 28 is less than 37

Do you agree?
Explain why.

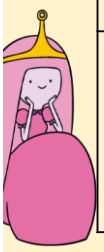
Answers at the end of today's maths

Retrieval Questions

1. What was the audience of 'The Graphic' newspaper? The Middle classes.
2. The working day did not provide much of a relief from the **tedium** of life in the workhouse. What does the underlined word mean? Tedium means boredom through repetition.
3. Which two 'useful skills' did children learn in the workhouse? Needlework and Gardening.
4. What happened to many of the workhouses after the 'Modern Welfare State' was introduced in 1948? They were turned into hospitals or wards of larger institutions.

LO: To compare and order fractions with unrelated denominators.

Can you turn this improper fraction into a mixed number? 15/4 3 and 3/4	Can you simplify this fraction (**11/55**) and write it as a decimal? 1/5 and 0.2
Can you order these fractions from smallest to largest? 1/10, 1/5, ¼, 1/3, ½	How could we compare 2/3 to ¾? Multiply denominators to make them 12 and then compare.
PB thinks that because 0.1 is equivalent to $^{1}/10$, that 0.2 is equivalent to ½. Incorrect, 0.2 is equivalent to 2/10 and 0.3 to 3/10, the denominator stays the same and the numerator changes.	



Friday

English

Friday 3rd December
To identify how language contributes to meaning

tedium — the state or quality of being tedious.
"the tedium of car journeys"

punitive — inflicting or intended as punishment.
"he called for punitive measures against the children"

Write a line of each, focus on consistent joins and letter height.
Challenge: Write a sentence using each word correctly.

GPS – Present perfect continuous

Present Perfect Continuous

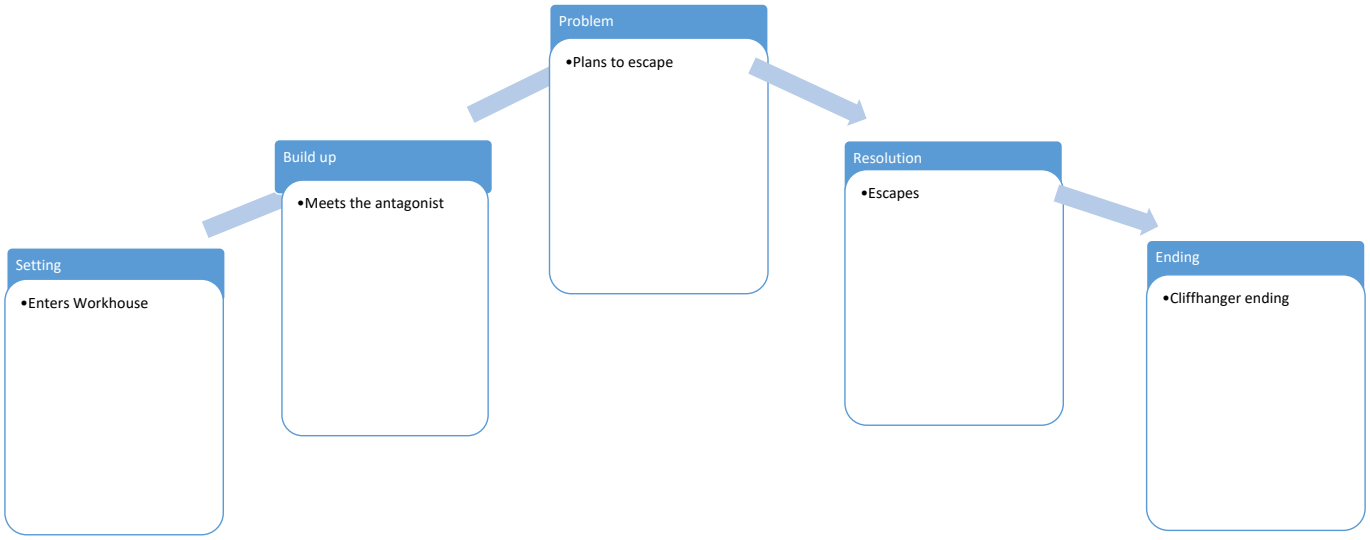
Present Perfect Continuous, also known as Present Perfect Progressive, describes events which started at some point in the past that may not be finished.
e.g.

I have been baking	We have been baking
You have been baking (singular)	You have been baking (plural)
He/She/It has been baking	They have been baking

Jim has been planning his escape but they have been watching closely.

Write your own sentence. Underline the present perfect.

To plan a Victorian workhouse narrative



Maths

Square Numbers

Square numbers

A square number is the product of multiplying a number by itself.

$1^2 = 1 \times 1 = 1$	$7^2 = 7 \times 7 = 49$
$2^2 = 2 \times 2 = 4$	$8^2 = 8 \times 8 = 64$
$3^2 = 3 \times 3 = 9$	$9^2 = 9 \times 9 = 81$
$4^2 = 4 \times 4 = 16$	$10^2 = 10 \times 10 = 100$
$5^2 = 5 \times 5 = 25$	$11^2 = 11 \times 11 = 121$
$6^2 = 6 \times 6 = 36$	$12^2 = 12 \times 12 = 144$

Cube numbers

A cube number is the product of multiplying a number by itself, then by itself again.

$1^3 = 1 \times 1 \times 1 = 1$	$7^3 = 7 \times 7 \times 7 = 343$
$2^3 = 2 \times 2 \times 2 = 8$	$8^3 = 8 \times 8 \times 8 = 512$
$3^3 = 3 \times 3 \times 3 = 27$	$9^3 = 9 \times 9 \times 9 = 729$
$4^3 = 4 \times 4 \times 4 = 64$	$10^3 = 10 \times 10 \times 10 = 1000$
$5^3 = 5 \times 5 \times 5 = 125$	$11^3 = 11 \times 11 \times 11 = 1331$
$6^3 = 6 \times 6 \times 6 = 216$	$12^3 = 12 \times 12 \times 12 = 1728$

5) $4^3 + 5^2$

6) $9^2 + 2^3$

7) $3^2 + 5^3$

8) $8^2 + 3^3$

LO: To find unit and non-unit fractions of amounts.

What is 1/3 of 24?	What is 2/4 of 72?
Which is larger? 4/5 or 9/10	How can we find a quarter of something?
Finn doesn't know why we draw a line between the numerator and denominator. Can you help?	

Answers at the end of today's maths.

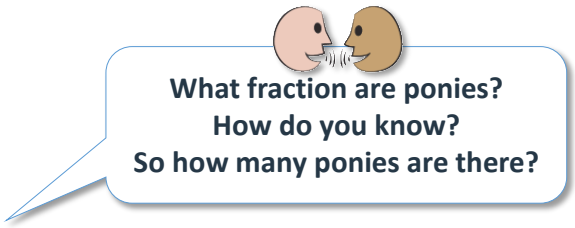
Day 4: **Find unit and non-unit fractions of amounts.**

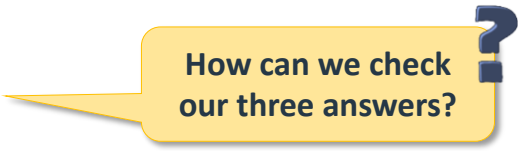
- There are 135 animals in a rescue centre.

$^{1}/_{5}$ are cats, $^{3}/_{5}$ are dogs and the rest are ponies.

135 animals				
27	27	27	27	27

- Work out how many cats there are.
- How can we find how many dogs there are?





Day 4: **Find unit and non-unit fractions of amounts.**

- Work in pairs.
- There are 140 cars in the car park.
- $^1/_7$ are green. $^2/_7$ are blue, $^3/_7$ are yellow. $^1/_7$ are red.
- Sketch a bar model diagram to represent the problem.
- Then find how many there are of each colour car.
- How could you check your answers?

Now work in pairs to write instructions for finding non-unit fractions of an amount.

Finding non-unit fractions of amounts

Sheet 1

1. $\frac{3}{7}$ of 63
2. $\frac{7}{8}$ of 64
3. $\frac{4}{9}$ of 63
4. $\frac{3}{5}$ of 175
5. $\frac{2}{5}$ of 235
6. $\frac{5}{6}$ of 144
7. $\frac{2}{7}$ of 154
8. $\frac{2}{3}$ of 192
9. $\frac{\square}{4}$ of 128 is 96
10. $\frac{\square}{3}$ of 81 is 54
11. $\frac{\square}{5}$ of 125 is 100
12. $\frac{\square}{6}$ of 132 is 100

Challenge

Which is the greatest amount $\frac{3}{4}$ of £26

Challenge

Decimals and Fractions

Problem solving and reasoning questions

Ben simplified three fractions. They all came out at $^{3}/_{4}$.
Suggest what they could have been.

True or false?
- Any fraction which is simplified to give $^{1}/_{3}$ has a numerator which is 3× the denominator.
- $^{36}/_{64}$ cannot be simplified to $^{4}/_{9}$
- $^{1}/_{2}$ is 500 × 0.001
- $^{1}/_{4}$ is more than 0.2

Write the missing numbers.

$^{\square}/_{6} = {}^{4}/_{\square}$

$^{6}/_{\square} = {}^{\square}/_{20}$

$^{\square}/_{10} > {}^{1}/_{\square}$

$^{\square}/_{32} > {}^{\square}/_{8}$

Find $^{3}/_{4}$ of 202.

202			

$^{3}/_{8}$ of biscuits are wafers, $^{5}/_{8}$ are chocolate. How many of each?

344							

LO: To find unit and non-unit fractions of amounts.

What is 1/3 of 24? 8	What is 2/4 of 72? 36
Which is larger? 4/5 or 9/10 9/10 because 4/5 would be 8/10.	How can we find a quarter of something? Half it and half again.
Finn doesn't know why we draw a line between the numerator and denominator. Can you help? The line represents division, 1 divided by 2 (½) = 0.5.	

Science

How is oxygen transported around our bodies?

In this lesson, we will learn about the circulatory system. We will also focus on the contents of blood, the types of blood vessels, and how the heart works.

https://classroom.thenational.academy/lessons/how-is-oxygen-transported-around-our-bodies-60vk6r

French

https://www.youtube.com/watch?v=dzEPv-Zc3eg

un cahier

un agenda

un livre

une règle

une calculatrice

un crayon

un sac

un stylo (bille)

un feutre

une gomme

un stylo (plume)

une trousse

avoir = to have

J'ai – I have
Tu as – you have
Il a – he has
Elle a – she has

je n'ai pas de… = I haven't got a…

et = and

Translate these sentences:

Dans mon sac, j'ai un cahier.

Dans mon sac, j'ai un cahier et un crayon.

Dans mon sac, j'ai un cahier et un crayon et…

EXTENSION: Write three sentences saying what you have in your bag. (J'ai…).

Computing

Computing

Date
Website content

To recognise the need to preview pages

- I can add content to my own web page
- I can preview what my web page looks like
- I can evaluate what my web page looks like on different devices and suggest/ make edits

National Centre for Computing Education

Raspberry Pi

Introduction

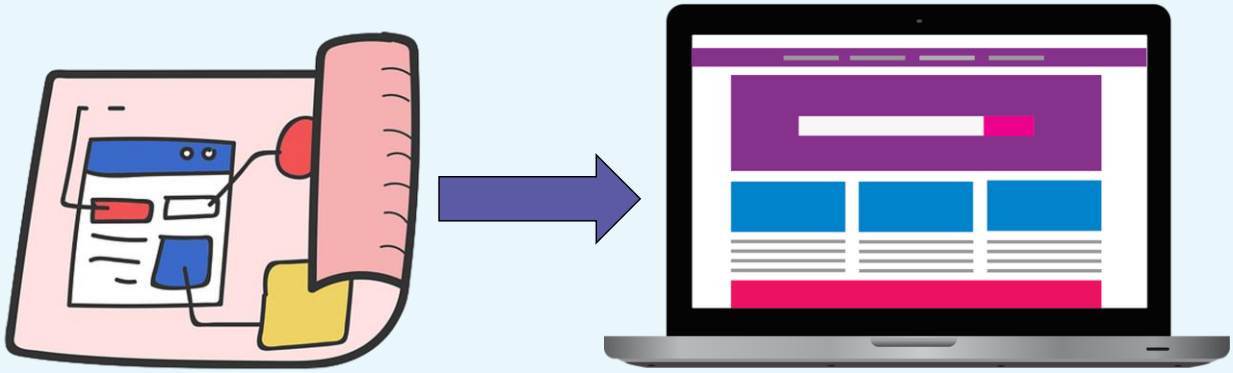
Adding content to your web page

Today you are going to revise how to add content to a web page and use your plans from previous lessons to create a home page in Google Sites.

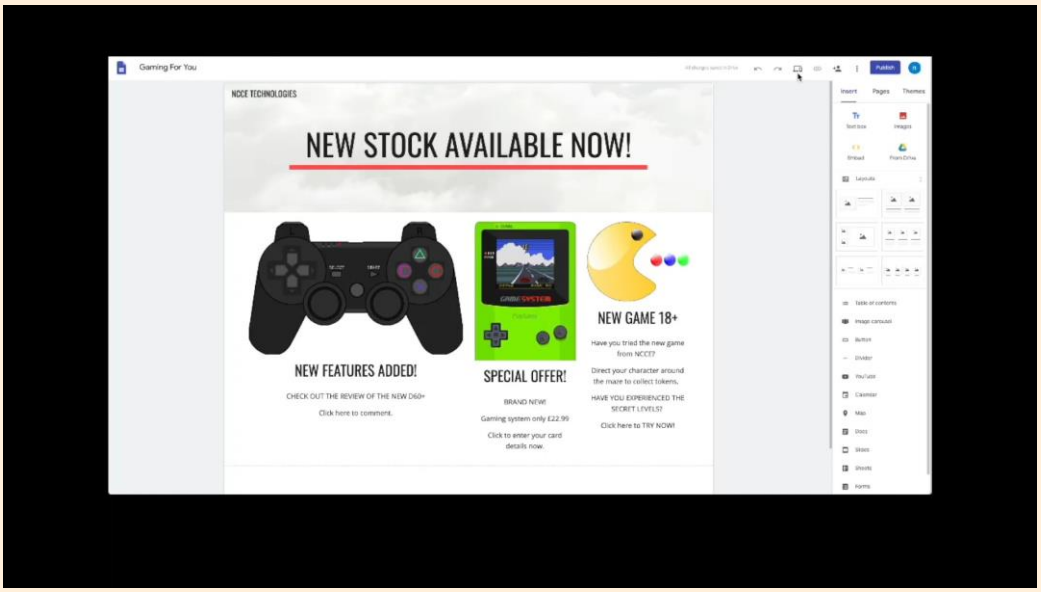
Then you will check what the content looks like on different devices.

Create your own web page

Use your plan to create your website and first web page —the home page.



How does it look on each device?



Activity 3

Reviewing and editing your web page

Does your web page look nice on each device?

Use the **Preview** button in Google Sites to see how your web page would look on different devices then complete the sheet below.

Circle your answer

Does your web page look good on the phone?

What would you change?

Does your web page look good on the tablet?

What would you change?

Does your web page look good on the computer?

What would you change?

If you have time — try to make some improvements to your web page.

Plenary

Why is it important to preview a web page on different devices?

How confident are you? (1- 3)

- I can add content to my own web page
- I can preview what my web page looks like
- I can evaluate what my web page looks like on different devices and suggest/ make edits

3 - Very confident

2 - Unsure

1- Not confident

Next lesson

In this lesson, you…

recognised the need to preview pages

Next lesson, you will…

outline the need for a navigation path

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

PDW

We are a jigsaw

In today's lesson, you will be able to recognise the different groups that make up and contribute to a community.

https://classroom.thenational.academy/lessons/we-are-a-jigsaw-6cv3ed

Art

What are sewing and embroidery?

In this lesson we will learn what sewing and embroidery are and how they are used to create patterns. We will use our sketchbooks to record what we find. We will learn how to sew running stitch and will create a sample of our own sewing.

https://classroom.thenational.academy/lessons/what-are-sewing-and-embroidery-c8t66t

Music

Learn the lyrics to the song 'Happy' by Pharrell Williams

https://www.youtube.com/watch?v=G74_o_43_RQ

RE

Lesson 03

What are the 5 Ks of Sikhism?

Retrieval Practice

1. The Sikhs worship their Gurus

   True / False

2. Put these three Gurus in the correct order:

   - Guru Angad
   - Guru Arjan
   - Guru Hargobind

3. What was the name of the Golden Temple?

4. What does the word 'Guru' mean?

5. Which Empire attacked the Sikhs?

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

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

m_____

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

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

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

2. Complete these sentence

The tenth Guru of Sikhism was called

_____

3. When did the festival of Vaisakhi take place?

a. 169 BCE

b. 169 CE

c. 1699 BCE

d. 1699 CE

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

_____

_____

_____

_____

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

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

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

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

6. What does the name Singh symbolise?

_____

_____

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

kirpan	Throughout history hair has been regarded as a symbol both of holiness and strength. One's hair is part of God's creation. Keeping hair uncut indicates that one is willing to accept God's gift as God intended it. Uncut hair symbolizes adoption of a simple life, and denial of pride in one's appearance. Not cutting one's hair is a symbol of one's wish to move beyond concerns of the body and attain spiritual maturity. A Sikh should only bow his head to the Guru, and not to a barber. It is a highly visible symbol of membership of the group. It follows the appearance of Guru Gobind Singh, founder of the Khalsa. Sikh women are just as forbid/en to cut any body hair or even trim their eyebrows, as Sikh men are forbidden to trim their beards.
kachera	A symbol of restraint and gentility. A symbol that a Sikh is linked to the Guru. It acts as a reminder that a Sikh should not do anything of which the Guru would not approve. A symbol of God having no beginning or end. A symbol of permanent bonding to the community-being a link in the chain of Khalsa Sikhs (the word for link is 'kari'). It is made of steel, rather than gold or silver, because it is not an ornament or decoration.
kesh	This symbolises a clean mind and body; since it keeps the uncut hair neat and tidy. It symbolises the importance of looking after the body which God has created. This does not conflict with the Sikh's aim to move beyond bodily concerns; since the body is one's vehicle for enlightenment one should care for it appropriately.
kara	This is a pair of breeches that must not come below the knee. It was a particularly useful garment for Sikh warriors of the 18th and 19th centuries, being very suitable for warfare when riding a horse. It's a symbol of chastity.
kangha	There is no fixed style of this sword and it can be anything from a few inches to three feet long. It is kept in a sheath and can be worn over or under clothing. This sword can symbolise: •Spirituality •The soldier part of the Soldier-Saints •Defence of good •Defence of the weak •The struggle against injustice •A metaphor for God

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