



HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Autumn Term Week 14



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/>

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

Monday	Error! Bookmark not defined.
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Monday

English

Monday 13th December

To retrieve information and
make inferences about a text



excellent

existence

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

Challenge: Write a sentence using each word correctly.

Chapter 15 – Josh

At last they came to where the big ships lay at anchor. They pulled up alongside a huge coal-carrying boat called Queen of the North, and there Nick pulled in his oar, whistling loudly till a rope ladder was dropped down to him. The Lily lay bobbing on the water while Grimy Nick shinned up the rope ladder and went on board the big boat. Jim gazed up after him, longing to follow him. Nick shouted down to him to pull back all the hatch boards. A basket brimming with coals swung out from the boom of the Queen of the North and was slowly lowered down. Nick shinned down the ladder again and whistled. "Drop!" he yelled, and the basket creaked down. When it reached Nick's grasp he and Jim swung it round and tipped the contents into the hold of the Lily. Jim spluttered in the clouds of black dust. "That's your job for today, and tomorrow, till we get the hold full," Nick told Jim. "We've got eighty tons to load, and the quicker we gets it done the quicker we gets back. See we don't lose any coals overboard. And keep the dog out of the way. And keep moving." They worked through the day and into night again. They slept till dawn and set to work again, and at last the hold was so full that Nick had to scramble out of it, coughing and spitting out the coal-dust he had swallowed. His face was black, and under the blackened jut of his hair his eyes gleamed with red rims. His lips shone wet and pink when he opened his mouth, and his few teeth were as bright as polished gems. "Put some hatch boards across," he ordered, "I'm going for some food." He scrambled back up the ladder, hawking up black spittle as he went. Jim heaved down the hatch boards and lit the stove, squatting by it for warmth. The afternoon wore on into evening, and a grey gloom settled over the sky. The water glowed with the setting sun, and then faded into the dark. One by one the boats around him had their lanterns hung over their sides. It was as if there were hundreds of small fires dancing on the water. Jim guessed that nothing would move now until the next tide. From the Queen of the North came occasional bursts of laughter and shouts of singing. Jim could smell tobacco. He felt quite happy now that the work had stopped and he could rest. Soon, he knew, Grimy Nick would come swearing back down again and shout at him for something, but at least he would be bringing him food. Jim swilled out his mouth with the last of the water. Snipe lay watching him, his ears sharp, mean points of malevolence, his eyes yellow holes of light. Jim gazed out across the black water. He could hear it breathing, like a huge, waiting beast.

Chapter 15 – Josh

1. Find an example of a hyphenated word. What does this word tell you?
2. Grimy Nick *shinned up the rope ladder*. In this sentence, what does the word shinned mean?
3. What caused Jim to splutter. Where did it come from?
4. Why are certain words *italicized* in the text?
5.*hawking up black spittle as he went*. Using the text, what could a synonym for **hawking** be?
6. On Page 127, find and copy an example of personification. What effect does this have?
7. How might Jim be feeling at this point in the story, find evidence and give reasons for your answers.

Co-ordinating conjunctions revision

for	and	nor	but	or	yet	so
F	A	N	B	O	Y	S

Coordinating conjunctions are used to join together two clauses in a sentence.

These two clauses still need to make sense on their own though - they have **equal importance**.

For example: I had a terrible cold. I stayed in bed.

You can add the coordinating conjunction '**and**' between these clauses so it makes one sentence.

For example: I had a terrible cold and I stayed in bed.

Write your own using ideas from your narrative.

To write a historical narrative

Sentence openers.

I ing- Smiling sweetly, she turned and walked away.

S simile- Like the chocolates in the box, she vanished quickly.

P preposition- On the top of the hill, the wolf stood and watched.

A adverb- Hurriedly, he snatched the ticket.

C conjunction- When he found his bone, the dog settled at the bottom of the stairs.

E ed- Pleased with what he had done, he stood back and admired his work.

D dialogue- 'Who can that be?' Kate asked herself, as she heard a loud, slow knocking on the door.

Using the ISPACED acronym. Practise writing openers to sentences for your narrative.

Continue the story with your plan...

Maths

LO: To name parts of a circle

13.12.21

13	<input type="text"/> - 100 = 1,059
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15	$\frac{4}{6} \times \frac{3}{5} =$
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Day 1: Name parts of circles.

Parts of circles

How would you explain what a radius, diameter and circumference are to someone who can't see this diagram?

diameter

radius

circumference

centre of circle

What is the relationship between the diameter and radius as a ratio?

It is less obvious whether there is a relationship between the circumference and the diameter or radius – but today you will find out!



Day 1: Name parts of circles.

- If you draw a circle with a radius of 5cm, what will the diameter be?
- Use a pair of compasses to draw a circle with a radius of 5cm. Align the point with 0 on a ruler and the pencil tip with 5cm. Check that the diameter is 10cm.
- How could you measure the circumference?
- Use string to curl round the circumference, mark where it meets the end, then measure this distance along the string with a ruler.



Investigating circle relationships

Sheet 1

Some children have been drawing and measuring circles. They measured the radius and diameter with a ruler, then the circumference as accurately as possible with a piece of string. They recorded their measurements in the table below.

Kayleigh makes a good generalisation, saying, "The circumference of the circles always gets bigger as the diameter gets bigger."

Jay has also spotted something interesting, saying, "The circumference of the circle with a diameter of 10cm was almost exactly 30cm – that's neat because 30 is 3 times 10."

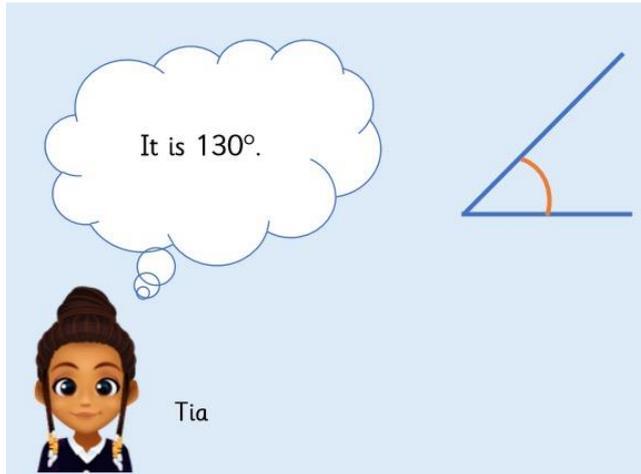
Was Jay's observation just a coincidence or is there a pattern here? Investigate the ratio of the circumference of each circle to its diameter, filling in the last column of the table. You can use a calculator - divide the circumference by the diameter to give an accurate ratio.

Circle radius (cm)	Diameter (cm)	Circumference (cm)	Ratio of circumference: diameter
3	6	19.2	
3.9	7.8	22.9	
6.5	13	40.5	
2.3	4.6	14.5	
5	10	30.1	
8.4	16.8	53.7	
7.5	15	47.8	
3.5	7	22.0	

Use this space to tell Jay whether he's really onto something, or if his observation was a coincidence after all:

--

Challenge:



Is Tia Correct?
Explain your
answer...



Tuesday

English

Tuesday 14th December

To retrieve information and
make inferences about a text



explanation

familiar

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

Challenge: Write a sentence using each word correctly.

Chapter 16 – Boy in Pain

Grimy Nick was laughing softly to himself as he came down the ladder. The sky was the colour of milk. Jim started up out of his slumber, his first thoughts to the fire in the brazier, in case he'd let it go out. Nick tossed a bone to the dog, who leapt on it, growling. Jim held out his hands for his food. Nothing. "There's work to do soon, such as you've never seen before," Nick told him. He half-fell down into the hold, sending the packed coals skittling. Snipe snarled and guzzled over his bone, his paws securing it. Jim could smell the meat on it. "Tell him, bruvver," a voice in Jim's head said. "He's forgot you. Tell him!" "Nick," Jim whispered. Nick snorted and turned over. Hunger gave Jim courage. "Did you forget my food?" With one rapid movement Nick tossed away his blanket. He hauled himself up out of the hold and on to the boards. "Forgot, did I?" "I think so, Nick." "Here's food for you." Nick bent down and snatched the bone from the dog's jaws. Snipe's teeth snapped down on it and Nick kicked him off. He grabbed Jim's hand and thrust the boy's face into the bone, so his mouth was pressed against it. He could smell the dog's breath on it. Jim squirmed to get away. The dog sprang and fixed his teeth round Jim's hand, and as Jim tore it away Snipe bit again, worrying and snapping, till with a shout of laughter Nick flung the bone across the boards. The dog pounded after it and lay guarding it, growling, his eyes fixed on Jim. "There's food for you, if you want it," Nick said. He stood with his arms on his hips, watching Jim. The boy sank back on his heels again. "No time for eating now, nor sleeping." Nick lifted up his head, sniffing the air. "I reckon we've got the tide." With the hold full of coal the lighter lumbered slowly back upstream. Nick stood working the oar, staring ahead of him, yelling sometimes to other lightermen as they drew close. The whole fleet of rivercraft was moving home at the same time, like flies swarming. It wasn't until they were in sight of the wharves again, and all the bridges and domes and towers of the city, that Nick leaned round to look at Jim. "You done all right," he told him, and taking a handful of scraps of meat out of his pocket he threw them at him, laughing at Jim's surprised face.

Chapter 16 – Boy in Pain

1. *His first thoughts to the fire in the **brazier**. What is a **brazier**?*
2. Why was Jim worried about the fire in the brazier going out?
3. Using your understanding of the text, and the informal register, who is the voice in Jim's head?
4. *Sending the packed coals **skittling**. What does the word skittling mean in this sentence?*
5. When Nick says, "There's food for you, if you want it." What is Nick implying to Jim?
6. What simile is used to describe the rivercraft?
7. How might Jim be feeling at this point in the story, find evidence and give reasons for your answers.

GPS - Embedded Clauses

Task 2 – Embedded Clauses

Tick each sentence that contains an embedded clause.

1. The penguin, looking to all the world like a fluffy toy, slid down the ice on its belly.
2. The window showed only the faintest glimmer of light in the sky despite the fact it was late morning.
3. Sharing a room with her brother, even though he was only small, was a catastrophe.
4. The magnificent building, only two years old, towered over everything else in the city.

• **Write your own to be used in your narrative.**

To write a historical narrative

Relative clauses give extra information related to a previously mentioned noun or pronoun within a sentence. A relative clause always starts with a relative pronoun, such as:

that

whose

which

whom

who

In your next paragraph, use or add a relative clause.



Joe, who was dressed as a cowboy, was excited about his friend's fancy dress party.

'who' is the **relative pronoun** here used to begin the relative clause. As this is extra, non-essential (non-restrictive) information, we put the clause in commas. This is often called an embedded or sandwich clause.

Maths

LO: To classify and sort quadrilaterals.

16

$$30 \times 40 =$$

26

$$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$$

Day 2: Classify and sort quadrilaterals.

- Draw a quadrilateral (4 straight sides), different from your neighbour's.
- Describe your shape to your partner and agree what is different and what is the same.

Whose shape has at least one pair of parallel sides?
What shape is it?

Whose shape has at least one pair of perpendicular sides?
What shape is it?

Whose shape has four right angles?
What shape is it?

Whose shape has four equal sides?
What shape is it?

Rectangles have all right angles.

Squares have all right angles AND four equal sides.

A rhombus has equal sides, but 2 different angle sizes (opposite angles equal).

Day 2: Classify and sort quadrilaterals.

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Let's explore quadrilaterals!

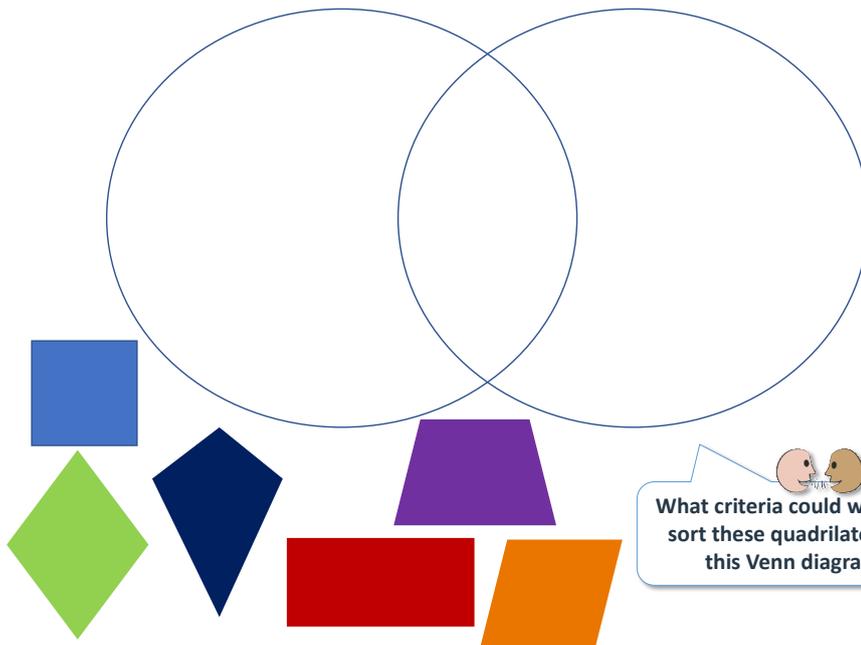
Click on the picture to go to the site.

Click on 'angles' and each shape in turn. Move a point and see what happens to the shape.

Repeat, this time clicking on 'diagonals'.



Day 2: Classify and sort quadrilaterals.

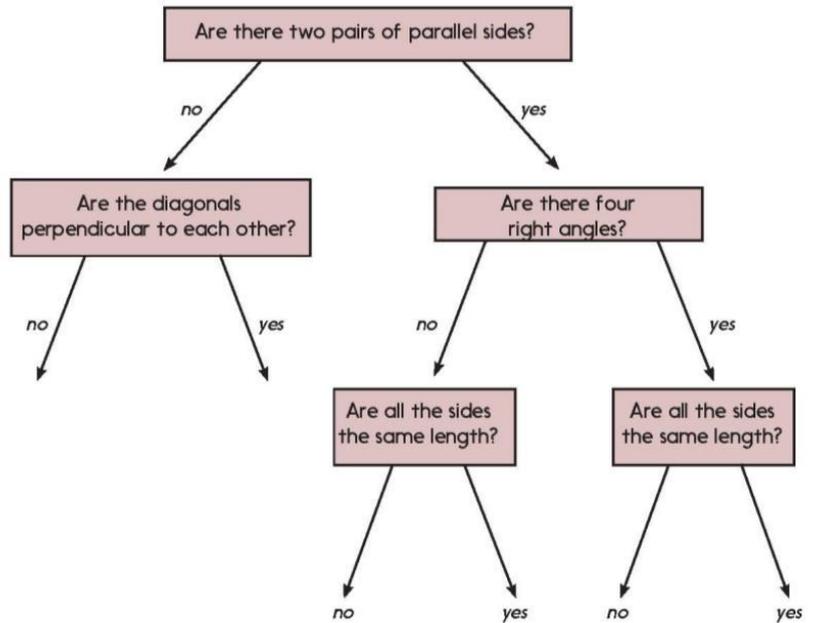
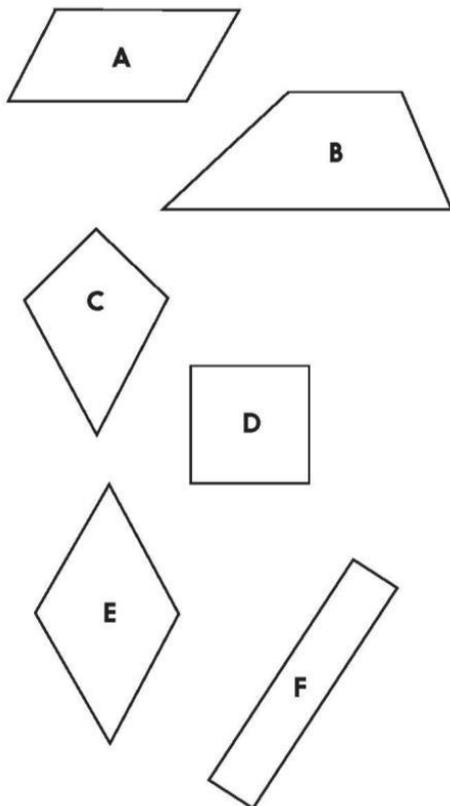


What criteria could we use to sort these quadrilaterals in this Venn diagram?



Quadrilateral sort Sheet 1

Sort each of the shapes using the diagram - what is the name of each?



Challenge:

Can Malachi be correct? Can you demonstrate this?



Is Malachi correct?
Explain your answer...



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Wednesday

English

Wednesday 15th December
To retrieve information and
make inferences about a text



frequently

government

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

Challenge: Write a sentence using each word correctly.

- While he waited, he lowered himself down into the hold and found some big heavy chunks of coal. He carried them up on to the boards and hid them. Then he found a small, sharp piece. He ran his hand along the edge of it. Just right.
- He laid the boards down across the coamings till they covered the hold completely, except for the small hatch board. Then he took the piece of sharp coal and rubbed it against the rope that was round his neck. It seemed to take hours. He thought the rope would never begin to fray, but all at once he felt the strands fluffing up and beginning to weaken. His wrist was aching. If Nick came while he was doing it, he thought, he would just put his head down and pretend to sleep. It was only a matter of time now. The rope had to give. Bursts of sound erupted on the river and from the village. Jim worked on, scraping and scraping at the rope. It had to give.
- At last he was through. The last slice of the coal cut his neck as the final strand snapped, but he didn't care. He held the frayed end in his hand and edged up to Snipe, careful not to startle him. The dog opened his yellow eyes and growled.
- "It's all right, Snipe. It's all right."
- He forced himself to stroke the dog's matted fur. Again Snipe growled. Jim kept on stroking him and talking to him softly, all the time listening out for Grimy Nick. At last he judged the dog to be calm enough. He slipped the rope round Snipe's neck and secured it. Good.
- Then he heard Nick coming back, singing and stumbling along the river bank. It didn't matter. Jim had a plan for that. When Nick lumbered on deck he raised the lantern and saw his boy and his dog sleeping side by side, the boy with his hand on the dog's neck. He was touched by their peacefulness. He tried to creep past them, lost his footing; and tumbled into his hold. Jim and Snipe both strained their ears, listening. Almost at once Nick's breathing steadied into a rumbling snore.
- For a long time Jim waited. Onshore, all the voices had quietened down. The hens and dogs, the cows and pigs in all the backyards of all the villages had settled in for the night.
- Jim stirred slowly. Snipe half woke. Jim sat for a bit and then sidled his way to the hold. He watched the dog till it sank its head back into its paws.
- "Come on. You can do it, bruvver. You can."
And he knew that he could.
Slowly, slowly, he stood up, took hold of the hatch cover, and lowered it
- down. The dog slept on. One by one, and taking what seemed to be an eternity over it, he lifted up the big chunks of coal that he had brought up earlier and, without making a sound, placed them on the hatch. He worked
- slowly and steadily, and still the dog slept. Then he straightened himself up. Nothing moved. Not a sound.
- He crept over to the side of the deck, glanced quickly round at the dog, and with one swift movement rolled himself off the lighter and on to the bank. He righted himself, and began to run.

Chapter 18 – You can do it, Bruvver

1. Why did Jim run his hand along the edge of the coal?
- 2.. *What did Jim use to cut the rope around his neck?*
3. What did Jim decide to do if Nick came in?
4. Why did Jim tie the rope around Snipe's neck?
5. Find and copy a phrase that shows you Jim was being careful not to wake Nick or Snipe.
6. Why might Jim have placed lumps of coal on the hatch?
7. Make a prediction, what will happen to Nick now that he has escaped Grimy Nick?

GPS – Full stops and capital letters.

SPaG Full Stops and Capital Letters

Can you punctuate the paragraph using full stops?

the noise grew louder as he approached the crowd people were screaming from the seats overhead while others were chanting he covered his ears it was an unholy sound suddenly, the crowd began to move he was terrified



To write a historical narrative

Try to include a mix of present tenses in your writing.

Describes an action that is happening now.

I	am playing	tennis.
You We They	are playing	tennis.
He She It	is playing	tennis.

Describes an action that has happened.

I You We They	have played	tennis.
He She It	has played	tennis.

Describes an action that has started in the past and is continuing.

I You We They	have been playing	tennis.
He She It	has been playing	tennis.

continuous

perfect

**perfect
continuous**

Maths

LO: To plot and draw polygons in all 4 quadrants.

27

$$\frac{4}{5} \div 4 =$$

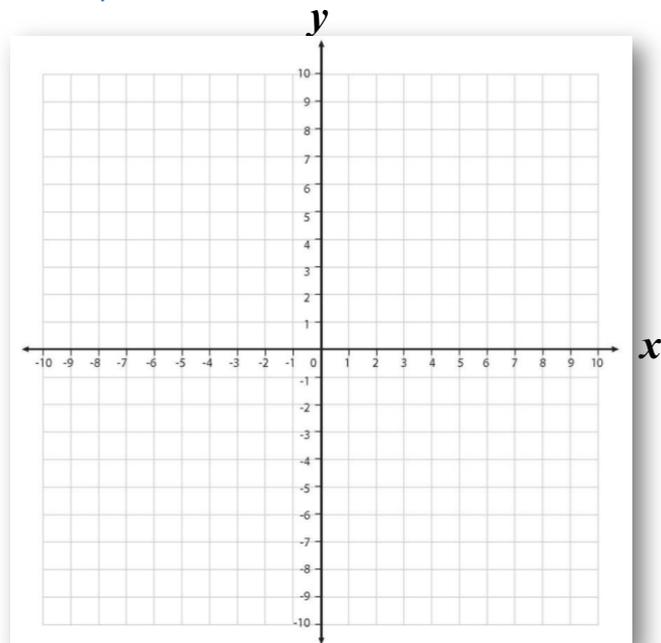
28

$$\frac{5}{8} \div 2 =$$

Day 1: Plot points and draw polygons in all 4 quadrants.

? Do you remember which axis is which on the co-ordinate grid?

The *x*-axis goes across.
When reading and plotting, the *x* co-ordinate goes first and then the *y*.
Walk before you fly!

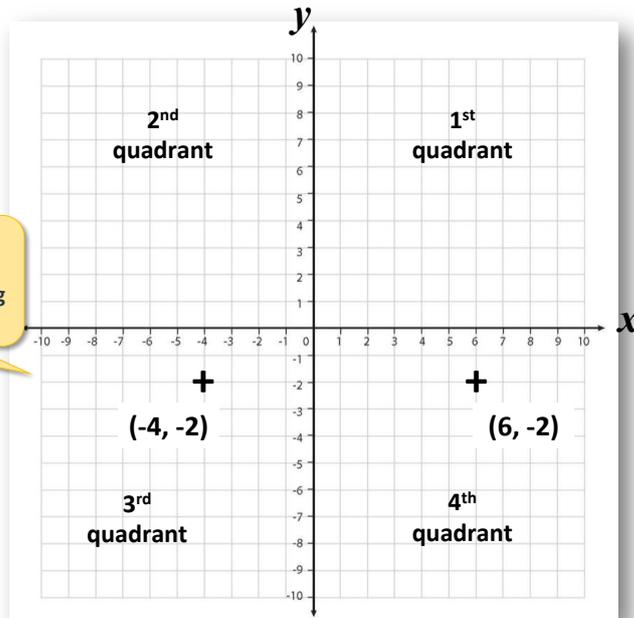


Day 1: Plot points and draw polygons in all 4 quadrants.

? What co-ordinates have been plotted on the grid?

The y-coordinate is negative each time as it is below the horizontal axis, a bit like being below ground!

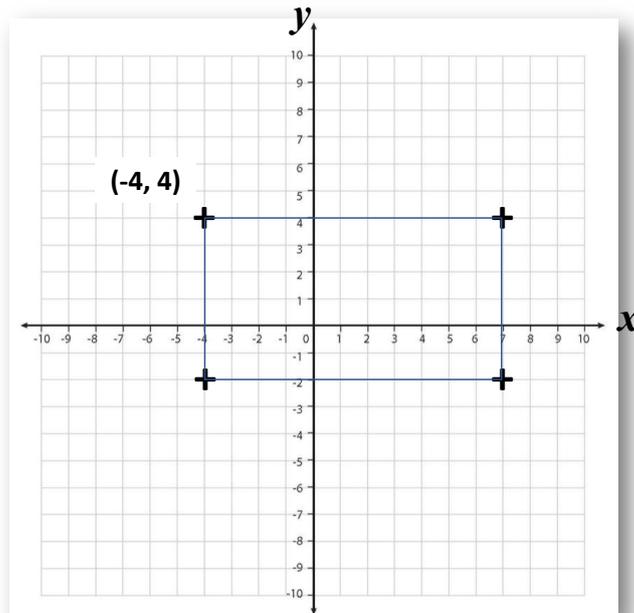
Today we are going to use all four QUADRANTS...



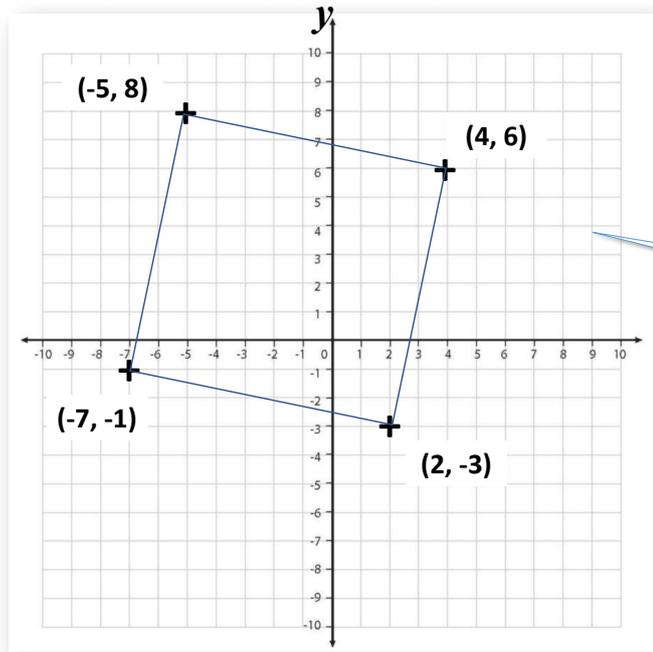
Day 1: Plot points and draw polygons in all 4 quadrants.

These are three of the four vertices of a rectangle.

Talk to a partner...
What are the co-ordinates of the missing vertex?



Day 1: Plot points and draw polygons in all 4 quadrants.



What are the co-ordinates of the vertices of this square?



Day 1: Plot points and draw polygons in all 4 quadrants.

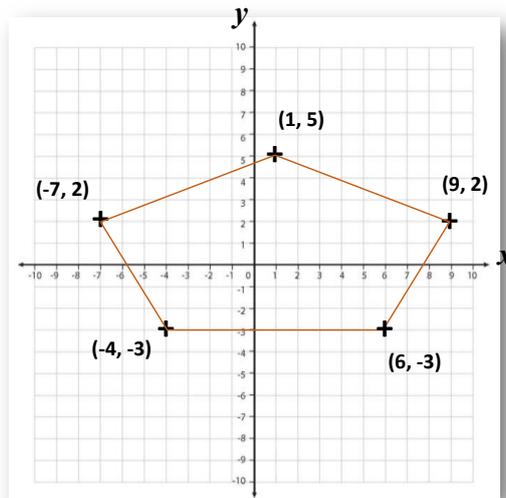


What shape is this?

Sketch the shape (not the grid) and label the co-ordinates of its vertices...



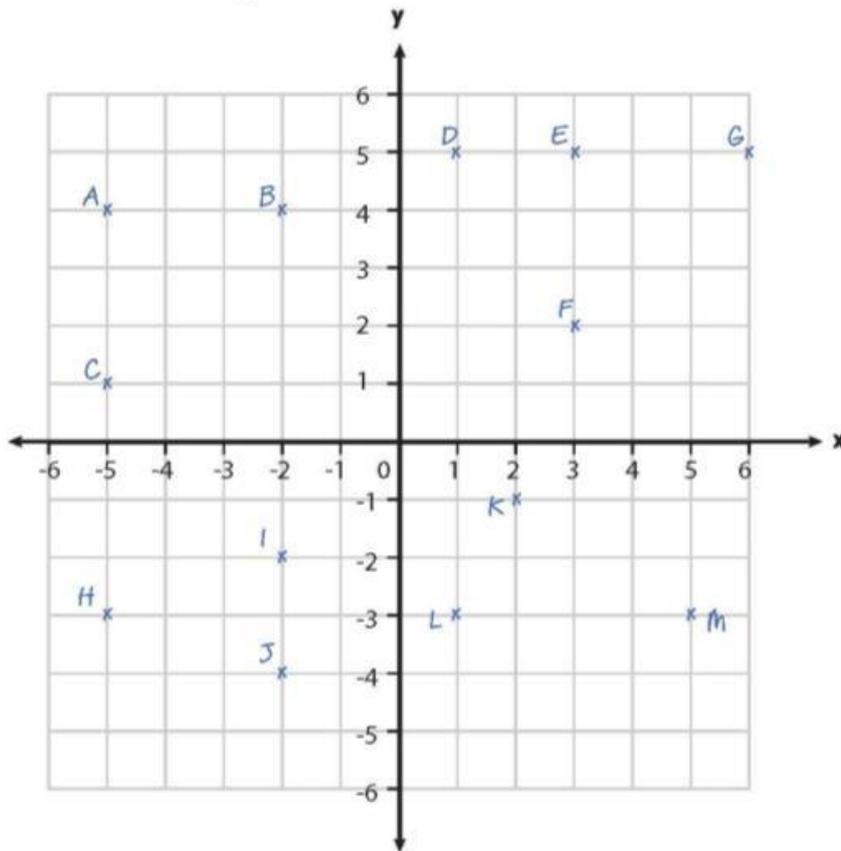
Tell your partner how you remember which order to plot and read coordinates...



Hunt the vertices!

Sheet 1

All the points shown are vertices of different quadrilaterals that fit on the 6 x 6 grid, but some of the vertices are missing.



Plot any missing vertices in each shape. Write their co-ordinates.
Use a ruler to draw each quadrilateral.

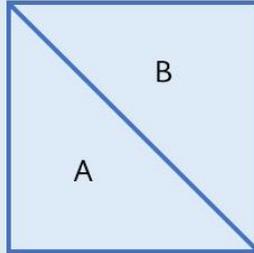
1. The square with vertices A, B, C and ?
2. The rectangle with vertices D, E, F and ?
3. The square with vertices D, G, and ?
And ?
4. The trapezium with a long side measuring 4 squares, and vertices E, F, G and ?
5. The parallelogram with vertices K, L, M and ?
6. One of the three possible parallelograms with vertices H, I, J and ?
7. The rectangle with vertices A, H, M and ?
8. The scalene quadrilateral with vertices I, J, K and L

Answer these questions:

- (a) What is the perimeter of the square in (3)?
- (b) Draw the diagonals in the parallelogram drawn in (5). What are the co-ordinates of the point where these cross?

Challenge:

Draw any quadrilateral and partition it into two triangles.
What do the interior angles of triangle A add up to?
What do the interior angles of triangle B add up to?
What is the sum of angles in a quadrilateral?



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Thursday

English

Thursday 16th December
To retrieve information and
make inferences about a text



guarantee

harass

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

Challenge: Write a sentence using each word correctly.

- Instantly Snipe was awake. His howls rang across the night. He strained to pull against the rope, in a fury to be free. Grimy Nick hollered himself into wakefulness and pummelled his fists against the hatch. Across the fields all the backyard animals sent up their clamour. Lights blazed across the water.
- Jim sprinted on steadily, head down, dodging between bushes and trees. He could hear his own breathing, and the flapping of his boot soles. Brambles tore at his breeches and his jacket. An overhanging branch snapped at his cap and held it trapped, and Jim had to run back and tear it free. He loped on, his chest tight and bursting, his legs as heavy as lead weights. He had no idea where he was going.
- He heard rustling in the undergrowth behind him and knew that he was being followed. The rustling became a snuffling and panting. It was a dog. Jim's leg hurt so much now that he couldn't run any further. In total weariness he flung himself down, head-first, covered his face with his hands, and waited for Snipe to spring.
- He was aware that everything had gone silent again, as if the world had sunk back into sleep. At last he made himself turn his head. The dog was not Snipe at all, but a small terrier. He licked Jim's outstretched hand and ran away again through a hedge. There wasn't a sound. If Snipe still howled, he couldn't be heard from here. If Nick still hammered and swore then the noise he made was lost in the night.
- "What if they're dead, bruvver?" the voice crept into his head. "What if old Nick's suffocating down there in the hold? What if Snipe's strangled
-
- himself on that rope?" He sat up, drenched with cold sweat. "What if you've killed them?"
- He trusted himself to stand up. There wasn't a sound. He whistled softly for the dog, who padded back through the hedge to him, ran up and then danced away. He was alone again, and this time it was the silence that made him afraid. He crawled into the hedge, hoping to sleep, but the silence boomed around him.
- "Now you've done it," the little voice whispered. "You've left your master to suffocate, and you've strangled his dog on the rope. You've killed them both, you have. Now you're for it, Jim."

Chapter 19 – Away

1. *Across the fields all the backyard animals sent up their clamour.* Using the text, describe what clamour means.
2. How does the author build tension in the second paragraph?
3. Why did Jim stop running?
4. Read the paragraph starting "*What if they're dead, bruvver.*" What is this telling you about how Jim is feeling?
5. In the paragraph "*He trusted himself to stand up.*" Find and copy the oxymoron.
7. The next chapter is called The Green Caravan. Where has Jim already seen caravans? Use this to make a prediction about what will happen next.

Semi-Colon Challenge

What is a semi-colon for?

A semi-colon is used to connect two **independent clauses**. An independent clause is a phrase that can stand alone as a sentence. By using a semi-colon, we show that two independent clauses are closely **linked or related**.

Jess bought a new car; she couldn't wait to take it for a spin.

Semi-colons can also be used to **separate longer items** in a list when commas could be confusing (such as when the listed items contain commas of their own).

The capital cities of the UK are London, England; Edinburgh, Scotland; Belfast, Northern Ireland; and Cardiff, Wales.

GPS – Semi-colons

Activity 1

Add the missing semi-colons into the following sentences.

- a. Dan was in a filthy mood it was Monday morning and the coffee machine was out of order.
- b. The video game was ludicrously expensive nevertheless, I bought it anyway.
- c. I made some bad decisions yesterday I shouldn't have had that seventh chocolate bar.
- d. Zara came into school on crutches an owl had knocked her off her skateboard again.

To edit and improve

Use the checklist
and peer feedback
to help edit and
improve your work.

Re-read your writing and check for the following:

Check	I have checked that:
	Capital Letters
	Sentences begin with a capital letter.
	Proper nouns have capital letters. (A proper noun is: a person's name, a place or organisation)
	The pronoun "I" is written with a capital letter.
	Punctuation
	Full stops are where they should be.
	Talking marks are used to signal when someone is speaking.
	Question marks and exclamation marks are used when necessary.
	Commas are used to separate items in lists.
	Commas are used to separate clauses.
	Apostrophes are used to signal missing letters or to show possession.
	Grammar and Spelling
	I have used classroom resources to check spelling and all words are spelt correctly.
	My sentences are complete and contain a noun and a verb.
	Organisation
	Sentences are written in an order that makes sense.
	Paragraphs have been used to break up the text.
	The writing makes sense.

Children to continue writing their narrative story.

Maths

LO: To work out coordinates after translation.

30

$$2\frac{1}{3} + \frac{5}{6} =$$

31

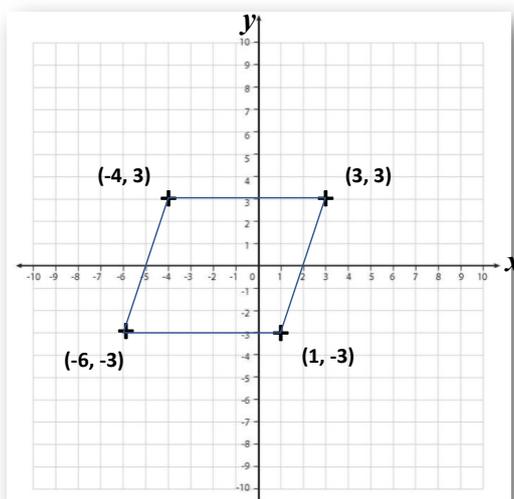
$$7\% \text{ of } 500 =$$

Day 2: Work out new co-ordinates after a translation.

? What shape is this?

Now, let's use our paper, pencils and rulers to sketch the shape (not the grid) and label the co-ordinates...
Don't rub off the co-ordinates when we finish!

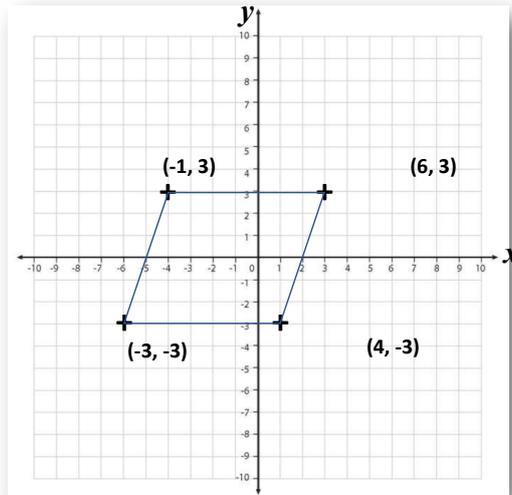
This parallelogram moves **3 squares to the right**. Work with a partner to agree the co-ordinates of its new position...



Day 2: Work out new co-ordinates after a translation.

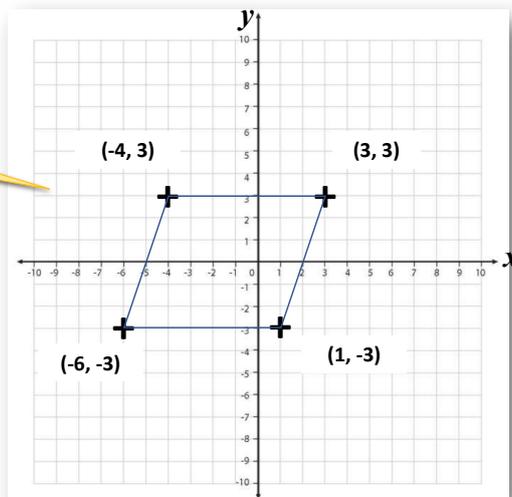
This shape has been translated; this means that it has moved but kept its original shape and orientation.

Look at the new co-ordinates. What is the same; what is different? ?



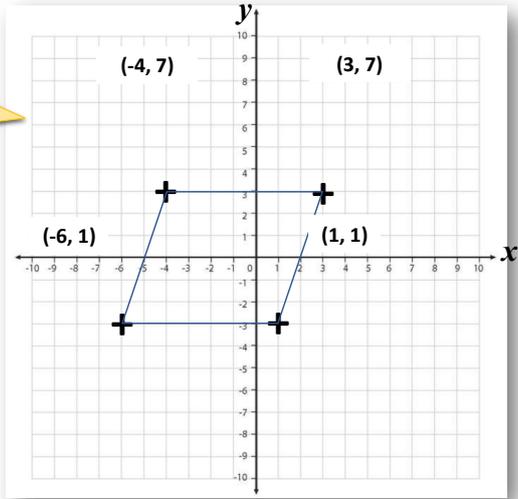
Day 2: Work out new co-ordinates after a translation.

This time, move the parallelogram up four squares... Sketch the shape on your whiteboard, labelling the new co-ordinates.

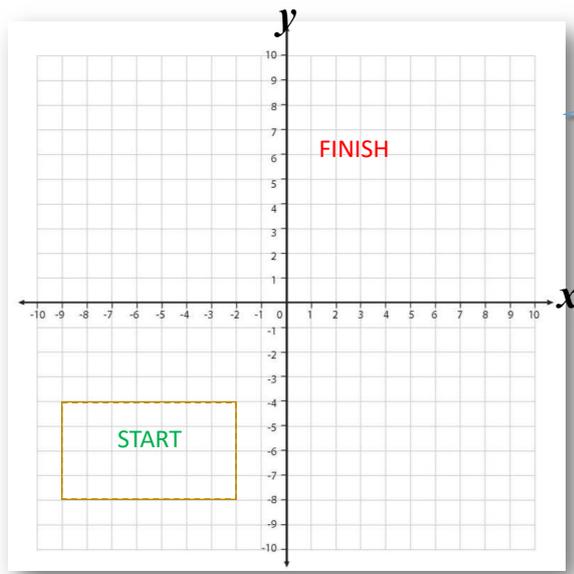


Day 2: Work out new co-ordinates after a translation.

Look at the new co-ordinates.
What is the same;
what is different this time?



Day 2: Work out new co-ordinates after a translation.



Watch carefully...
Then discuss how to
describe this translation....

The rectangle has moved
___ squares up and ___
squares to the right.

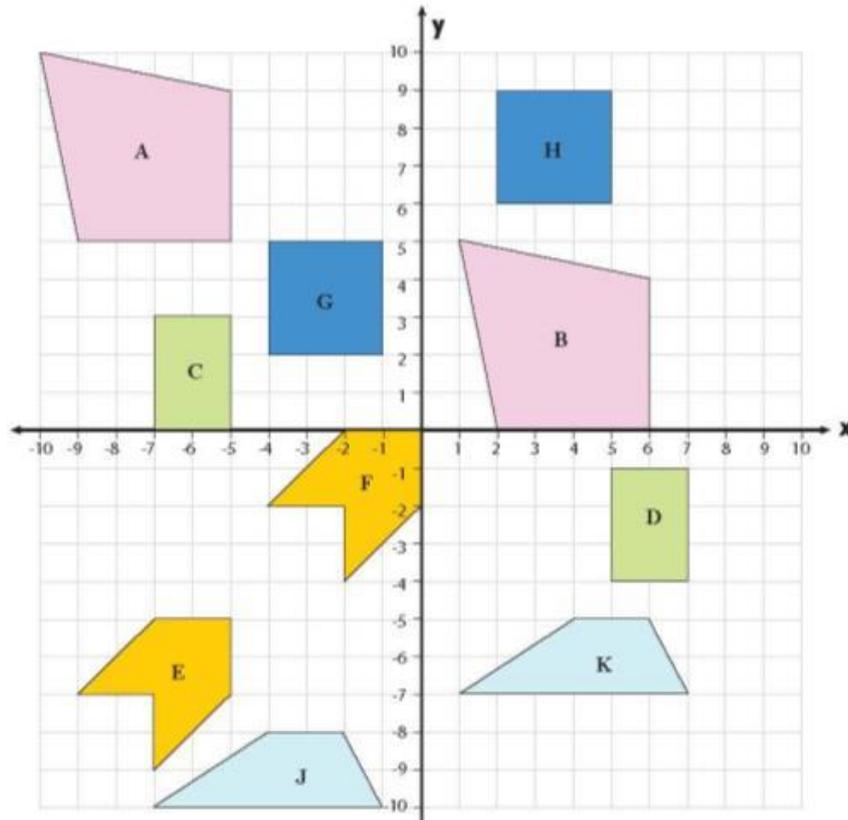


Translated quadrilaterals

Sheet 1

Write the translation for each of these shapes.

Write the number of squares it moves along (x) and the number of squares it moved up/down (y), e.g. a shape might move along 3 squares to the right and 4 squares down.



1. Shape A moves [] squares along to the _____ and [] squares _____.
2. Shape C moves [] squares along to the _____ and [] squares _____.
3. Shape E moves [] squares along to the _____ and [] squares _____.
4. Shape G moves [] squares along to the _____ and [] squares _____.
5. Shape J moves [] squares along to the _____ and [] squares _____.

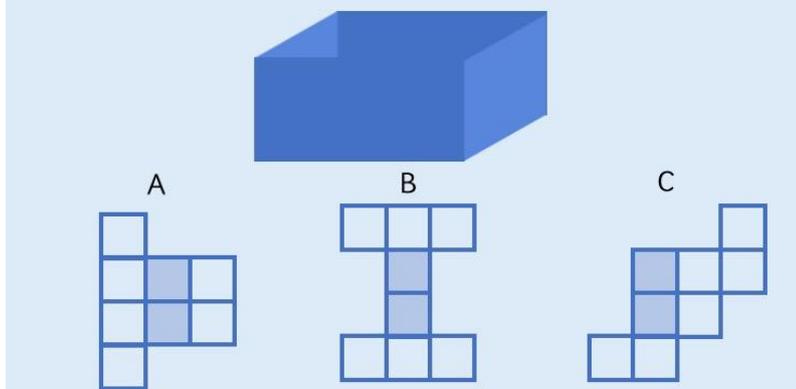
Which pair of shapes have a translation of 11 horizontally?

Which pair of shapes have a translation of 3 vertically?

Which pair of shapes have the greatest translation horizontally?

Challenge:

Here is an open box.
Which of the nets will fold together to make the box?
The grey squares show the base.



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Science

How does human anatomy compare to other animals?

In this lesson, we will learn about the differences between humans and other animals. We will first learn about vertebrates and invertebrates, followed by the differences of animals who use lungs and gills to breathe. Then, we will briefly compare brains of animals. Finally, we will complete some application questions.

<https://classroom.thenational.academy/lessons/how-does-human-anatomy-compare-to-other-animals-6rvk4e>

French

Practise your conversational French with an adult.



Hi!
Salut !



Hello!
Bonjour !



Good evening!
Bonsoir!



Good night!
Bonne nuit !



What is your name?
Comment t'appelles-tu ?



My name is...
Je m'appelle...



How are you?
Comment vas-tu ?



And you?
Et toi ?



Mrs
madame Mr
monsieur



Miss
mademoiselle



I like /It is good
J'aime/
fantastique I don't like /
It is bad
Je n'aime pas/
c'est nul



Thank you.
Merci



very good
très bien



good
bien



so so
comme ci comme
ça



bad
mal



How old are you?
Quel âge as-tu ?



I am ___ years old.
J'ai ___ ans.



See you soon.
À bientôt.



Goodbye.
Au revoir.

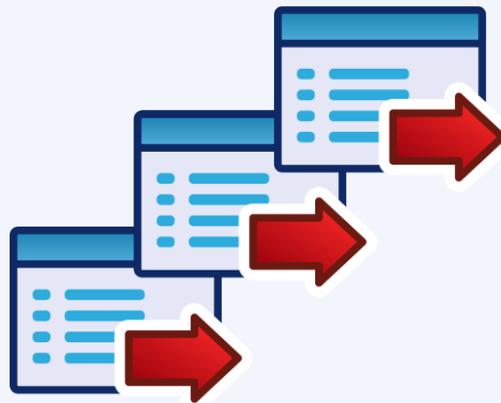
Computing

Follow the breadcrumbs

To outline the need for a navigation path

- I can explain what a navigation path is
- I can describe why navigation paths are useful
- I can make multiple web pages and link them using hyperlinks

Do you know what a navigation path or breadcrumb trail is?



These are important when designing websites.
Think, pair, share.

Breadcrumb trails

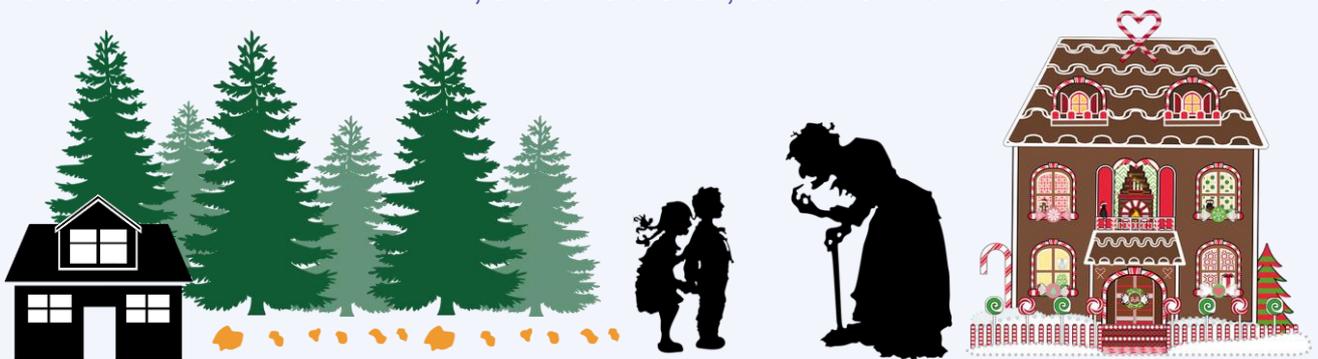
Have you heard the story of Hansel and Gretel?



3

Hansel and Gretel

Hansel and Gretel overhear their father and stepmother talking about a famine. Their stepmother tells their father that they should lose the children in the woods so that she and her husband can have more food for themselves. Hansel hatches a clever plan to leave a trail of breadcrumbs to lead him, and his sister, back to their father's house.



4

Breadcrumb Trails



Breadcrumb trails, or navigation paths as they are sometimes known, are very important when navigating a website.

- When you use a website it is helpful to be able to get back to where you came from.

This is why breadcrumb trails are so important, they allow users to keep track of where they have been on the website or how it is structured.

- When you are planning a website, you need to think carefully about which web pages link together to help the user to move around the site easily.

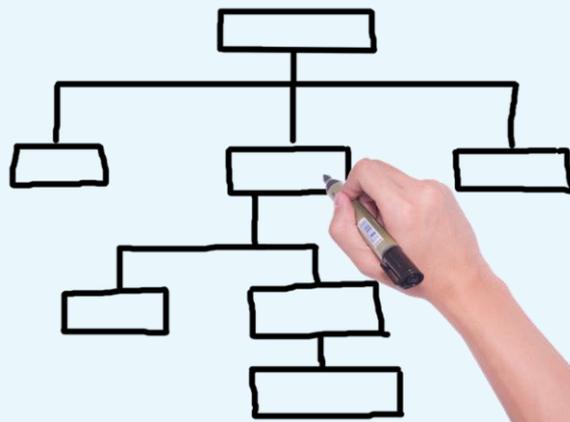


5

Activity 1

Website design

A website's design usually starts at the top with the home page.

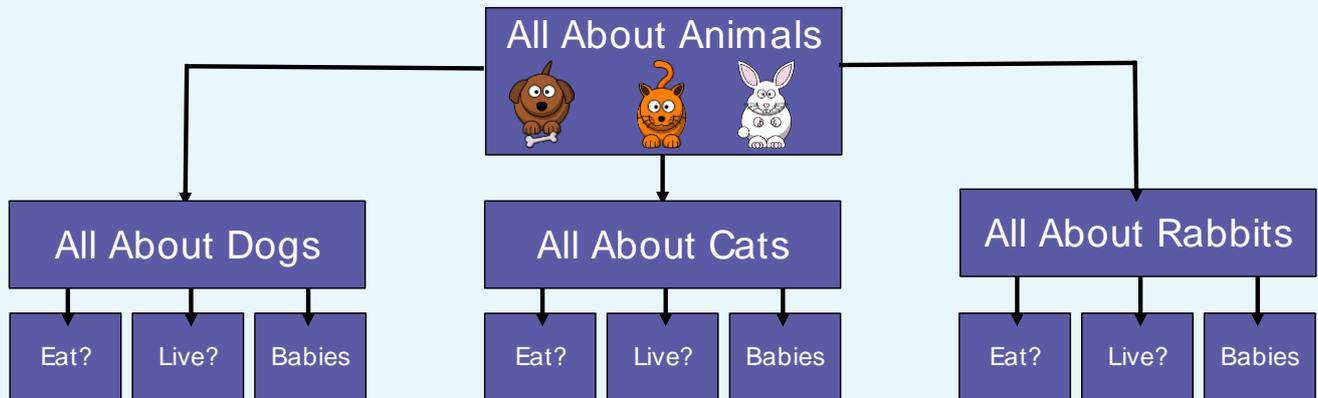


Then we create branches that lead from that web page to another. These are called subpages.

6

Website design example

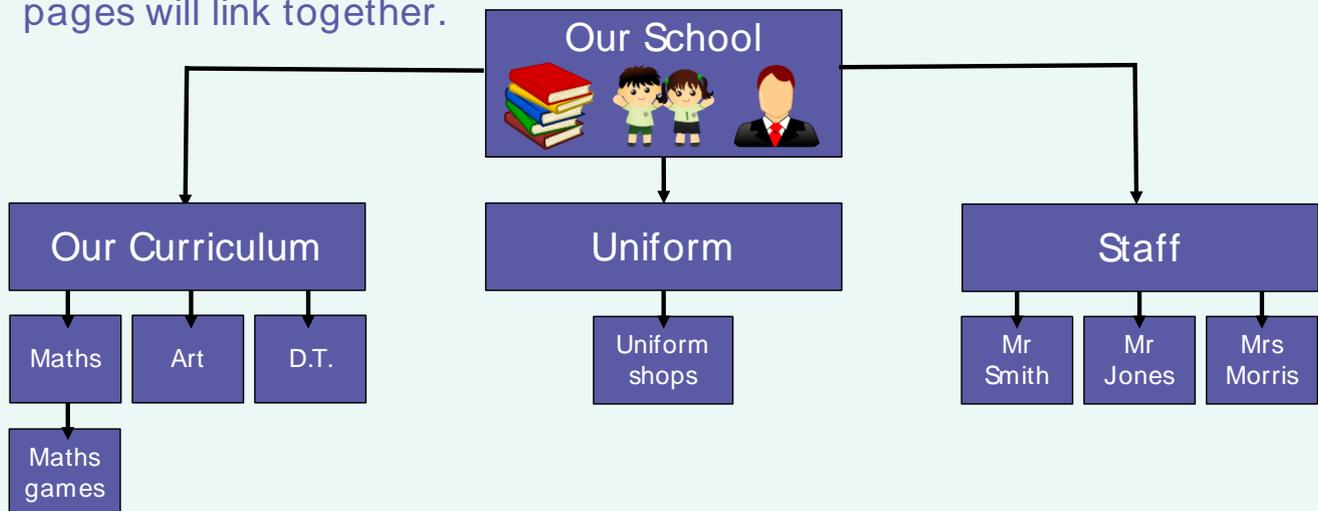
Think carefully about how your pages will link together.



7

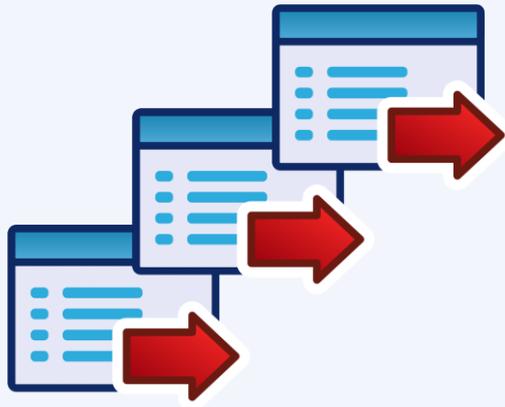
Planning your website

Now plan out the rest of your website thinking carefully about how the pages will link together.



9

Plenary



Verbal exit ticket:

What is a navigation path?

Why should you think about the navigation path when designing your website?



13

Assessment

How confident are you? (1- 3)

- I can explain what a navigation path is
- I can describe why navigation paths are useful
- I can make multiple web pages and link them using hyperlinks

3 - Very confident



2 - Unsure



1 - Not confident



14

Geography

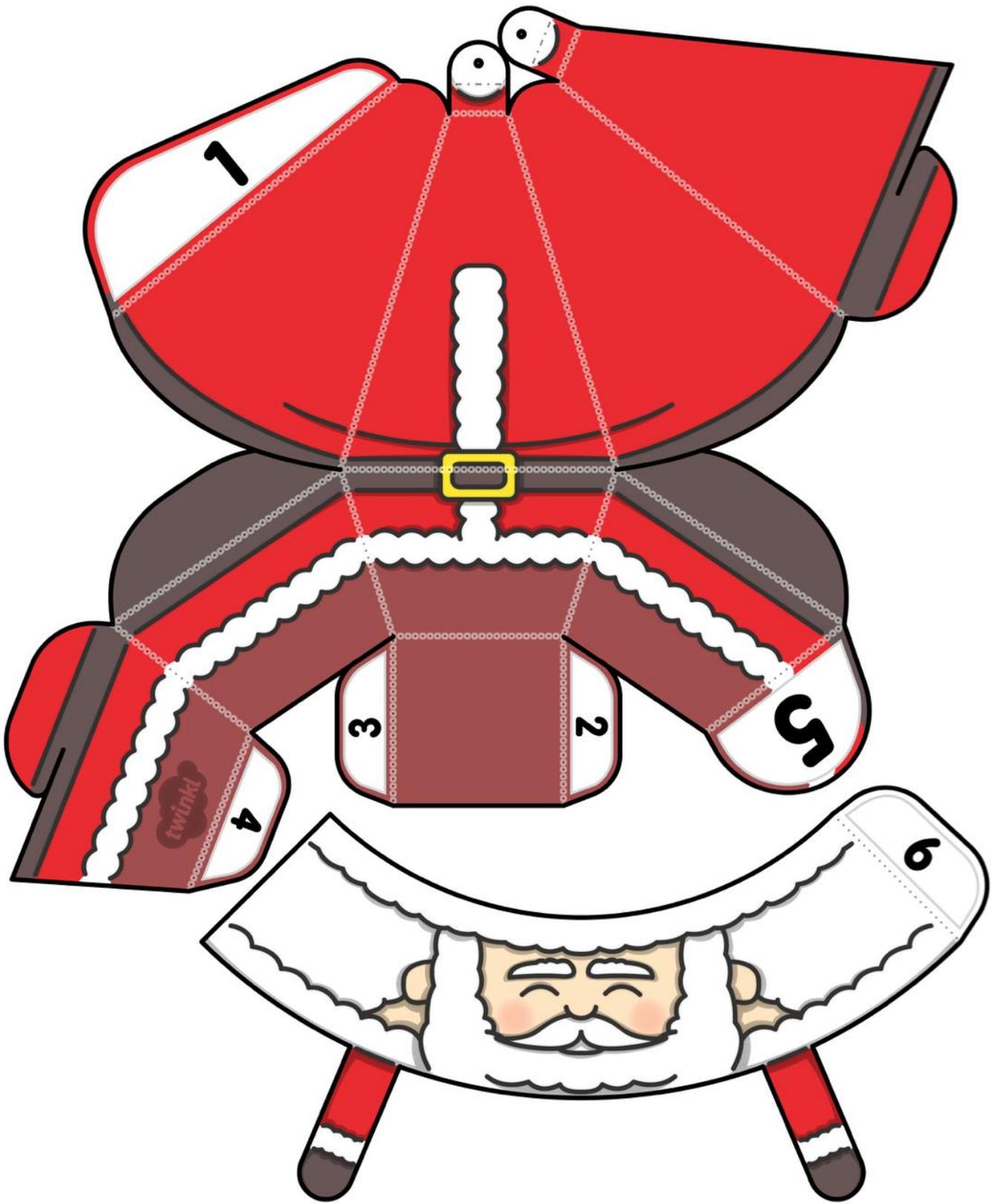
Tools of fieldwork: maps

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>

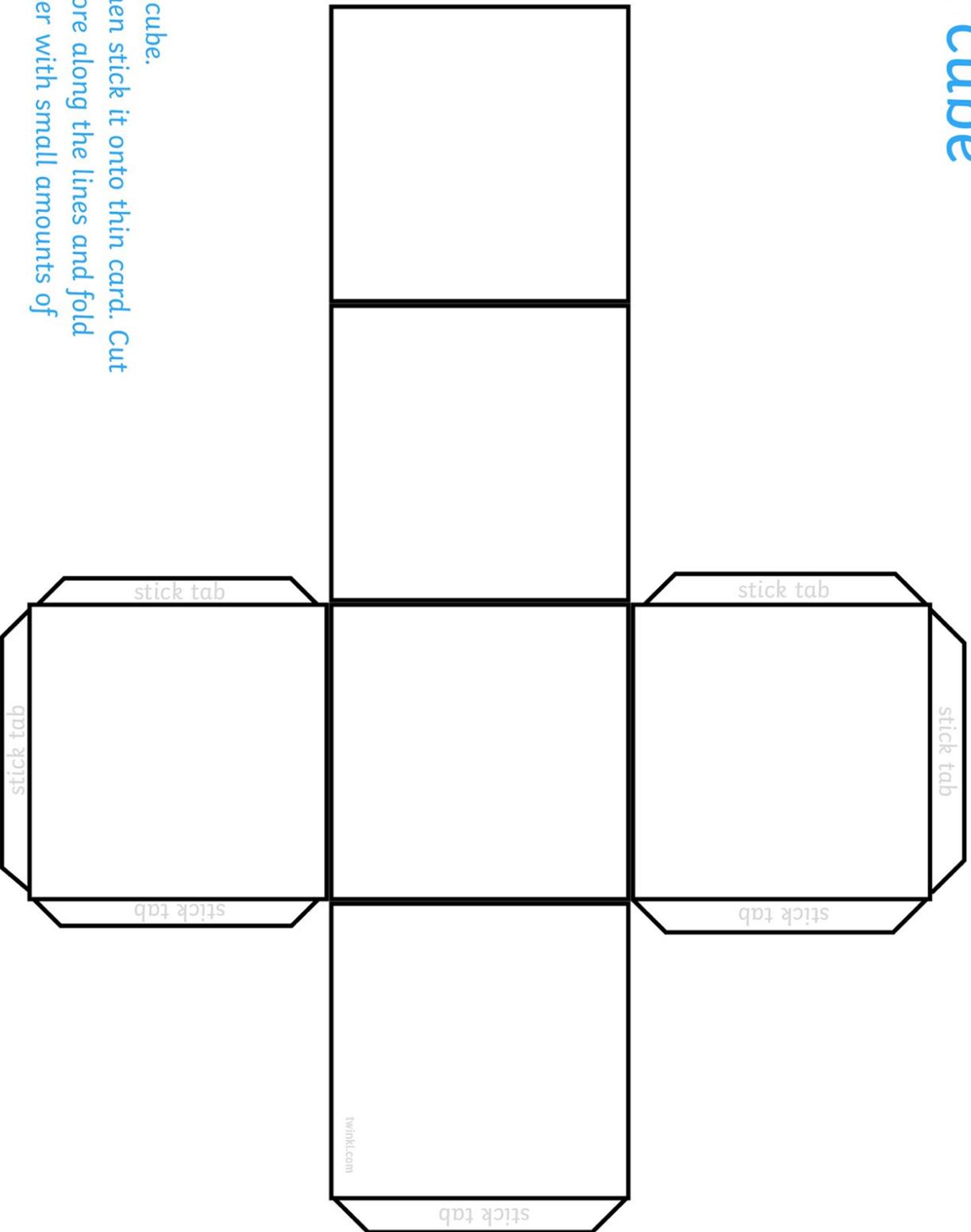
PDW/ Art

Use one of the following nets to create a secret Santa gift for a friend or family member. Fill it with a message or mini gift you have made.



Net of a cube

This is a net for a cube.
Print it out and then stick it onto thin card. Cut it out and then score along the lines and fold them. Stick together with small amounts of glue.



Music

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

https://www.youtube.com/watch?v=G74_o43RQ

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.

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.



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.



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.

