

Year 6 - PACK 1 - Week 5 – Week Beginning 29.06.2020

Monday	Reading – ‘A Pocketful of Stars’ – Aisha Bushby Writing – Letter Writing and Subordinate Clauses Maths – Finding Rules for Equations Thematic – Transition – Getting Organised
Tuesday	Reading – ‘A Pocketful of Stars’ – Aisha Bushby Writing – Writing Subordinate Clauses Maths – Forming Expressions Science – Animals including humans – Session 5 – Healthy Heroes
Wednesday	Reading – ‘A Pocketful of Stars’ – Aisha Bushby Writing – Parenthesis Maths – Substitution PE - Circuits for Super Strength Computing – Learn to Code with Harry Potter
Thursday	Reading – ‘A Pocketful of Stars’ – Aisha Bushby Writing – Letter Drafting Maths – Solve simple one step equations Art – Mystic Roses
Friday	Reading – ‘A Pocketful of Stars’ – Aisha Bushby Writing – Letter Writing Editing Maths – WEEK 1 ASSESSMENT: SIMPLE EQUATIONS Spanish – Talking about my family

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) or splitting it into morning and afternoon suits you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough. Remember the assembly on routines – try to start at the same time every day, in a quiet place if possible. Have a clear plan for the day.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

Monday	Reading – ‘A Pocketful of Stars’ – Aisha Bushby Writing – Letter Writing and Subordinate Clauses Maths – Finding Rules for Equations Thematic – Transition – Getting Organised
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READING Monday 29th June 2020 – ‘A Pocketful of Stars’ – Aisha Bushby

Session 1 – Blurb and Front Cover Impressions:

The piece of writing we will be focusing on for our reading this week is from a book called ‘A Pocketful of Stars’ by Aisha Bushby.

Activity:

Read the blurb carefully to get an idea of what the story may entail, then answer the questions below.



1. Based on the images within the front cover and the writing within the blurb, what do you think this story may be about? What genre of fiction do you think this may be? Use **evidence** to support your answer.

2. *'Its not the sort of magic that comes from wands and spells...'*. Based on this quote, what kind of magic do you think this story will delve into?

3. The writer repeats the phrase *'I know'*. Why do you think they do this? What do they want to show you about the main character?

WRITING - Monday 29th June – Letter Writing and Subordinate Clauses

During your English lessons this week, you will be looking at a range of vocabulary to create your own personal letter to your future self.



Letter Definition:

A **letter** is a **written** message that can be **handwritten** or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a **letter**, a **written** conversation between two parties.

Task 1 – Vocabulary Definitions:

Find the definitions of these words to help you with your understanding of the letter: <https://kids.wordsmyth.net/we/>



<u>WORD</u>	<u>DEFINITION</u>
fragrance	
savour	
impositions	

Task 1: - Highlight key features

Today's activity is to read the following letter and highlight the key features in different colours and label them.

(greeting, rhetorical questions, informal language, explanations of events, advice for the future, key vocabulary, punctuation, sign off)

MODEL LETTER:

Dear Future Self,

Take a breath. Look down at your two feet. Where are they right now? Look around you. Do you see nature? Go touch the leaves – we aren't allowed to do that now. Pick a flower and deeply inhale its beautiful fragrance. Do you hear birds? Stop and take a moment to go listen to their music, because not everyone is so fortunate enough to be able to hear and enjoy that experience. Do you feel the sunshine on your skin? If not, go step outside and be grateful for the fact that it is constantly shining down on you, and that you are alive. Unfortunately, we have not been able to do that, not since the lockdown started. Go take a bite of something delicious and savour every. Not everyone is so privileged to have access to food, so superficial aesthetics should be the least of your worries regardless of the deep societal impositions. How have you been of service to others today?

You spent your whole childhood yearning to be an adult, impatiently waiting for the rite of passage that would grant you the maturity, respect, and validation you so desperately sought. Now that you're an adult, all you crave is the sweetly uninhibited moments of play and lack of responsibility that childhood granted you. Life isn't a sprint, it's a long race and you're not in it just to "win." Be gentle with yourself. Be messy sometimes. Let it all go. Embrace all of your learnings and cherish your experiences because they truly are divinely fated.

ENJOY IT. ALL OF IT. You will have enough time to do everything that you love, so stop stressing so much. You miss the beauty when you are stressed. Be here now, with those that you love. Hug those around you, not standing at least 2m apart. Ask them how they are doing, and truly listen (without plotting your response at the same time). The inexplicable sensation of true connection and understanding is the best feeling in the entire world. Money is just a number. It comes and it goes. Love is the true currency, that is one thing I have learnt during the 'Covid-generation'.

No one lives forever so be sure to cherish every moment. Life is a gift, not something that is a given, so enjoy every second while you're here.

From

Me

Subordinate clauses:

Definition:

A *conjunction* is a word, or words, used to connect two clauses together. ... A *subordinating clause* is a part of a sentence that adds additional information to the main *clause*.

A *subordinating conjunction* is simply the word/words that is used to join a *subordinating clause* to another *clause* or sentence.

A *subordinate clause* contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own.

Examples:

In the following examples, the subordinating conjunctions are in bold for easy identification:

1. **As** Sherri blew out the candles atop her birthday cake, she caught her hair on fire.
2. Sara begins to sneeze **whenever** she opens the window to get a breath of fresh air.
3. **When** the doorbell rang, my dog Skeeter barked loudly.

Task 3 - Conjunctions:

The following task will help you gain greater understanding about how subordinating conjunctions work. Choose the best answer to complete each sentence.

1. _____ the basement flooded, we spent all day cleaning up.

After / Although / Before / Even if

2. I don't want to go to the movies _____ I hate the smell of popcorn.

Although / Because / Whenever / So that

3. I paid Larry, _____ garden design work is top-notch.

Whenever / Whose / After / If

4. _____ spring arrives; we have to be prepared for more snow.

Because / Until / Although / Now that

4-a-Day Arithmetic Practice

1 $893 + 4,117 =$

2 $15.23 + 18.545 =$

3 $\frac{3}{4} + \frac{3}{4} =$

4 $70 \times 400 =$

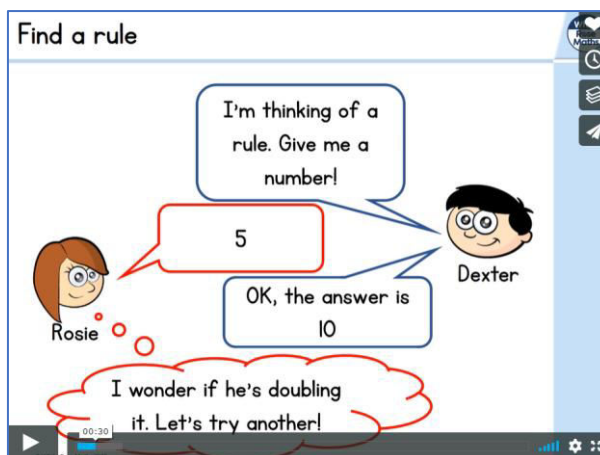
Main Activity – Finding Rules for Equations

Follow the link <https://whiterosemaths.com/homelearning/year-6/> or scan the QR Code to watch the video explaining **how to find rules for equations**

Go to **Summer Term Week7 Lesson 1**



Find a rule



I'm thinking of a rule. Give me a number!

5

OK, the answer is 10

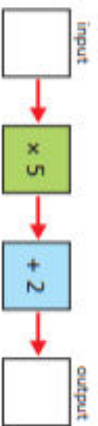
I wonder if he's doubling it. Let's try another!

Rosie

Dexter

Find a rule – two step

1 Use the function machine to complete the table.



Input	1	2	3	5	10	50
Output						

2 Here is the same function machine with the steps in the reverse order.



The outputs will be the same.

Teddy



The outputs will be different.

Jack

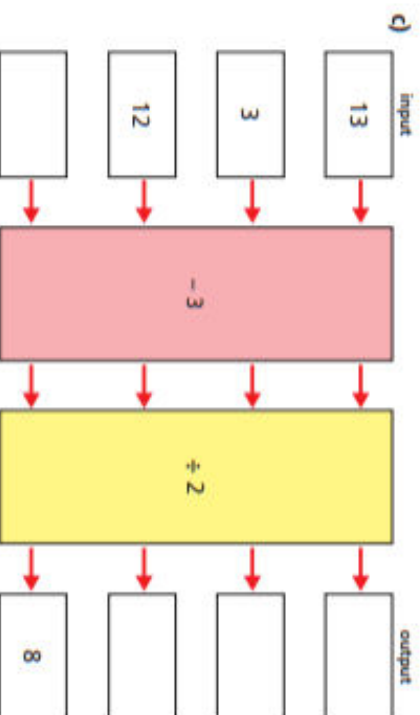
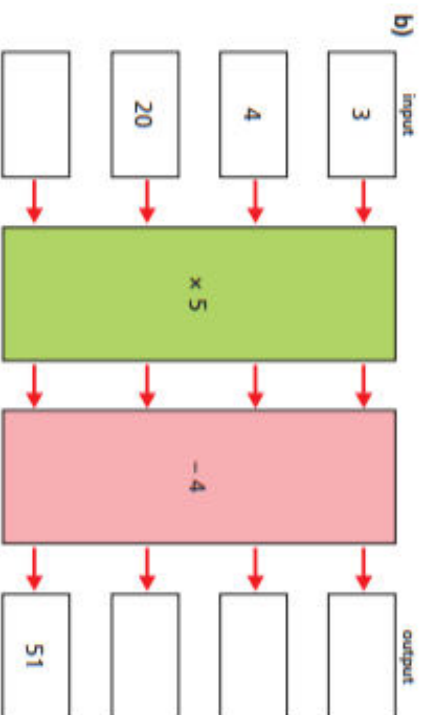
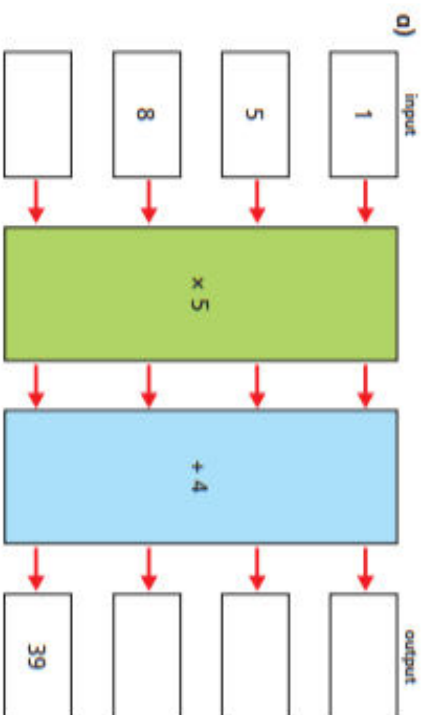
Explain to a partner who you think is correct.

Use the function machine to complete the table.

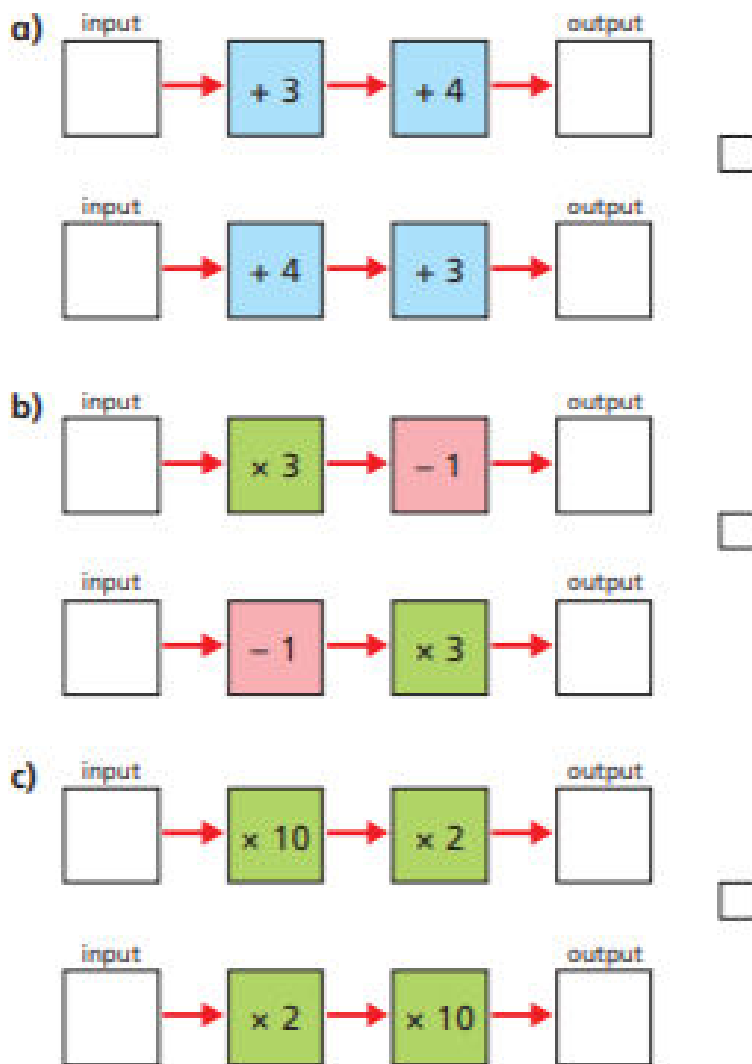
Input	1	2	3	5	10	50
Output						

Who is correct? _____

3 Work out the missing outputs and inputs.



- 4 Tick the pairs of function machines that will give the same outputs for a given input.

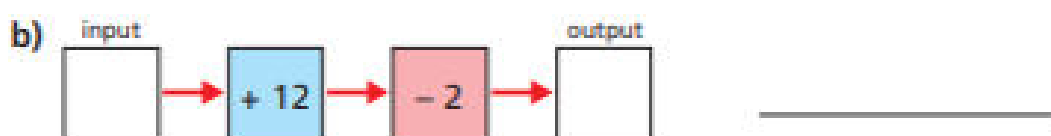


Explain your reasoning to a partner.

- 5 Here are some 2-step function machines.

For each machine, write a single step that would give the same output.

Check your answers by inputting values.





Getting organised



For any journey you need to do lots of preparation – planning how you'll get there, what to take with you, what to wear and what you need to buy. So now is your chance to talk to your family and get organised.



Getting to School

Your new school is probably further away from where you live and it is important to plan and practice your new journey to school ready for September.



Talk about it together... What is the best way to get there?

Read the bubbles together, then shade in the ones you will need to think and talk about.

A collection of 18 speech bubbles and starburst shapes containing questions for discussion:

- How am I getting to school?
- Where am I going?
- Who will drive me?
- What is the quickest way?
- Where is the bus stop?
- Will I go with a friend?
- Is the route well lit?
- What time do I have to leave?
- Is there a school bus?
- Where can I leave my bike?
- How much does the train/bus cost?
- Do I get a pass?
- How long will it take?
- How can I get to school?
- Where can I leave my helmet?
- Will I get a lift home?
- Should I get a bike lock?
- Is my jacket bright enough?



Now write down your plan for how you might get there (and rough timings if you can)

My journey plan

A vertical list of five location markers (teardrop shapes) with horizontal lines next to them for writing a route plan.

Once you have decided the safest and quickest way to and from your new school, set a date to practice the journey.

Date Time

Who is going?

How long did it take you?

What time do I need to leave the house?

(remember that there might be more traffic in September so leave some extra time)

Having done the journey once with a parent or helper, organise to do it on your own with a friend.

Always of course letting your parents know...



Uniform

Schools have different uniforms for lots of different reasons. It shows other people which school you go to, and it saves having to decide what to wear each school day! Look together at the information from your High School.

If you do not have look it up on the school website or contact the school office and ask to be sent the list.

Make a list together of what you need to buy. Tick it off when you have got it.

Remember to write your name on all your uniform in case it gets lost

My uniform shopping list

For some subjects you might need special items or kit. Look at what you need for:

PE

Science

Technology



As your parents/carers or other family members about what they wore at school.

Have they got any photographs they can show you?

Have they got any funny stories they can tell you about their uniform?

My wore
(write or draw a diagram, right)



Equipment

What you need to take to High School will be different from Primary school – you may well also need a bigger bag as you will be carrying lots of things around with you as you move to different classrooms

Which of these objects will you need (and be allowed) to take to your new school ?

Tick the box next to the drawing and to make sure you have the right answer look at the information you have been given or on the school website. If you're not sure put a ? and check when you start at school in September. No one will expect you to have all the right things in the first week !

Books



Ruler



Bag



Pencils



Calculator



iPod



Money



Pens



Dictionary



Sweets



Cuddly toy



Planner



Door key



Lunch box



Make up



Mobile phone



what do I need to buy?

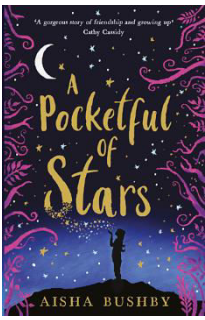
(tick it off when you have got it) ...

First impressions – what impression do you want to give when you start your new school?

Share your GETTING ORGANISED work on ClassDojo and we will share everyone's ideas on their organisation for secondary school **What is the same about your ideas? What is different? Is there anything that you had not thought about?**

Tuesday	Reading – ‘A Pocketful of Stars’ – Aisha Bushby Writing – Writing Subordinate Clauses Maths – Forming Expressions Science – Animals including humans – Session 5 – Healthy Heroes
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READING Tuesday 30th June 2020 – ‘A Pocketful of Stars’ – Aisha Bushby



Our reading this week will be focused around the novel *A Pocketful of Stars* by Aisha Bushby. This novel tells the story of Safiya, her love for video games and her relationship with her mum.

TASK 1 - READING:

Watch professional wrestling star Becky Lynch read **Extract 1** from *A Pocketful of Stars* by scanning the QR code or read the extract below:

Extract 1

Elle and Mum walk off, talking about the rest of the play, heads bobbing enthusiastically. I hang back a step or two. They're both confident, so it makes sense that they get along, that their relationship is easy. I should be glad, but it's a bit like playing my favourite video game, 'Fairy Hunters', and my team wins even though I didn't cast a single good spell. I want to be happy, but then I feel like I don't belong, like I'm not good enough. And the bad feeling takes over the good.

I know it's weird not wanting Elle to come around, because she's my best friend. But Saturday nights are supposed to be our night. Mum and me.

Ever since Mum and Dad divorced, and I decided to live with Dad, they set up these Saturday visits as part of the custody agreement. Mum and I hang out in the afternoon, and then we have dinner together and a sleepover. Usually Mum cooks, sometimes it's a takeaway, but it's always just been the two of us.

Until today.

I can't help but think that maybe Elle's the daughter Mum should've had, the daughter she would've wanted.

But instead she ended up with me.

Impressions Question:

Using the text, provide **at least 1 impression** (extension is to add more than one) that you get from both the mother and the children and give evidence to support your answer.

CHARACTER	IMPRESSION	EVIDENCE
Mother		
Safiya		



Share your response grid on Class Dojo and add to it in tomorrow's lesson based on people's responses on Dojo.

WRITING - Tuesday 30th June – Writing Subordinate Clauses



Task 1:

Find the definitions of these words to help you with your understanding of the letter: <https://kids.wordsmyth.net/we/>

<u>WORD</u>	<u>DEFINITION</u>
yearning	
the rite of passage	
validation	

Task 2:

Using the examples from yesterday's lesson to help you, along with your own ideas for your letter, generate at least 3 subordinate clause examples that could be used later in the week to draft your letter.

1. _____

2. _____

3. _____



Share them on Class Dojo once you have finished so that we can share them with the class and you can magpie ideas from other people.

4-a-Day Arithmetic Practice

1 $5,054 - 2,681 =$

2 $4 \times 267 =$

3 $\frac{5}{7} \times \frac{2}{3} =$

4 $30 - (80 \div 20) =$


Main Activity – Forming Expressions

Follow the link <https://whiterosemaths.com/homelearning/year-6/> or scan the QR Code to watch the video explaining **how to form mathematical expressions**

Go to **Summer Term Week 7 Lesson 2**



Forming expressions

 Rosie grows 3 cm

How could we represent what has just happened?

Rosie's height	3 cm
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Rosie's new height

09:30

The screenshot shows a video player interface. At the top, it says "Forming expressions". Below that is a cartoon girl icon and the text "Rosie grows 3 cm". The question asks "How could we represent what has just happened?". A diagram shows a box divided into two sections: "Rosie's height" and "3 cm". A bracket underneath both sections is labeled "Rosie's new height". At the bottom of the video player, there is a play button, a progress bar showing "09:30", and some system icons on the right.

- 1 Tommy uses multilink cubes to represent an unknown number and base ten ones to represent 1

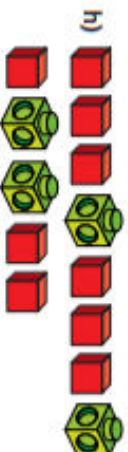


Write algebraic expressions to describe the sets of cubes.

The first one has been done for you.



$2x + 3$



- 2 Use Tommy's method to represent these expressions.

a) $x + 2$

c) $3x + 1$

b) $2x$

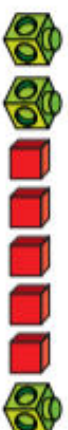
d) $x + 6$

Compare answers with a partner.

- 3 Use cubes to help you simplify the following expressions.

The first one has been done for you.

a) $2y + 5 + y$



$3y + 5$

b) $3a + 2 + a + a$

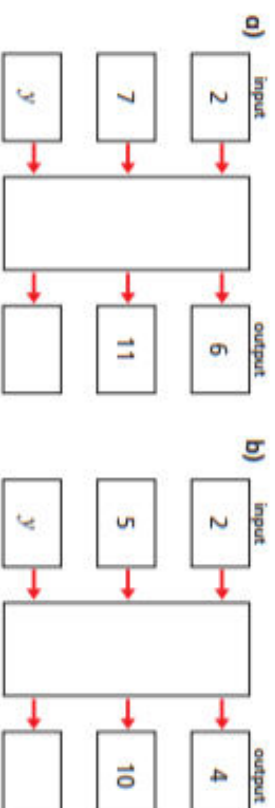


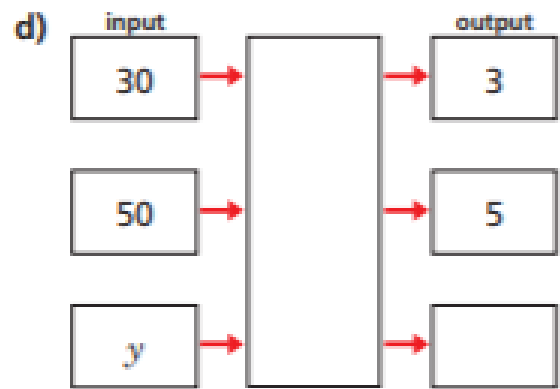
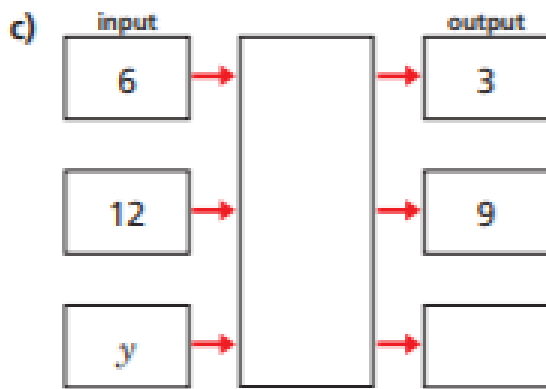
c) $6p + 2 - 2p$



d) $m + 4 + 3m - 3$

- 4 Complete the function machines.





5 Match each statement to the equivalent algebraic expression.
Write the missing statements.

5 more than y

$2y$

y less than 5

$y - 5$

y multiplied by 5

$5 - y$

y divided by 5

$y + 5$

double y

$5y$

y^2

$\frac{y}{5}$

Tuesday 30th June Science – Animals including humans – Session 5 – Healthy Heroes

As we grow into adults, there are lots of things we should be doing to help keep our bodies strong and healthy.

Exercise

It is important that we exercise regularly. This includes in our free time! Children exercise all the time without realising. Anything that makes your body work is exercise, even walking around the playground at playtime!

Did you know?

Children should be doing at least 60 minutes of exercise each day!


Healthy Diet


Next thing to keep us healthy is to ensure we have a healthy diet.


Our diet is what food we eat to give us energy. However, there are lots of foods to choose from and they are not all healthy.

A Balanced plate

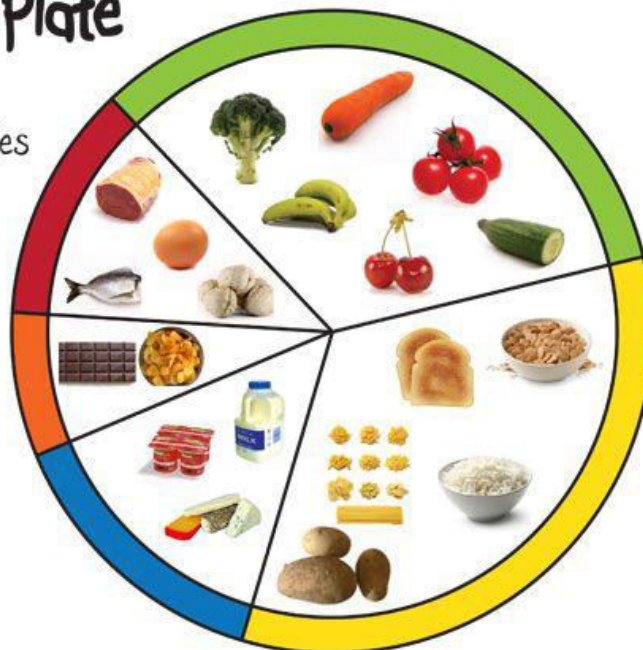
 Fruit and vegetables

 Grains, cereals and potatoes

 Dairy products

 Meat, fish, nuts and eggs

 Fats and sugars



Adults and children need lots of energy to help them keep moving and keep their bodies healthy! Children also need food to help them grow.

There are 5 main food groups.

- Fruit and vegetables
- Protein,
- Carbohydrates
- Dairy
- Fat and sugar.

Healthy or Unhealthy?

To be healthy, we need to make sure that we are eating a healthy, balanced diet. This means that we should be eating a variety of foods. We can still have treats if we are not eating them too much or too often. We need to ensure we are absorbing all the nutrients and vitamins that our bodies need.

Personal Hygiene

Another way we can lead a healthy lifestyle is by looking after our bodies. We need to ensure we have good hygiene.

Being ill...



Keeping ourselves clean



Eating a balanced diet



Being active

Sometimes, even if we do all of these things, we can still become ill because germs are attacking our bodies all the time.

How can you tell if someone is feeling ill?

If you are feeling ill, you could have;

- Pale skin
- High temperature
- Tiredness
- Loss of appetite
- Spots or a rash
- Runny nose
- Headache
- Nausea

Did you know?

Chicken pox is an illness that spreads easily around children. What are the symptoms of chicken pox?

Medicines

Medicines can come in all different shapes, sizes, and colours.

One medicine might be a pink liquid, another medicine might come in a special mist, another might be a blue pill, and still another might come out of a yellow tube. But they are all used for the same purpose — to make you feel better when you are ill. Most medicines today are made in laboratories by scientists. Once a medicine is created, it is tested over and over in many ways. This allows scientists to make sure the medicine is safe for people to take and that it can fight or prevent a specific illness.

Caution!

Medicines can help you BUT medicines can harm you if they are not used properly. Too much of a medicine can be harmful, and old or outdated medicines may not work or can make people sick. Taking the wrong medicine or medicine prescribed for someone else is also very bad news. You should always follow your doctor's instructions for taking medicine — especially for how long. If your doctor says to take medicine for 10 days, take it for the whole time, even if you start to feel better sooner.

Those medicines need time to finish the job and make you better!

NEVER take a medicine unless your parents have told you to!

Independent Task

Create a poster that we could put up around school that explains how we can lead a healthy lifestyle. You could even include your own Healthy Hero if you want!

Share your healthy poster on ClassDojo so that we can spread these around the school and promote healthy living for the rest of the school.



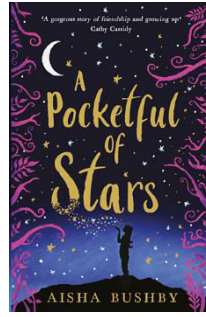
How can you lead a healthy lifestyle?

Wednesday	Reading – ‘A Pocketful of Stars’ – Aisha Bushby Writing – Parenthesis Maths – Substitution PE - Circuits for Super Strength Computing – Learn to Code with Harry Potter
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READING Wednesday 1st July 2020 – ‘A Pocketful of Stars’ – Aisha Bushby

Session 3: – Retrieval Questions

Watch professional wrestling star Becky Lynch read **Extract 1** from *A Pocketful of Stars* by scanning the QR code or read the extract below:



Extract 1

Elle and Mum walk off, talking about the rest of the play, heads bobbing enthusiastically. I hang back a step or two. They're both confident, so it makes sense that they get along, that their relationship is easy. I should be glad, but it's a bit like playing my favourite video game, 'Fairy Hunters', and my team wins even though I didn't cast a single good spell. I want to be happy, but then I feel like I don't belong, like I'm not good enough. And the bad feeling takes over the good.

I know it's weird not wanting Elle to come around, because she's my best friend. But Saturday nights are supposed to be our night. Mum and me.

Ever since Mum and Dad divorced, and I decided to live with Dad, they set up these Saturday visits as part of the custody agreement. Mum and I hang out in the afternoon, and then we have dinner together and a sleepover. Usually Mum cooks, sometimes it's a takeaway, but it's always just been the two of us.

Until today.

I can't help but think that maybe Elle's the daughter Mum should've had, the daughter she would've wanted.

But instead she ended up with me.

Session 3: – Retrieval Questions

1. Write down **three** things you are told about Safiya’s relationship with he family:

- a. _____
- b. _____
- c. _____

2. According to the text, what do Safiya and her mum do during their Saturday visits?
Name **two**:

- a. _____
- b. _____

3. Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Elle and Safiya both live with their mum and dad	<input type="checkbox"/>	<input type="checkbox"/>
Safiya is jealous of her sister	<input type="checkbox"/>	<input type="checkbox"/>
Safiya believes her sister is the favorite child	<input type="checkbox"/>	<input type="checkbox"/>

4. What does Safiya compare her relationship with her mum and sister to?

- a. _____

Share your responses on Class Dojo to share with the rest of the class and make edits to yours based on other people’s answers and the answers sent out at the end of the day.



WRITING - Wednesday 1st July – Parenthesis



Task 1 – Definitions.

Find the definitions of these words to help you with your understanding of the letter: <https://kids.wordsmyth.net/we/>

<u>WORD</u>	<u>DEFINITION</u>
uninhibited	
divinely	
inexplicable	

Parenthesis

DEFINITION:

A word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas.

EXAMPLES:

- *My friend Chloe (who is three months older than me) is coming to my house tonight.*
BRACKETS
- Blue Peter, a popular children's programme, has been on the TV since the 1960's.
COMMAS
- Whenever we go to the seaside – or a theme park – I'm too small for the best rides.
DASHES

Task 2:

Using the examples above to help you, along with your own ideas about your letter, generate at least 3 examples of parenthesis being used correctly within a sentence, that could be used later in the week to draft your letter.

1. _____

2. _____

3. _____



Share them on Class Dojo once you have finished so that we can share them with the class and you can magpie ideas from other people.

4-a-Day Arithmetic Practice

1 $8 - 4.63 =$

2 $5^2 - 14 =$

3 $1,000 \times 2.75 =$

4

					5	9	7	4		
x						5	6			



Main Activity – Substitution

Follow the link <https://whiterosemaths.com/homelearning/year-6/> or scan the QR Code to watch the video explaining **how to substitute numbers**

Go to **Summer Term Week 7 Lesson 3**

A screenshot of a video player interface. The video content shows a question: "How much is there?" with three coins (one 50p and two 20p) above it. Below the coins, a dashed box labeled "Substitution" contains the equation $50p + 20p + 20p = 90p$. The video player has a progress bar at the bottom showing 00:36 and various control icons.

1

	= 4		= 5
---	-----	---	-----

Use the given facts to work out the calculations.

a)  +  + 

b)  +  - 

c)  +  +  +  + 

2

	= 12		= 5
---	------	---	-----

Use the given facts to work out the calculations.

a)  - 

b)  × 

c) Create your own calculation that will be equal to 22

3

If $x = 5$, write the values of the expressions in the corresponding grid. The first one has been done for you.

$3x$	x^2	$2x - 5$
$4x + 2$	$\frac{x}{2}$	$2(x + 1)$
$7x$	$x + 9$	$x - 7$

15		

4

If $a = 10$ and $b = 6$, work out the values of the expressions.

a) $a + b =$

d) $2a + b =$

b) $a - b =$

e) $3a - 17 =$

c) $2a =$

f) $2(a - b) =$

5

If $m = \frac{4}{5}$ and $k = 0.1$, work out the value of $m + 2k$

6



Mo

It does not matter what p and q are, $p + q$ and $q + p$ will always give the same answer.

Do you agree with Mo? _____

Explain your answer.

7

$$m = 7 \quad n = 5$$

Write $>$, $<$ or $=$ to compare the expressions.

a) $2m$ ○ 10

b) $n - 1$ ○ 5

c) $2n + m$ ○ $2m + n$

d) $7n$ ○ $5m$

Super Strength

Home Physical Education

Can you complete the circuit with a partner, encouraging each other?

How to play:

- Layout 5 markers in a space around your area. These are your 5 strength circuit activities.
- **Station 1:** Perform 10 squat jumps.
- **Station 2:** Perform 10 lying ball lifts.
- **Station 3:** Perform 10 push outs.
- **Station 4:** Perform 10 sit ups.
- **Station 5:** Perform 10 box press ups.
- How many times can you repeat the circuit?



Can you keep trying even if you feel tired?

Top Tips

Work Hard!

By working hard we will improve our strength
'Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.'

Let's Reflect

Do you understand why working hard will help improve the strength of your muscles?

Do you understand why it is important to be strong when playing sport?

What are 'squat jumps' and 'box press ups'?

Watch the following video from a coach at Complete PE to give you some tips on what some of these exercises are and how this can be done in all types of homes and outdoor areas.

Share some pictures of your exercises with us on ClassDojo, along with your fastest times and how many times you can complete the circuit!




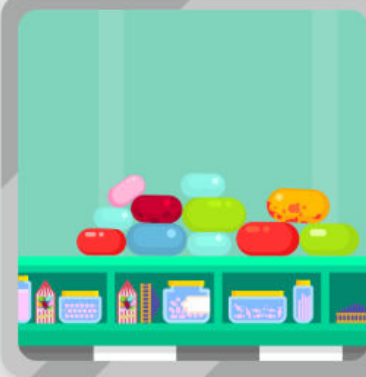
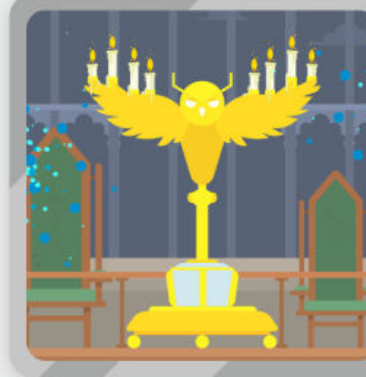

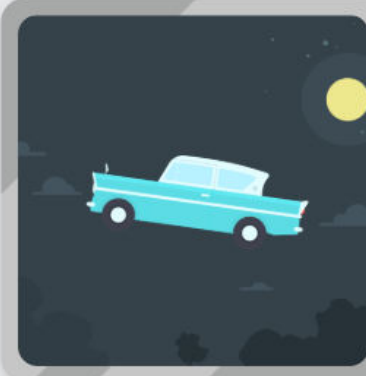
Harry Potter



Follow the link or scan the QR code to practice your coding skills with Harry Potter themed games:

<https://hoc-2018.kano.me/challenges/home>

Learn to code and make magic on screen with creative challenges inspired by the Wizarding World. Connect code blocks, see the Javascript and learn how to make feathers fly, fireworks fizz and bang, compose music, and more in our Harry Potter Coding challenges.

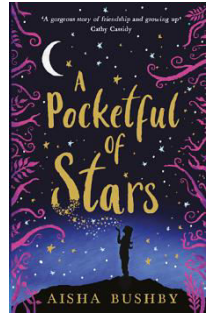
 <p>Levitate a Feather</p>	 <p>Summon Bertie Bott's Every-Flavour Beans</p>	 <p>Create Fireworks that Fizz and Bang</p>
 <p>Play Music with the Yule Ball Instruments</p>	 <p>Control the Flying Car</p>	

	Writing – Letter Drafting Maths – Solve simple one step equations Art – Mystic Roses
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READING Thursday 2nd July 2020 – ‘A Pocketful of Stars’ – Aisha Bushby

Session 4: – Vocabulary Questions

Watch professional wrestling star Becky Lynch read **Extract 2** from *A Pocketful of Stars* by scanning the QR code or read the extract below:



Extract 2:

Elle holds my hand the whole way down, even as we go through the barriers. Four stops to King’s Cross. Four stops for me to imagine the worst. Dad must be OK. I don’t have any grandparents, or aunts and uncles, apart from Mum’s sister . . . Is it Mum?

One. Mum cycles everywhere. Did she get hit by a car? Does she wear a helmet? I can’t remember.

Elle and I don’t speak. She just squeezes my arm every few moments. I don’t cry, but my heart is beating so fast like I can’t breathe.

The Tube is too hot. I might pass out.

Two. Maybe she just tripped and broke a leg, and I’m overthinking it all? Dad’s just ringing to make sure I don’t go straight to her flat. Right?

*But why is he telling me to get the next train?
Someone gets up and Elle wrestles me a seat.*

Three. And why would he ring Elle too? I bury my head in my hands. Elle is stroking my hair. It helps.

Four. I’m sorry for yelling at you, Mum. I’m sorry, sorry, sorry.

Session 4: – Vocabulary Questions

1. Find and copy **one group** of words that suggests some of the mother’s strategies to keep her children safe were done in the **past**.
-

2. ‘...and I’m overthinking it all...’

In this sentence, the word **overthinking** is closest in meaning to...

Tick **one**:

Not thinking
hard
enough.

Thinking
too much.

Not thinking
at all.

Thinking
just
enough.

3. **Find** and **copy** a group of words in the third paragraph that shows, despite the children not speaking to each other, Elle shows that she is scared.
-

4. ‘Elle wrestles me a seat’. What do this show about the way in which Elle is trying to secure the seats on the train?
-

5. Look at the line beginning ‘**Three**’. Find and copy **one phrase** that suggest Safiya is nervous.
-

Share your responses on Class Dojo to share with the rest of the class and make edits to yours based on other people’s answers and the answers sent out at the end of the day.



WRITING – Thursday 2nd July – Letter Drafting

During today's session, you will be writing your first draft of your letter on the paper provided (or in activity book), using the toolkit below as a checklist when you are working through.

REMEMBER: Your best idea is not usually your first, so spend some time playing with

TOOLKIT:

Greeting		Explanations of how life has been different during lockdown (home, school, shopping, seeing friends, seeing family etc).	
Rhetorical questions		Advice for the future (based on these differences)	
Informal Language		Punctuation (, ? ! () - : ;)	
parenthesis		Key vocabulary	
paragraphs		Sign off	

A series of horizontal blue lines for writing, with a vertical red margin line on the left side.

A writing template consisting of a vertical red margin line on the left side and 25 horizontal blue lines for writing.



Share them on Class Dojo once you have finished so that we can share them with the class and you can magpie ideas from other people.

4-a-Day Arithmetic Practice

1

			6	0	7				
x			2	3					
<hr/>									

2

$$\frac{3}{8} + \frac{3}{4} =$$

3

$$52 \times 0.5 =$$

4


$$498 \div 6 =$$

Main Activity – Solve simple one step equations

Follow the link <https://whiterosemaths.com/homelearning/year-6/> or scan the QR Code to watch the video explaining **how to solve one step equations**

Go to **Summer Term Week 7 Lesson 4**



Have a go 



Find the value of x in each bar model

15			
x	x	x	3

$$3x + 3 = 15$$
$$15 - 3 = 3x$$
$$12 = 3x$$
$$4 = x$$

15					
x	x	x	x	x	3

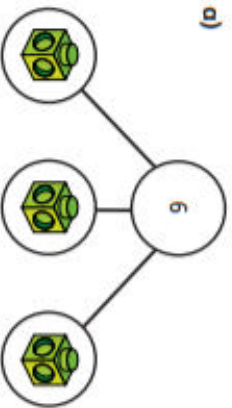
$$6x + 3 = 15$$
$$15 - 3 = 6x$$
$$12 = 6x$$

00:48  

Solve simple one-step equations

- 1 Write an equation for each part-whole model.

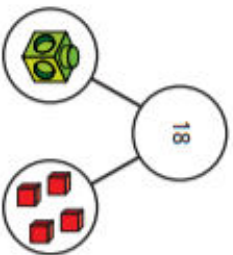
Work out the value of the multilink cube in each equation.



a) _____

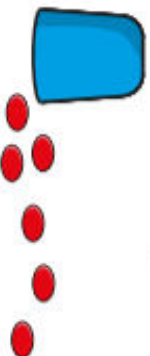
 =

b) _____



 =

- 2 There are some counters under the cup.



There are 10 counters in total.

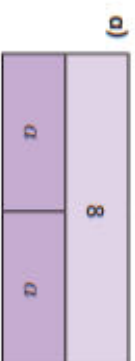
- a) If c is the number of counters under the cup, explain why $c + 6 = 10$

- b) Work out the value of c .
 $c =$

- c) How many counters are under the cup?

- 3 Write algebraic equations to represent the bar models.

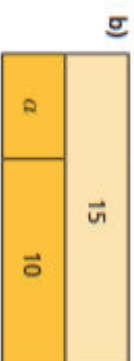
Find the value of a in each one.



$a =$



$a =$



$a =$



$a =$

- 4 Nijah is solving the equation $x - 8 = 20$

$$x - 8 = 20$$

$$x = 20 - 8$$

$$x = 12$$

What mistake has Nijah made?

5

Solve the equations.

a) $x + 7 = 20$

$x = \square$

d) $g - 3 = 15$

$g = \square$

b) $10y = 80$

$y = \square$

e) $32 = t - 5$

$t = \square$

c) $4m = 22$

$m = \square$

f) $\frac{u}{6} = 3$

$u = \square$

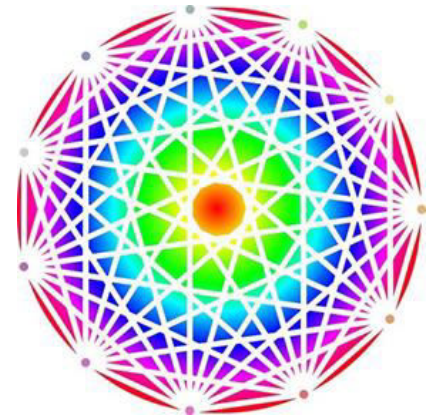
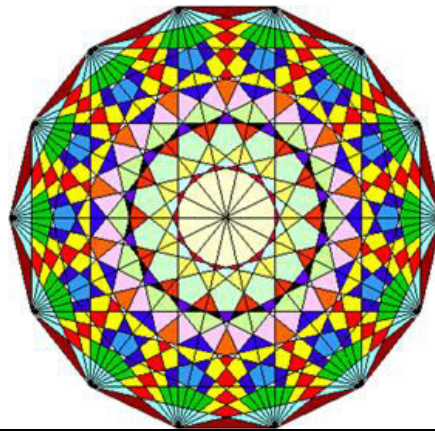
Thursday 2nd July Art – Mystic Roses

Have you ever created a mystic rose before? It is a great way to construct various geometric shapes and lets you play with patterns to create math-based art.

It is not difficult to make a mystic rose, and the end product is impressive! Watch the video to learn the steps and read the directions below.

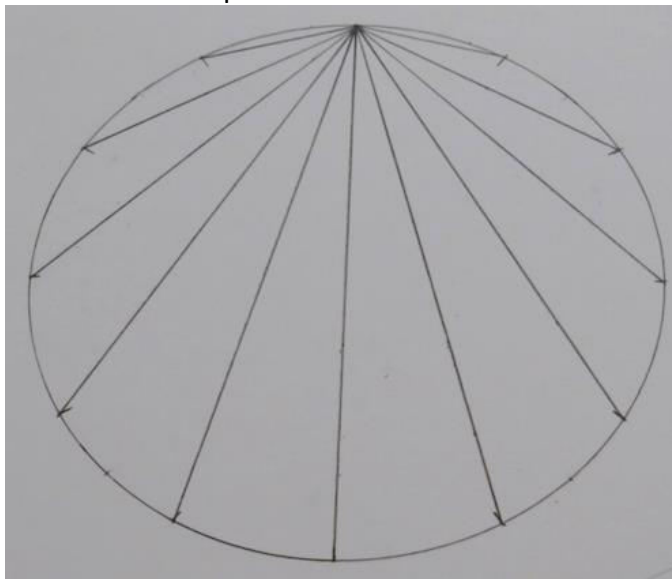


<https://youtu.be/JKv3RdDtGEY>



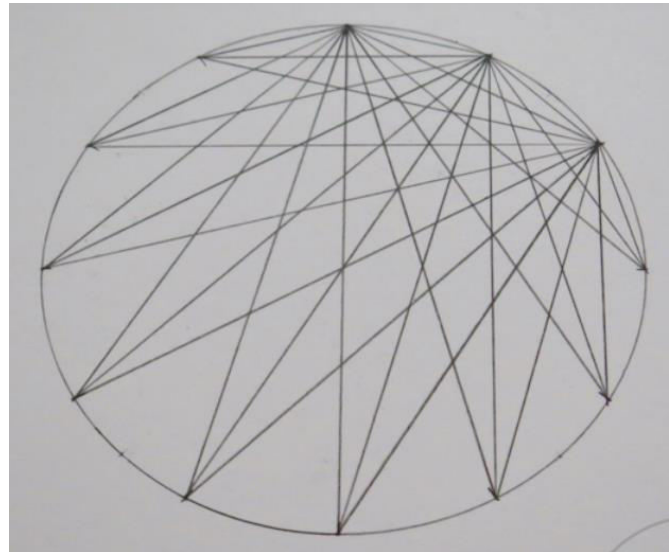
STEP 1:

To create the design, you will need to use a sharp pencil or marker. You need to carefully rule in all the diagonals from each point across the circle. It will look like the pictures below.



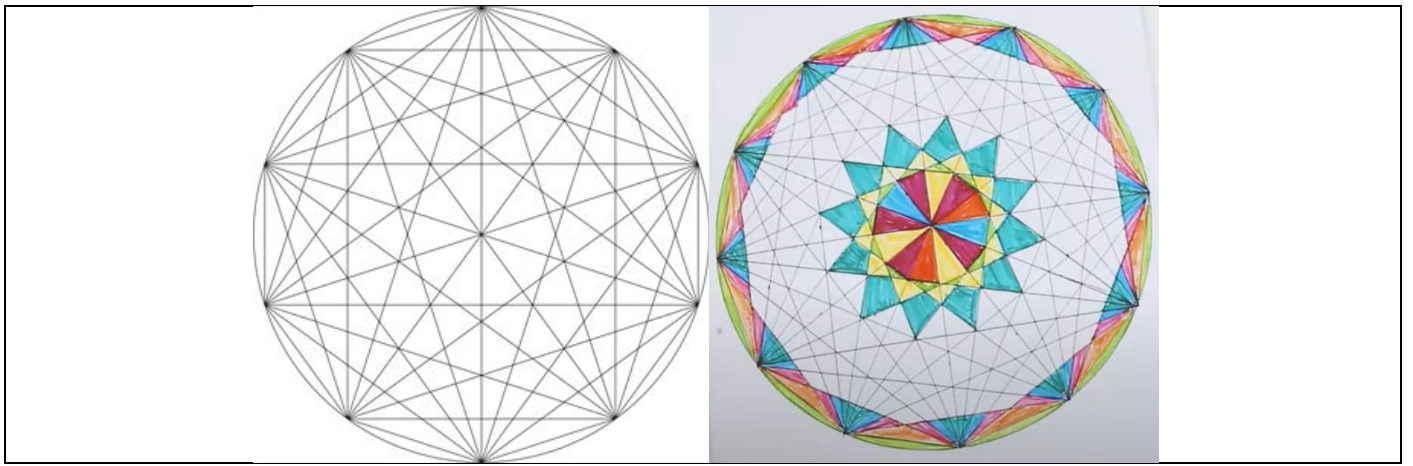
STEP 2:

You then need to repeat this process from each point on the circle until you have drawn lines from each of the points.

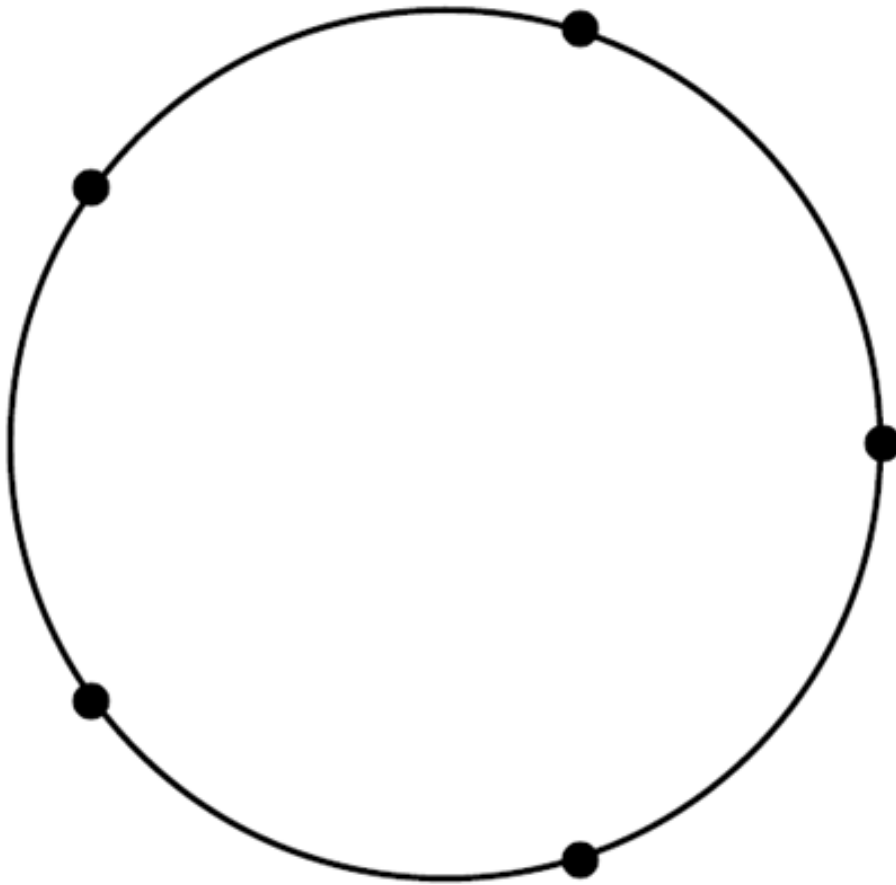


STEP 3

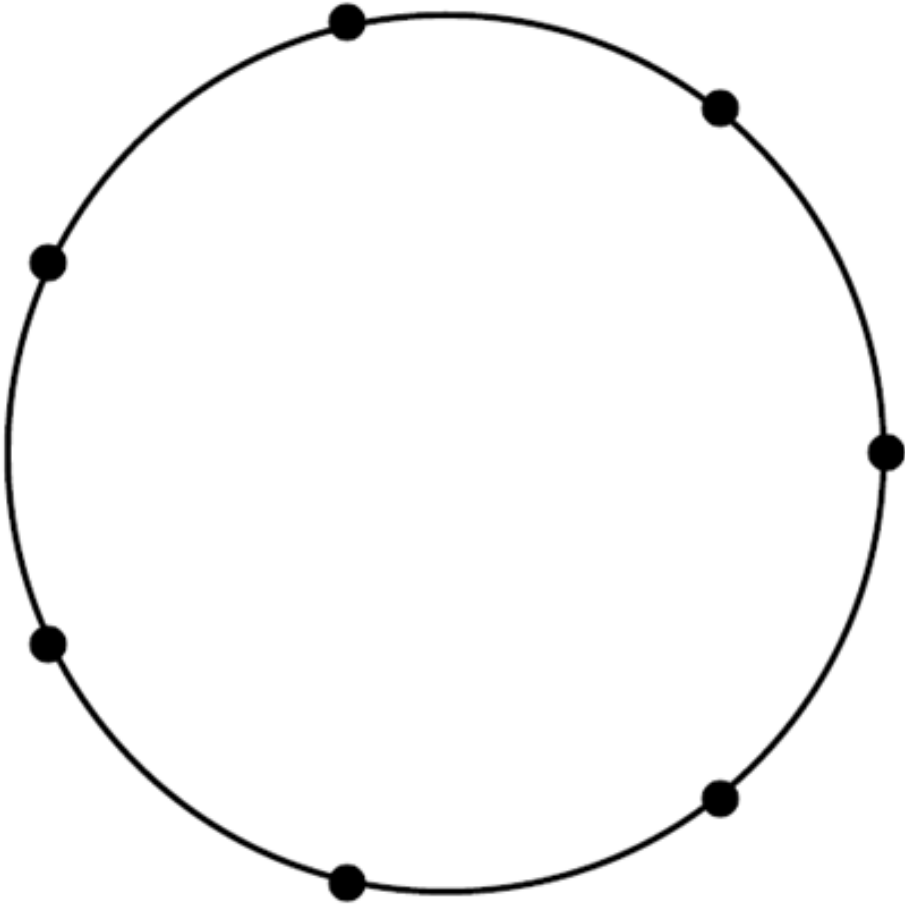
Once you have completed your mystic rose, begin to experiment with colour patterns to generate a fantastic piece of art using geometric (shape-based) shapes.



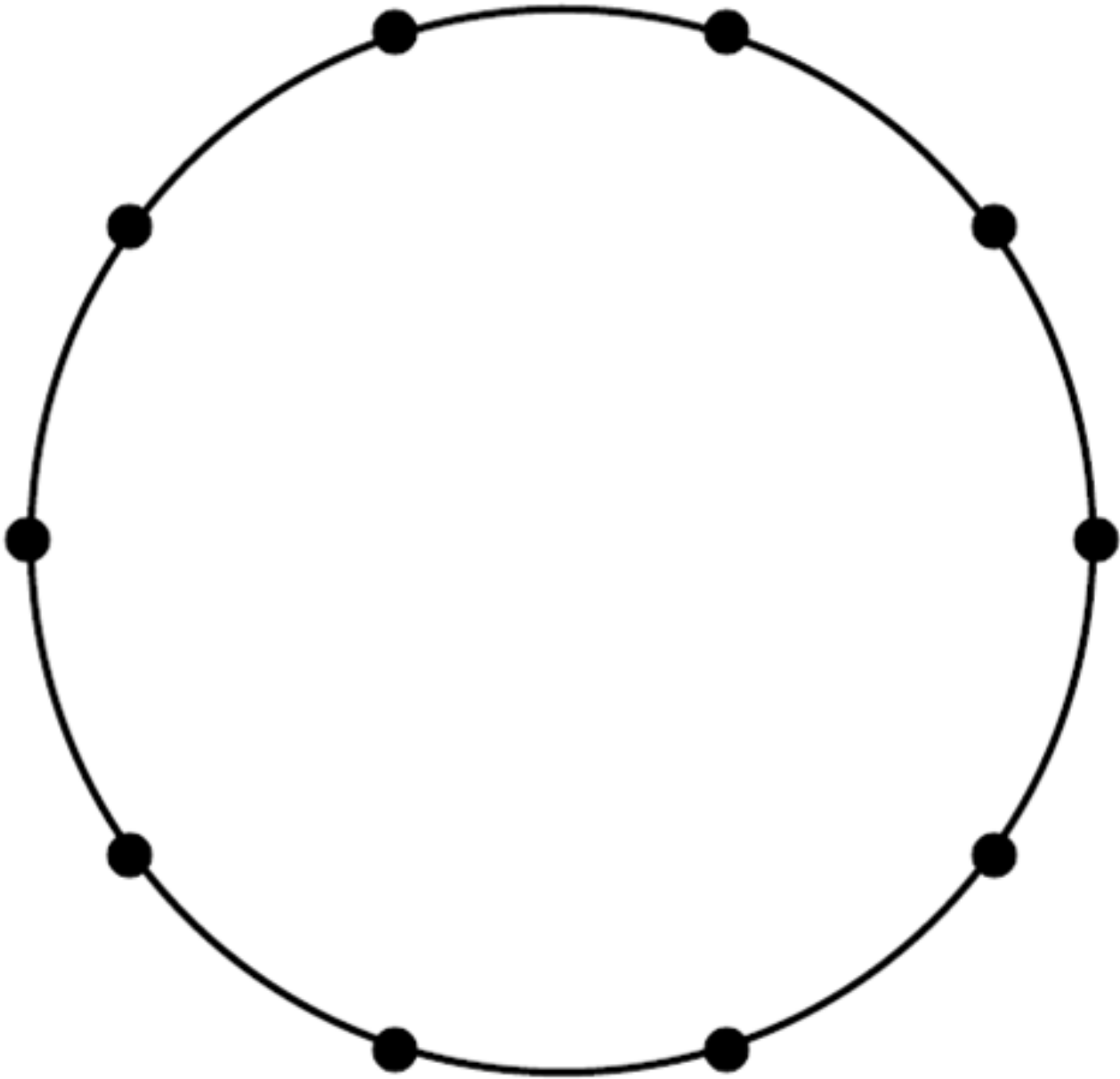
CHALLENGE 1 – 5 Point Mystic Star



CHALLENGE 2 – 7 Point Mystic Star



CHALLENGE 3 – 10 Point Mystic Star



Share some pictures of your exciting outdoor art with us on ClassDojo and we can share it with the rest of the class and school!

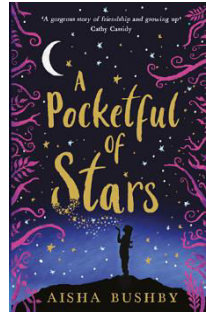
	Writing – Letter Writing Editing Maths – WEEK 1 ASSESSMENT: SIMPLE EQUATIONS Spanish – Talking about my family
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READING Friday 3rd July 2020 – ‘A Pocketful of Stars’

– Aisha Bushby

Session 5: – Inference Questions

Watch professional wrestling star Becky Lynch read **Extract 2** from *A Pocketful of Stars* by scanning the QR code or read the extract below:



Extract 2:

Elle holds my hand the whole way down, even as we go through the barriers. Four stops to King’s Cross. Four stops for me to imagine the worst. Dad must be OK. I don’t have any grandparents, or aunts and uncles, apart from Mum’s sister . . . Is it Mum?

One. Mum cycles everywhere. Did she get hit by a car? Does she wear a helmet? I can’t remember.

Elle and I don’t speak. She just squeezes my arm every few moments. I don’t cry, but my heart is beating so fast like I can’t breathe.

The Tube is too hot. I might pass out.

Two. Maybe she just tripped and broke a leg, and I’m overthinking it all? Dad’s just ringing to make sure I don’t go straight to her flat. Right?

*But why is he telling me to get the next train?
Someone gets up and Elle wrestles me a seat.*

Three. And why would he ring Elle too? I bury my head in my hands. Elle is stroking my hair. It helps.

Four. I’m sorry for yelling at you, Mum. I’m sorry, sorry, sorry.

Session 5: – Inference Questions

1. How is Safiya made to seem anxious throughout this extract? Explain **two** ways, giving evidence from the text to support your answer.

2. How is Elle made to seem like she is trying to calm Safiya’s anxiety throughout this extract? Explain **two** ways, giving evidence from the text to support your answer.

3. Throughout the extract, the author uses lots of **rhetorical questions** that Safiya asks herself at various points in her journey. What is the author trying to show about how Safiya is feeling by adding all of these rhetorical questions?

Share your responses on Class Dojo to share with the rest of the class and make edits to yours based on other people’s answers and the answers sent out at the end of the day.



WRITING – Friday 3rd July – Letter Writing Editing

Look back at your work from yesterday. It is important to never accept your first draft and to go back and edit your first piece of work to make sure that it is the best that it can be.

Edit and re-write using advanced vocabulary (provide examples) with toolkit

EDITING TECHNIQUES:

Adding More:

- Exciting and emotive adjectives
- More personal opinions
- More exciting and varied sentence openers
- More advanced punctuation (, ? ...)

Moving Things:

- Starting a line with a better verb / adverb
- Would your paragraphs be better in a different order?
- Starting with a conjunction (Once this has...)

Cutting Out:

- Is there anything that does not make sense?
- Is there anything that is not relevant at all?

Grammar and Spelling:

- Read your work aloud. Do all of the sentences make sense?
- Is your spelling accurate?
- Have you used your conjunctions on the right context?

Task – Editing and Final Publishing:

Edit and re-write your letter in your neatest handwriting, adding pictures and photographs also if you wish to add more excitement for your future self. Then share your work on ClassDojo so that we can celebrate your excellent writing with the rest of the class.







4-a-Day Arithmetic Practice

1 $369 \div 9 =$

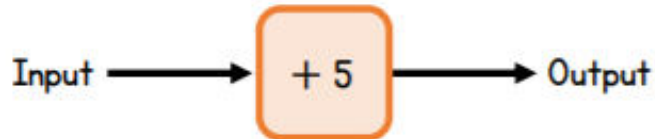
2 $15\% \times 2,000 =$

3 $\frac{8}{12} \div 5 =$

4 35% of 320 =

WEEK 1 ASSESSMENT: SIMPLE EQUATIONS



1 Here is a function machine.












Complete the sentences.

When the input is 7, the output is _____

When the input is _____, the output is 7

2 If  = 6 and  = 8, find the total of each row and column.

			
			26
			
	30		

- 3 c and d represent positive integer variables.

$$c + d = 5$$

Complete the table to show possible values of c and d .

c	d

- 4 Solve the equations.

$$x + 3 = 9$$

$$x = \underline{\hspace{2cm}}$$

$$b - 3 = 9$$

$$b = \underline{\hspace{2cm}}$$

$$3c = 12$$

$$c = \underline{\hspace{2cm}}$$

Friday 3rd July - Spanish – Talking about my family

Today you are going to be learning how to talk about different people within your family.

Task 1:

Using the sheet below to help you, listen to the video and practice how to pronounce different members of your family.



<https://www.youtube.com/watch?v=bmY1IkG2BI>

Task 2:

Complete the worksheet and grid below, using the cheat sheet on the left to help you if you need.

La familia

A Write in the Spanish family words in the correct boxes. Don't copy. Look, cover, write and check.

1. father
2. mother
3. parents
4. brother
5. sister
6. family
7. grandfather
8. grandmother

la familia el abuelo la madre la hermana
 el hermano el padre los padres la abuela

B Complete the grid with the Spanish words.

		1	f						
		2	a						
3			m						
	4		i						
5			i						
	6		i						
		7	a						

1	family
2	father
3	sister
4	pet / animal
5	grandfather
6	family
7	mother

100%

La familia

un hermano	a brother
una hermana	a sister
un padre	a father
una madre	a mother
los padres	parents
una abuela	a grandmother
un abuelo	a grandfather
unos gemelos	twins
un gemelo	a twin brother
una gemela	a twin sister
(una)hija única	an only daughter
(un) hijo único	an only son
un medio hermano	a half-brother
una media hermana	a half-sister
un <u>hermanastro</u>	a step-brother
una <u>hermanastra</u>	a step-sister
un <u>padrastro</u>	a step-father
una <u>madrastra</u>	a step-mother