



Hello Year 6!

We now have only three weeks of this term and school year left! It has all rushed by so quickly. Miss Whitaker has come up with some exciting ideas for our end of year leaving celebrations and would like you to practise singing the songs below at home as well as preparing some answers to the following questions; what have you enjoyed about learning at Deanshanger Primary School? How did lockdown affect you and your learning? And what are you looking forward to when you go to secondary school?

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

https://www.youtube.com/watch?v=3SM_jDj_Cms

<https://www.youtube.com/watch?v=R83hecEr8bY>

Maths

We would like the children to practise their tables to improve recall speed and accuracy of ALL tables. They can do this by visiting 'Times Tables Rockstars'.

You can access these resources free through going to <https://whiterosemaths.com> and accessing the 'Premium Resources Centre' orange tab on the right hand side of the screen. Go to 'My account and enter the following login details: Username: Parent Password: DeanshangerPI!

Go to 'Download Resources' and click on 'Year 6'. This will show you the resources you need.

Lessons for the week beginning Monday:

Summer Term - Week Nine activities (w/c 22nd June)

Lesson 1 - Area and Perimeter You will need video: <https://vimeo.com/430339457>

Lesson 2 - Area of triangles You will need video: <https://vimeo.com/430339609>

Lesson 3 - Area of parallelograms You will need video: <https://vimeo.com/430339748>

Lesson 4 - Volume of cuboids You will need video: <https://vimeo.com/430339843>

Lesson 5 - Family Maths Challenge with BBC Bitesize

If your child wants an extra challenge, please access Year 7 and Year 8 resources or go to

<https://classroomsecrets.co.uk/free-home-learning-packs> to access the free home learning pack for Week 8.

English - Reading and Writing

Please ensure that your child is reading 30 minutes a day and that you are reading with your child often and they are recording it in their 'Home School Diary'. They need to be taking tests in Accelerated Reader as often as possible.

Children also now have access to myON at www.myon.co.uk. To access their myON account children can use their Accelerated Reader username and the password 'DEAN'.

The following link provides daily tasks for writing and grammar with images for inspiration:

<https://www.pobble365.com>

On SPaG.Com we have set some SPaG activities for your child.

For spellings we'd like children to practise the Year 5/6 and Year 3/4 Spelling List. Also look at this link <https://spellingframe.co.uk/guest/word-list>

For help with handwriting, log on to <https://www.letterjoin.co.uk>.

Desktop Login: Username - ak0599 Password - home Tablet Login: Username - ak0599 Swipe code - L

Week Five, Lesson One

Read pages 7-9 of Andrew Matthew's 'Macbeth'. Attached with this learning pack. What impression do you get of the witches from this short extract? Encourage children to give examples of words and phrases they have heard to justify their opinions. Write the word 'prophecy' and unpick its meaning by using synonyms, examples etc. Continue to read book up to page 16. Which part of the prophecy has come true?

Watch the opening episode from BBC School Radio Macbeth - 'The Weird Sisters' at

<https://www.bbc.co.uk/teach/school-radio/english-ks2-macbeth-1/z632jhw>. Discuss portrayal of witches in comparison to the book. What is the same/different? Using pages 4/5, split children into groups. Create a frozen picture with children in role as Macbeth, Banquo, Duncan, Malcolm and Donalbain to explore relationships between Macbeth and Banquo/who should be king after Duncan/why Macbeth can't be. Encourage body language, gesture and facial expressions. Ensure that pupils understand the word 'heir'. The witches could be added with children making the decision as to how they will be portrayed e.g. as mischief makers, forces of evil, neutral. Remind children that Macbeth is already Thane of Glamis and although Banquo is also a Thane, he is of lower standing than Macbeth.

Give children Banquo's description of the witches - Resource 1d.

From this short extract, what can we work out about the Weird Sisters and Banquo and Macbeth's reactions to them?

Think about highlighting any words that you don't understand and trying to work out their meaning by reading them in context. Can you translate this into modern day English? You may use dictionaries to help.

BANQUO:

...What are these
So wither'd and so wild in their attire,
That look not like the inhabitants o' the earth,
And yet are on't? Live you? or are you aught
That man may question? You seem to understand
me,
By each at once her chappy finger laying
Upon her skinny lips: you should be women,
And yet your beards forbid me to interpret
That you are so

MACBETH:

Speak, if you can; what are you?
ACT I, SCENE III



Macbeth: Resource 1d

The Literary Guild © 2007

Ask children to discuss language and write it into modern day English. Ask children to think about all presentations of the witches. Answer the question: What do I think the motivation of the witches is?

Week Five, Lesson Two

Read Andrew Matthew's book pages 17-21 OR watch BBC Radio Macbeth episode 2 - All Hail Macbeth, Thane of Cawdor at <https://www.bbc.co.uk/teach/school-radio/english-ks2-macbeth-2/zvmr382> . What is Lady Macbeth thinking? Children to look at Resource 2a, an extract from Scene V.

They met me in the day of success: and I have learned by the perfectest report, they have more in them than mortal knowledge. When I burned in desire to question them further, they made themselves air, into which they vanished. Whiles I stood rapt in the wonder of it, came missives from the king, who all-hailed me 'Thane of Cawdor;' by which title, before, these weird sisters saluted me, and referred me to the coming on of time, with 'Hail, king that shalt be!' This have I thought good to deliver thee, my dearest partner of greatness, that thou mightst not lose the dues of rejoicing, by being ignorant of what greatness is promised thee. Lay it to thy heart, and farewell.'

Glamis thou art, and Cawdor; and shalt be
What thou art promised: yet do I fear thy nature;
It is too full o' the milk of human kindness
...thou wouldst be great;
Art not without ambition, but without
The illness should attend it...
Hie thee hither,
That I may pour my spirits in thine ear;
And chastise with the valour of my tongue
All that impedes thee from the golden round,
Which fate and metaphysical aid doth seem
To have thee crown'd withal.

SCENE V



Macbeth: Resource 2a

The Library Street (c)2017

Explain that the part in blue is Macbeth's letter to his wife explaining his encounter with the witches and the part in red in Lady Macbeth's reaction to it. Highlight any words which stand out and words pupils do not understand to 'read around' and try to put meaning onto these using what they have already read in Andrew Matthews book to help. Read pages 22-25 of Andrew Matthew's book and take children's reactions to this. Who has the power in the Macbeth's relationship at this point? Note: use the knowledge of your class. Write a letter a response from Lady Macbeth to her husband. Ensure that it includes her intentions. Encourage children to use words and phrases from the original play and the book in their work. Where do you think the power lies?

Week Five, Lesson Three

Watch episode 3: Daggers for King Duncan at <https://www.bbc.co.uk/teach/school-radio/english-ks2-macbeth-3/znjvscw>. Take reactions from children. Write up the quote 'Sleep no more! Macbeth doth murder sleep'. Ask children what this shows about Macbeth's state of mind at this stage of the story. Complete the thoughts below.

Throughout our unit of work on Macbeth, please return to this sheet and add evidence for Macbeth being a tragic hero or a dastardly villain. You may write quotes and/or examples of his thoughts and actions.

Examples of Macbeth being a hero

Examples of Macbeth being a villain

Macbeth: Resource 1a

The Literary Shed © 2017

Use Resource 3c to rewrite direct speech passage about the night of Duncan's murder into reported speech. Some parts may need to be omitted or changed to help the flow of the piece. Extension, highlight pronouns and verb tense in sentences to spot use of these in reported speech.

Rewrite this direct speech passage about the night of Duncan's murder, into reported speech

Two of the castle's servants could be heard talking about that terrible night.

"I heard dreadful noises last night. Noises that were all around me and seemed to be carried on the wind!" whispered a young porter.

"What were these noises?" asked his friend Hamish in hushed tones.

"Caterwauling and lamentings. It was not the wind – there were voices but I could not hear their words."

Hamish nodded his head, "Aye, I thought I dreamed it, but I heard it too."

"The weather for this time of year is unusual too," continued the young porter, "violent storms are not frequent in these months yet last night there was one so strong, that it sent chimney stacks tumbling down to the earth from their perch!"

"Whilst I was tossing and turning," began Hamish, "I thought that I had heard footsteps pass my door in the direction of the King's chamber. There was a flash of torchlight and I thought about going to peer through my door but...fear held me pinned to my bedsheets."

The young porter nodded, "The world seems to have been turned upside down; nature itself has turned on itself."

At that moment his friend, an old servant at the palace, came by and overhearing their conversation joined in, "I have witnessed the impossible, with the death of the anointed king. I witnessed a falcon being killed by a mere sparrow hawk and a lamb becoming the predator of a wolf."

The three nodded in agreement.

Week Five, Lesson Four

Create a timeline of the night of the murder and subsequent discovery of the body and the aftershocks. Model how to begin to write the main body of text. Share this text.

THE CAWDOR CHRONICAL

REGICIDE IN CAWDOR!

Shortly before dawn yesterday, the much beloved King Duncan I of Scotland was savagely butchered in his sleep by two of Cawdor Castle's employees. The blame has been put squarely at the door of two guards sent to protect the King who were found with a set of daggers and smeared in royal blood.

This act of cowardly regicide took place after a feast held in honour of the King by the hero of the battle against Norway and his wife, Macbeth and his Lady. Macbeth has only recently been bestowed the honour of Thane of Cawdor, previously holding the title 'Thane of Glamis'. He was unavailable for comment. Fortunately, his goodly wife, Lady Macbeth, was on hand to explain these terrible events.

"Our poor sovereign! I am distraught that this has happened in our home. The King retired to his bed early and I left two of my most trusted guards with him to ensure that his slumber was undisturbed. I am appalled and disgusted that I did so. These two...these two..." Lady Macbeth needed a small break as her emotions overwhelmed her before continuing. "The two guards, brutally murdered our beloved monarch in his sleep by repeatedly stabbing him through the heart. It was a sorry sight. Not a scene I would wish my worst enemy to witness! When my husband found out, he dealt out a swift retribution and executed the two on the spot!"

Although no one could blame the Thane for his actions, the motive of the murderers is remains unknown and perhaps will be a mystery forever!

However, a source close to the newly appointed Thane of Cawdor, his cousin Ross, told this newspaper, "I've had an uneasy feeling for about a week now. Something just wasn't quite right! Nature seems to have been turned on its very head. Just last Tuesday I witnessed a falcon being killed by a sparrow. Today the sun refuses to shine; it's 11 in the morning now and the sky is as dark as midnight! The heavens are displeased. Mark my words, there's a darker force at work here!"

Shortly after reports of the murder were confirmed throughout the castle, the King's two sons, Prince Malcolm and Prince Donalbain fled Scotland. Unconfirmed sightings report that Malcolm was seen galloping south in the direction of London whilst his younger brother, Donalbain, boarded a ship to Ireland. Rumours rage as to whether they may be implicated in their father's murder or whether they are fearful for their own lives. Some sources suggest that they may have suspicions about a different suspect and are off to raise an army to avenge their father.

Currently, preparations are under way to crown a new king at Scone. The forerunner is Macbeth, Thane of Cawdor, and it is expected that the coronation will take place as early as next week to prevent another invasion by Norway or its allies.

Macbeth: Resource 4c

Pay particular attention at how to quote people: use full names, age and residence/title, using commas to separate each one. Remind children of their work from yesterday on direct and reported speech, encouraging them to use both.

Write a newspaper about murder of King Duncan. Ensure that children use a mix of direct and reported speech interviews. Encourage children to include one direct speech quote separated by the speaker and a said word in the middle. Make thesauruses available to choose better synonyms.

Week Five, Lesson Five

Watch BBC School Radio episode 4: All hail, King of Scotland. <https://www.bbc.co.uk/teach/school-radio/english-ks2-macbeth-4/z7ctmfr> Pause at 2:28 (do not show any more of this episode at this stage).

What is Banquo thinking at this point? Set the question to children 'What should Banquo do next?' Discuss his course of action. Remind children that he was once Macbeth's very best friend and if their best friend committed a crime, or a misdemeanour, would they cover it up, or tell the necessary people? Children could make notes on postits (one idea on each), share and organise this at the end into categories e.g. Banquo should tell the King's sons, Banquo could try and persuade his friend to stop...

Children to make notes and rehearse an internal monologue that Banquo may be having with himself about what to do with Macbeth. The battle within himself should address both sides. Explain to children that this is called a soliloquy in plays as the actor speaks his thoughts/dilemmas aloud.

Topic

Activity One

Research and write a biography on 'William Shakespeare'.

Art

Create a piece of artwork about William Shakespeare. This could be a painting, drawing or sculpture -pottery, junk modelling...

Draw costume designs for the three witches.

Computing

Go to Purple Mash - we have set some activities for you at <https://www.purplemash.com/login>

RE - Go to www.myon.co.uk Go to 'Projects' and read the book 'Coming of Age Around the World'. Complete notes and write an information text about 'Coming of Age' traditions around the world. Also, please complete the project tasks set for previous weeks. A lot of these have not been completed.

PE

Please take part in Deanshanger Virtual Games at <https://www.northamptonshiresport.org/virtual-school-games-2020>

Other sites: <https://www.twinkl.co.uk/resources/covid19-school-closure> and <https://www.hamilton-trust.org.uk/blog/learning-home-packs>

