



Hello Colombo and Brasilia Class!

Welcome back to your final term of Year 6! Where has the year gone? It only seemed like yesterday when we were having 'Going Up Afternoon' and thinking about what the year ahead might look like? Little did we realise it would turn out as it has... Some of you will be back at school and others at home. Regardless of where you are, we hope you enjoy the last term of learning at Deanshanger Primary.

This term we will be studying our unit of work 'Growing Up'. This includes our sex and relationships unit of work. We hope to have a parent Zoom meeting in the first week back to school to share what we will be teaching as part of this unit. We hope that we will be able to plan some exciting leaving event. If you have any ideas, please share them with Mrs Rice, Mrs Webb, Miss Whitaker or Mrs Dennis.

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 Five activities (w/c 18th May)

Lesson 1 - Multiply & divide by 10, 100 and 1,000 You will need video: <https://vimeo.com/418156588>

Lesson 2 - Multiply decimals by integers You will need video: <https://vimeo.com/418156804>

Lesson 3 - Divide decimals by integers You will need video: <https://vimeo.com/418156950>

Lesson 4 - Decimals as fractions You will need video: <https://vimeo.com/418157153>

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 6.

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. Your child could also write reviews of the books they read to share with the class when we return to school. 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>

If you haven't done so already, please send through your reports to Miss Whitaker at gwhitaker@deanshanger.northants.sch.uk or Mrs Webb at swl7@deanshanger.northants.sch.uk. Thank you to those of you who have already sent these through.

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

As part of our English, we are looking at a unit of work based on the short film 'Oktapodi'.

Watch the short film at: <https://www.literacyshed.com/oktapodi.html>

Lesson One

Watch the film. Children to plot the main events of the story from the point of view of the different characters - Octopus 1, Octopus 2 and Driver. For example from the driver point of view: 1) Walking into the shop 2) Choosing (pointing to) the octopus in the tank 3) Putting the octopus in the cool box and paying 4) Happily driving away from the shop 5) Suddenly seeing an octopus coming into the window etc.

Lesson Two

Replay the film 'Oktapodi'. Using your story maps from yesterday place in emotion bubbles to plot the emotions of the characters throughout the story.

Lesson Three

Today, the children will be concentrating on conveying emotions through the use of 'show, don't tell' techniques. This means that, we have to challenge ourselves to write about emotions without naming them. E.g. It wouldn't be very exciting if we constantly wrote 'he was scared' (read in a robotic voice to emphasise it is boring). Instead we need to think about what happens to the body when we are scared - our body language. Write the word 'scared'. Divide the area underneath into 2 columns. Title one half 'outside' and the other half 'inside'. Ask the children to imagine or think about being really scared - ask them what the body does. Children will focus on one character only. They must choose a character that they are going to write about from now on. Children to choose their character and can name character emotions throughout the narrative and record a range of show, don't tell phrases using their own planning sheet. Character could be either octopus or the driver. Larger version of this sheet available at the end of this pack,

Show, don't tell phrases	
Emotion:	Body language
	Feelings
Emotion:	Body language
	Feelings
Emotion:	Body language
	Feelings
Emotion:	Body language
	Feelings

Literacy Shed clip and link: <https://www.literacyshed.com/oktapodi.html>
Clip: Oktapodi © 2017 Resource 3b

Lesson Four

Children can use their story maps to plan their story of what happened including character thoughts and feelings. Remember they're retelling the story from the differing character's point of view (driver/octopus). They include different sentence starters and plan concisely. Larger version of this sheet available at the end of this pack,

The image shows a 'Story Planner' template for 'Octapodi'. It is a vertical sheet with a green border. At the top, it says 'Octapodi Story Planner' in green. Below this, there are four main sections: 'Beginning', 'Build-up', 'Climax', and 'Resolution'. Each section has a large rectangular box for writing. To the right of the 'Beginning' box is a cloud-shaped bubble with the text 'Emotion: Show, don't tell:'. To the left of the 'Build-up' box is a similar cloud bubble. To the right of the 'Climax' box is another cloud bubble. To the left of the 'Resolution' box is a fourth cloud bubble. At the bottom of the sheet, there is a small text box that says 'Literacy Shed clip and link: <https://www.literacyshed.com/octapodi.html>'. Below this, it says 'Clip: Octapodi' and 'Resource 4b'.

Lesson Five

Children will begin their stories from the point of view of their characters today.

Together discuss the things they will need to include e.g.

- sequence the events of the character at the beginning of the story
- include character emotions using show, don't tell...
- use a range of sentence starters

Children write the beginning of their story in role as an octopus or driver. They can sequence their story and include some show, don't tell, a range of sentence starters...

Science/ Topic

Looking at a collection of pictures and photos, showing people of different ages and backgrounds, sort out the pictures to develop a lifeline that shows all the stages, from birth through to old age. Discuss and identify the stages during which people are 'growing up' and the stages during which people are 'grown-up'. Make sure the children identify the following life 'stages':

Infancy

Childhood

Adolescence

Adulthood

Old Age

Think about what age does someone become a grown-up? What age range is appropriate for each life stage?

Where would they place themselves on their lifeline? in what ways have you changed since you were a baby?

Invite the children to make suggestions. Can you predict how you will change as you grow older? What happens to our bodies in old age? Consider not only external changes (such as wrinkling skin, greying/loss of hair) but internal changes too. For example, bones become thinner and they shrink a little too so we get shorter as we age. Research other life cycle changes affecting humans into old age.

Choose one picture from each life stage. Using sticky notes, label/describe the physical characteristics of the subject in the photograph.

Compare and research the changes in humans to the life cycle of other animals including mammals. Go to www.myon.co.uk and read the book 'The Life Cycle of Mammals'. Make notes using the graphic organiser knowledge map.

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 'Celebrating Birth Around the World'.

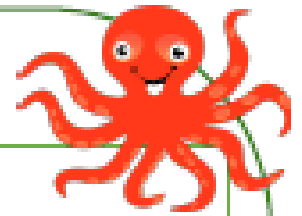
Make notes using the graphic organiser knowledge map. You could make a Hopi Cradle Doll if you have time.

Art - Draw and sketch the stages of your life to date from various photos. You could paint this.

PE with Joe - www.youtube.com/watch?v=d3LPnhIOv-w and <https://www.peplanning.org.uk> There are ideas about PE in gardens and outside.

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

Show, don't tell phrases



Emotion:	Body language
	Feelings
Emotion:	Body language
	Feelings
Emotion:	Body language
	Feelings
Emotion:	Body language
	Feelings

Oktapodi Story Planner

Beginning

Emotion:

Show, don't tell:

Emotion:

Show, don't tell:

Build-up

Climax

Emotion:

Show, don't tell:

Emotion:

Show, don't tell:

Resolution

Literacy Shed clip and link: <https://www.literacyshed.com/oktapodi.html>

Clip: Oktapodi

The Literacy Shed © 2017

Resource 4b