



Hello Year 6!

We now have only two weeks of this term and school year left! It has all rushed by so quickly... We'd like to invite you all to a special end of year picnic on Thursday 16th July from 1:30pm - 3:30pm, this will take place outside and continue to be socially distanced but it would be nice to see those of you who have remained at home and for you to see your friends in the year group. We'd also like you to continue practising the following songs for our end of year performance:

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

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 Ten activities

Lesson 1 - Introducing the ratio symbols You will need video: <https://vimeo.com/432268424>

Lesson 2 - Calculating ratio You will need video: <https://vimeo.com/432268547>

Lesson 3 - Using Scale Factors You will need video: <https://vimeo.com/432268677>

Lesson 4 - Ratio and Proportion problems You will need video: <https://vimeo.com/432268751>

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 Six, Lesson One

Watch BBC School Radio episode 4: All hail, King of Scotland. Pause at 2:28 (do not show any more of this episode at this stage). <https://www.bbc.co.uk/teach/school-radio/english-ks2-macbeth-index/zkxcdbm>. What is Banquo thinking at this point? Set the question to children 'What should Banquo do next?' Ask children to work in small groups to 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 misdemeanor, would they cover it up or tell the necessary people? Children could make notes on post its (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

Make notes and rehearse with a partner a persuasive speech that Banquo would give to either: a. Macbeth urging him to stop in his campaign of terror, or b. Malcolm confiding in him his suspicions about his former friend.

Use Resource 5a to focus ideas:

Persuasive Speech

You are going to work with a partner to make notes and rehearse a persuasive speech that Banquo would give to either:

- Macbeth, urging him to stop in his campaign of terror
- Malcolm, confiding in him his suspicions about his former friend

Structure

- open your speech by explaining why you want to be heard
- state your concerns and worries
- try to appeal to the other side by attempting to see their point of view (even if you don't)
- ask for what you would like to see happen
- end your speech emotively, convincing the listener to accept your idea/point of view

Persuasive Techniques

- rhetorical questions
- use of repetition
- emotive language
- flattery
- hyperbole (exaggerated language)
- imperative verbs to begin sentences
- opinions presented as facts e.g. you know that this is the right thing to do because it is God's will!

Emotive Language

beseech plead urge
beg dire
chaos unbearable
brutal
desperate urgent need
unreasonable reconsider

Macbeth: Resource 5a

Week Six, Lesson Two

Read pages 45-47 from Andrew Matthew's book. Discuss the three new prophecies told to Macbeth and what the spell helped to do. Unpick each prophecy asking children to put their own meaning onto them and then discussing what they think that they actually mean. What predictions do they have concerning Macbeth's next course of action taking his character into consideration?

Write a letter in role as one of the witches to Hecate, chief witch, describing the new prophecies given to Macbeth and what he will do with this knowledge.

Resource 6c is a scaffolding sheet to help children to structure their ideas:

Oh great and powerful Hecate!

I write to you with great tidings!

- explain the second meeting with Macbeth.
- perhaps you could explain his behaviour state of mind etc.)

You should have seen our 'Great King' falter when our first apparition appeared unto him.

- describe the apparition and what it said.
- explain what you think Macbeth will do with this information.

Then came the second gloriously ghastly vision.

- again, describe the apparition and what it said.
- explain what you think Macbeth will do with this information.

The final apparition, was the greatest!

- again, describe the apparition and what it said.
- explain what you think Macbeth will do with this information.

So you see, oh magnificent one!

- Finish by explaining how this will bring about Macbeth's fate – either good or bad!

Macbeth: Resource 6c

Week Six, Lesson Three

The Weird Sisters: Mischief Makers or Harmless Truth Tellers?

There is much dispute as to the role of the Weird Sisters in Shakespeare's Macbeth. Should we view these strange creatures as a force for evil or simply as women who can tell men their fates? This topic has been argued now for centuries. Read on to find out which stance you would take.

The first point of view concerns the prophecies that the Weird Sisters tell on their first meeting with Macbeth and Banquo. It is these prophecies to the two men which put the wheels in motion. By telling Macbeth, 'All hail, Macbeth, thou shalt be king hereafter!' it plants the seed in this ambitious man's head which leads him into temptation. Their actions, when Macbeth begs them to stay so that he can hear more, are also disturbing as they, 'made themselves air, into which they vanished'. If they had simply wanted to inform Macbeth of his future, surely they would have stayed to tell all? Furthermore it is worth noting that if Macbeth had not been told of his future, then he may never have killed his King and may have remained a fiercely loyal subject. If the witches truly could see the future, then surely they would have known what Macbeth would do with this information. They behave like puppeteers with Macbeth as their puppet. It is reasonable to argue that they were simply up to cause mischief for Macbeth and see a great hero fall. However, many do not support this claim. There is an argument to be made that the witches were simply stating facts about Macbeth's future and it was then up to him what he did with this information; all they did was to tell him that he would be King. It is he who decided to murder Duncan (not the witches urging him to) therefore it could be argued that Macbeth became a self fulfilling prophecy. Many believe that Macbeth did not need to murder. Without committing a crime, he became Thane of Cawdor. His murderous plan was too ambitious.

A further argument concerns witchcraft. When we meet the witches for a second time in Act I, Scene III, they are casting a spell to punish a sailor and his wife for not giving one of them chestnuts. They are concocting a spell, which includes body parts, 'Here I have a pilot's thumb' to ensure the sailor doesn't sleep and that his boat is tossed around on stormy seas. Some would argue that this shows vindictive behaviour and a punishment that far outweighs the crime. Some would also question where they obtained these grisly components for their spells. Although some would argue this shows the Weird Sisters in a sinister light, others argue that there is no proof of the witches' magical abilities. For all we know, their spells may have been harmless and they may have simply been three women who liked to think that they could cast spells and cause havoc. It is a well known fact that Macbeth is driven mad by his heinous crimes, so when he seeks out the sisters for a second time, the 'visions' they show him may simply be a figment of his imagination (similar to the dagger he sees before him in Act 2 Scene 1).

A final point of view relates to the language and appearance of the witches. The witches spoke in rhyming couplets e.g. 'A drum, a drum! Macbeth doth come. By having his characters speaking in this way, Shakespeare was showing his audience that there was something eerie and supernatural about them; they speak in this way to unsettle the audience. Furthermore their appearance is described in great detail by Banquo. They were 'wild' and 'withered' with beards. They 'look not like the inhabitants of the earth' Act I Scene III. It could be argued that Shakespeare described them in this way to make us view them as something unnatural and to give us an uneasy feeling. On the other hand, a book should not be judged by its cover. There are those who say that we cannot judge their actions by their appearance. Macbeth is shown to be mistrustful of the weird sisters in the first place. Proof of this is in Act I, Scene III where Macbeth and Banquo first encounter the witches. After they tell Macbeth that he will become Thane of Cawdor and then King, Banquo says to his friend, 'Good sir, why do you start; and seem to fear things that do sound so fair? This shows that Macbeth is mistrustful of the Weird Sisters and is fearful of their words. Why then did he take fate into his own hands and set out to make their prophecies true?

Having considered both sides of the argument, there are strong cases for both sides. One of the strongest arguments for the Weird Sisters being mischief makers is that they can appear to be vindictive and have a wish to punish people for the smallest slight. Who is to say that they hadn't a vendetta against Macbeth? Having said this, the other side of the argument is just as strong. The best argument for them being harmless truth tellers is that Macbeth becomes a self fulfilling prophecy by taking matters into his own hands and killing the King.

To conclude, both sides of this debate are equally as strong. Perhaps it depends on how an author or director chooses to portray these characters which ultimately form our opinions.

Look at the language of the balanced argument above. Ask children to highlight any conjunctions in one colour, any argument words and phrases in another and any modal verbs. What do they notice? Resource 7b is a prompt sheet to help.

Use Resource 7d to cut out statements and match so that three paragraphs are created each with a definite theme. Paste into books leaving space above and below. Ask children to decide what the balanced argument is about and write an introduction and concluding paragraph for the argument. Highlight argument words/phrases and conjunctions they may wish to use in their own work at a later date.

Balanced Argument Checklist

Introductory Paragraph

- Clear and concise
- It introduces the topic of discussion, perhaps with a question.

Middle section of argument

- Opens with the theme of the paragraph e.g. The first argument discusses, the first point of view concerns...
- States the reasons for or against the question being discussed
- Uses evidence or statistics where necessary to add authority to opinions
- When making a further point use conjunctions such as furthermore, in addition to this etc.
- It changes to the other side of the argument about the same theme by using a conjunction such as however, whilst, although
- Three paragraphs is a good length with each discussing a different theme

Concluding Paragraph

- State the best argument for.
- State the best argument against
- Think about a final sentence that tries to reach a compromise and see both sides.

Language

- Formal/impersonal
- Use of modal verbs to suggest possibilities
- Use of argument words and phrases such as: many dispute this fact, others believe,
- No use of personal pronouns and the author should not give their own opinions!

7b

Cut out the six statements below. Match in pairs so that you have three paragraphs, each with a distinct theme.

Try writing the introductory and concluding paragraphs.

<p>Having a monarchy attracts tourists who spend more money than the British public spend through taxes keeping them. Furthermore this supports both small and big businesses and keeps our economy healthy.</p>
<p>Although tradition is important, culture and history should not simply be about the privileged and rich of a nation. For too long studies in history have focused solely on the lives and times of the most wealthy and privileged people in our society.</p>
<p>However, a large proportion of people would argue that it is much more democratic to have a Head of State who is elected by the people; it should not be simply a right of birth to be the figurehead of a country. There are those that argue that this should be done on merit not birth right alone!</p>
<p>The first argument concerns the need for a Head of State. Countries with a monarchy have their king or queen as Head of State. If we didn't have this, the British public would need to elect a President. Why would this be any better than a monarchy?</p>
<p>Finally, our monarchy is steeped in history and tradition. Many argue that this gives our country a sense of unity and identity. Moreover, it enhances the culture of the UK.</p>
<p>Although having a monarchy attracts people to visit the UK, much of this is London based. Many argue that it does not bring a lot to local economies outside of the tourist areas. In addition to this, a lot of money is spent keeping a king or queen on the throne, (especially in regards to security).</p>

7d

Week Six, Lesson Four

Read pages 48-58 (end of story). Discuss Macbeth's actions and downfall. Has the power between Macbeth and Lady Macbeth shifted between the two towards the end of the story and if so how? With children's help, plot Macbeth's crimes, (plots to kill an anointed King, kills King Duncan – God's representative on Earth, orders murderers to kill Banquo and his young son, kills Macduff's entire family and household including babies and small children, upsets the natural order of the world by killing God's representative on Earth. Ask them to

decide which are worst by placing numbers next to deeds e.g. 1 being the worst. Remind children about Resource 1e to use in the next part of the lesson.

Children use Resource 8c and work from beginning of the lesson to begin to plan their balanced argument- Macbeth: tragic hero or dastardly villain. Children are given the themes of each paragraph.

Planning a balanced argument

Theme of Paragraph	Reasons for Macbeth being a tragic hero	Reasons for Macbeth being a dastardly villain
Relationship with Lady Macbeth	Gooded into killing Duncan by his wife: "When you durst do it then you were a man"	Macbeth in charge of his own destiny -
The prophecies of the Weird Sisters		
Heroic deeds/Brutal deeds		

Use your work from Resource 1e, the beginning of the lesson and the following pages from Andrew Matthew's book to help you to collect evidence: 10, 14-15, 17, 19-25, 30-31, 37, 48, 54

8c

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 1e

1e

Topic

Activity One

Research another of William Shakespeare’s plays and create a mind map of the main themes of the play. Examples include:

A Midsummer Night’s Dream

Othello

Twelfth Night

Romeo and Juliet

Art

Create a painting/drawing of a scene from Macbeth you could choose; Birnam Wood marching, the witches' prophecies or Macbeth imagining the floating dagger before he kills King Duncan.

Computing

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

RE - Go to www.myjor.co.uk Go to 'Projects' and research 'rites of passage around the world' and use the note taking tools to make notes on rites of passage around the world.

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>