



Hello Year 6!

We hope this week's learning finds you safe and well. Whether you are home or school we are very proud of all the learning that's taking place. Keep on with all your hard work and positivity.

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 Seven activities (w/c 8th June)

Lesson 1 - Find a rule: You will need video: <https://vimeo.com/425603587>

Lesson 2 - Forming expressions: You will need video: <https://vimeo.com/425603866>

Lesson 3 - Substitution: You will need video: <https://vimeo.com/425603939>

Lesson 4 - Solve simple one-step equations: You will need video: <https://vimeo.com/425605040>

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 7.

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>

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 continuing our unit of work based on the short film

Watch the short film 'Swing of Change' at: <https://www.youtube.com/watch?v=EJza7j6L9SQ>

Week Three, Lesson One

Play the clip to 1:45. Pause at various intervals asking children questions such as -When could the film be set? What is his job? How do they know? What can they see inside the shop? What could he have said to the musician? Can they identify links to the past and explain using current day comparisons? What do they make so far about the clip they have seen?

Freeze frame the screen shot of the street at 1:45. Tell children to think about 5 senses- if they were standing there what might they see/ hear/ smell etc? Ask them to write words describing the street and buildings. Children to write a descriptive sentence of about the street in the image using the vocabulary they have collected.

Children to write a description of the 1930s street. They should use 5 senses to write a rich description with quality vocabulary within extended sentences.

As an extension children are to write a paragraph comparing the setting with the image of the modern street.

Week Three, Lesson Two

Write the sentence "The man played the trumpet." on the board. Ask children to identify the word classes in the sentence. Then ask them to expand it using adjectives. Can children improve their sentence and explain how it develops each time?

Play the clip, pausing at 1:02. Ask children to describe the physical appearance of the barber. What is he wearing? How can they tell it is 1930s? Does his appearance reflect his job? Can they describe the shape of his face/ body and his physical attributes? Mind map ideas before asking the children to think about the personality of the barber. They haven't watched the full clip yet, but can they predict what he is like? How would they describe him as a person? What kind of life does he lead? Stress that this bit is up to them- there are no right or wrong answers here, make it up and create a personality for him! Add these ideas to the mind map then choose one example to write a sentence, for example "The barber wore a tailored waistcoat." Show the children resource 2a and discuss relative clauses before asking the children to develop the sentence using one. For example, "The barber wore a tailored waistcoat which was made from expensive fabric." Once they are confident with this show them resource 2b. Can they have a go at using a mid-sentence relative clause in the same sentence? For example, "The smartly dressed barber, who always took pride in his appearance, wore a tailored waistcoat which was made from expensive fabric." Can children rearrange the order of clauses in the sentence to show a variety of different ways it can be written and a range of sentence starters?

Children are to write in paragraphs describing the barber's physical characteristics and personality.

Relative Clause

Read the following sentences and note the difference...

- 1) The busker plays the trumpet outside the barber shop.
- 2) I saw the busker who plays the trumpet outside the barber shop.

The relative clause refers to the noun in the sentence and makes it clear which busker we are talking about. This is a defining relative clause.

- 1) The busker played the trumpet outside the barber shop.
- 2) The busker played the trumpet outside the barber shop, which annoyed the barber.
- 3) The trumpet, which annoyed the barber, was played by the busker.

In example 2 and 3, the relative clause refers to the main clause and gives us more information. They are non-defining relative clauses.

SoC Resource 2a

Mid-Sentence Relative Clauses

Read the following sentences and explain the difference...

- 1) The busker tried hard to earn extra money by playing jazz on his trumpet.
- 2) The busker, who was poor, tried hard to earn extra money by playing jazz on his trumpet.

Think of some relative clauses like dropping a piece of extra information into a sentence which gives the reader more detail.

- 1) The barber's shop had a new sign in the window.
- 2) The barber's shop, which was extremely popular in that area of town, had a new sign in the window.

The relative clause tells us more about the shop and sits in the middle of the sentence surrounded by commas!

SoC Resource 2b

Week Three, Lesson Three

Explore these words and write definitions - Racism, Discrimination, Prejudice, Inequality and Judgement. Play the clip from the beginning to 1:40 then pause. Explain the differences in social attitudes in 1930s and today. How do they think things have changed? Is anything still the same? How would the busker have felt about the sign in the barbershop? Why might the barber have put it there?

Explain to children that today they are going to write what may have been said during a conversation between two buskers about the sign. What would their feelings be? Imagine one has seen the sign and the other has not. What would they say about the discrimination at the time? What might they want to say to the barber?

Give children resource 3a and allow them time to note down what each of the characters may have said to the other. Use an example from a child to write something the first busker might have said to the second. What punctuation is needed? Can they offer some synonyms for the word "said"?

Children are to continue the conversation between the buskers within a section of writing. The children should set the scene that the buskers see the sign and are discussing it outside the shop. How do the characters interact and behave as they are talking?

Busker 1	Busker 2

Week Three, Lesson Four

What kind of words might we use to tell someone when something happened? Show children resource 4a and discuss each device. Can children use them in a sentence? Have a few books on each table and in pairs ask children to skim and scan for words and phrases relating to the passage of time- note them down as they go. Give them some time to do this before asking them what they found. Challenge them- who thinks they have found the best word? What type is it (conjunction/ adverbial/ prepositional)? Play the full film to the children. Pause at intervals, asking them questions such as "What just happened? Why do you think that is? What do you think will happen next?" At the end of the clip have a short discussion to answer any questions. How was the passage of time shown within the film?

Writing in paragraphs children are to summarise the events through the film in chronological order. They are to underline the words/ phrases in their sentences that show passage of time and annotate them in the margins stating whether they are conjunctions/ prepositions of time or adverbials of time.

Conjunctions of time

Conjunctions are joining words. Conjunctions of time tell us when something happens.

Before
After
Meanwhile
Until

Can you think of any more?

Preposition of time

Prepositions tell us where something happens. Time prepositions tell us specifically when something happens, what date/month/event etc.

On (Sunday)
In (March)
At (15:30)

Can you think of any more?

Adverbial of time

Adverbials of time act like an adverb. Adverbs can be used in adverbial phrases of time but noun phrases and preposition phrases can also be used as adverbials of time.

as the clock struck midnight (preposition phrase)
last Tuesday (noun phrase)
on the count of three (preposition phrase)
tomorrow afternoon (noun phrase)

Can you think of any more?

Have a go at using some time vocabulary in a sentence.

SoC Resource 4a

Week Three, Lesson Five

Play the clip from 2:50- 4:13. How does the writer bring the trumpet to life? What human qualities does the animation give the instrument? Explain to children that this is called personification giving an object human qualities. Show the children resource 5a. How could these objects be personified? Ask the children to collect ideas then feedback.

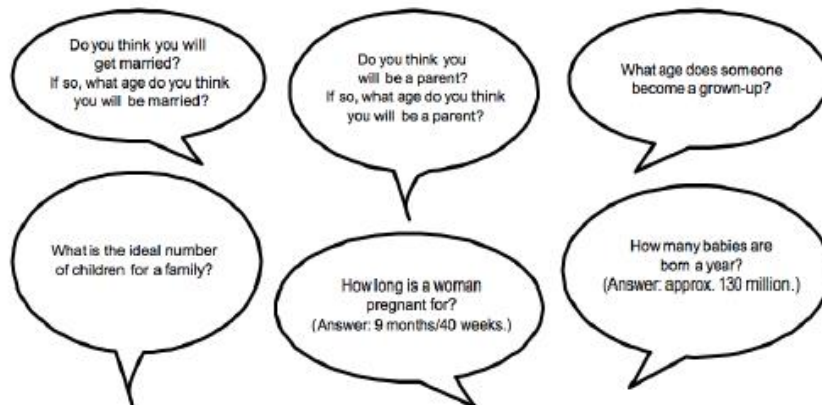
What is figurative language? Why do writers use it? Can children list methods of figurative language that they are familiar with? Explain that personification falls into this category because the writer gives life to an inanimate object, sometimes by the choice of just one word like a verb. Focus on the trumpet on the clip. Why has the writer chosen this instrument? What is the association with both the barber and the busker to playing a trumpet? (Barber's background as soldier and busker's links to jazz music.) Ask children for words to describe the trumpet. What does it sound like? Is it solemn or is it playful? How does the instrument lure the barber into playing it? If it could speak what might it say to him to tempt him? Note the magical vibration lines emitting from trumpet in clip- how does this add to the effect of personification of the instrument? On the board make a list of words and phrases which make the trumpet sound alive. E.g. The mouthpiece danced upon his lips. As the metal warmed in his hand, it felt comforting, like an old friend.

Ask the children to watch the section of the clip where the trumpet comes to life. The children should write this section in two paragraphs including at least six. Can they use other figurative language devices?

Science/ Topic

Activity One

Children to answer and discuss the following questions. Watch video of a baby being born.



Activity Two

Log onto www.myjon.co.uk. Read the book in the project section called 'Why do I Have Periods?' Children to create their own fact files, explaining male and female reproductive organs. Page 14 (female organs) and page 21 (male organs).

Computing

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

RE - Go to www.myjon.co.uk Go to 'Projects' and read the book 'Celebrating Weddings Around the World'. Make notes using the graphic organiser knowledge map and also write about what you find out. You could make a folded Japanese paper butterfly if you have time. These activities can be used to write about different wedding festivals around the world. This activity will take two weeks and this is the second week of study.

PE with Joe - www.youtube.com/watch?v=d3LPrhIOv-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>