



Hello Year 6!

Whether you are at school or home we hope this learning pack finds you well and safe.

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 Eight activities (w/c 15th June)

Lesson 1 - Solve 2-step equations You will need video: <https://vimeo.com/428002477>

Lesson 2 - Find pairs of values You will need video: <https://vimeo.com/428002579>

Lesson 3 - Convert metric measures You will need video: <https://vimeo.com/428002669>

Lesson 4 - Miles and kilometres You will need video: <https://vimeo.com/428002822>

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 Four, Lesson One

Ask the children "How do writers show the emotions of character's during events in their writing?" Consider the film- how does the barber react when the trumpet begins playing by itself? What does he feel? How can you tell? What does he do? How would you react if an enchanted instrument began playing by itself? Discuss the stages of emotion that the barber goes through during this part of the clip.

The unsuspecting barber jumped back- his fingers tingling and heart racing- as the enchanted trumpet began playing, teasing him with every note. His heart pounded as he peeped from behind a chair, his eyes wide with a mixture of fear and pleasure. Notes bounced from the instrument and onto his ears like the sound of rainfall after a long drought, and he tried desperately to ignore its pull and listen instead to the sensible captain's voice inside his head, which was telling him to maintain his solemn dignity. But he could not...

No matter how much he wanted to deny it, no matter how much he had hated that awful jazz before now, the beautiful sound proved too much to ignore. So, in spite of himself, he curled his fingers around the golden trumpet and began to play, losing himself in the moment and the music.

SoC Resource 6b

Show children resource 6b.

Go through the narrative together identifying where and how emotive language is used and the effect it has on the reader. Can children identify the barber's use of body language in the clip (show not tell) to convey emotion, as well as suggesting words and phrases that he might say as events unfold? Give children a few minutes to have a go at writing some sentences describing what the barber might say to himself or the trumpet as it begins to play. Share some ideas before choosing one to develop together on the board. What could the barber say to try and persuade the trumpet to stop playing? Ask the children to consider when they first saw the film- did their opinions of the barber change from the beginning to the ending? How? How did the writer of the film use emotion to make you change your mind about him or see things differently?

Children are to write an inner monologue as the barber, describing his thoughts, feelings and actions when the trumpet begins to play. They should show use of writing techniques such as rhetorical questions and show not tell to express emotion conveyed by the barber and the effect the trumpet has on him.

Week Four, Lesson Two



SoC Resource 7a

Share children resource 7a.

Tell them to imagine they are present in each image. Using the 5 senses and expanded noun phrases what might they see/ hear/ smell etc? What words/ phrases could they use to describe how they feel and what is happening? How could they describe the atmosphere to somebody? Discuss genre- how might the language, and vocabulary used to describe each image, differ?

Play the film from 4:30-5:15. Ask children to summarise the clip. What had the barber's reaction been to what he saw in the mirror? How did his mood change? Discuss the clip together, focusing from the way he felt whilst he was playing the instrument to him sitting in the chair and thinking afterwards. How does the writer show the change in mood? How does it hook the viewer into a more positive mindset? How does he build the tension, then drop the mood? Discuss resource 7b and how writers can use the methods to build tension and suspense.

Building tension within writing

To hook you in to a story, writers will repeatedly build up moments of tension, then drop the mood suddenly before gradually building again. Think of it like your pulse when you are excited/ frightened/ anxious- it can tick along normally then suddenly it drops and spikes as you experience a feeling.

How do writers do this?

- 1) **Short, snappy sentences.** Look at the example below. What effect does using short sentences have on the mood and atmosphere?

He stood stock still. His mouth dropped open. In the mirror was a face: the face stared back. Loosening his grip, the trumpet dropped to the floor with a clatter. He stared...he blinked. How could this be?

Can you have a go?

- 2) **Ellipsis.** Punctuation is an extremely effective way to build tension. Ellipsis can be used as a pause in writing which suggests to the reader that something significant is about to happen.

Can you have a go?

- 3) **Figurative language.** A writer wants the reader to be able to imagine they are a part of an event. To do this they must build an image of what is happening using words. To create tension, they may use figurative methods such as similes, metaphors and hyperbole to give exciting, detailed description.

Can you have a go?

SoC Resource 7b

Get children to have a go at each method using the context of the clip. Remind them that in this example they are to focus mainly on the tension of the clip. Explain that today children are going to re-write this scene using the concept of slow writing (for more information research David Didau) as a prompt (resources 7c-7e). They must take their time to ensure all of the points are included whilst using the methods discussed to build tension and suspense in their writing.

Writing Prompts

1. Your first sentence must start with an adverb.
2. Your second sentence must contain only four words.
3. Your third sentence must include an expanded noun phrase.
4. Your fourth sentence must begin with a preposition.
5. Your fifth sentence must contain only two words.
6. Your sixth sentence must contain a simile.
7. Your seventh sentence must contain an ellipsis.
8. Your eighth sentence must describe how the barber was feeling.

SoC Resource 7c

Writing Prompts

1. Your first sentence must begin with an emotion.
2. Your second sentence must contain a relative clause.
3. Your third sentence must be only four words long.
4. Your fourth sentence must be only two words long.
5. Your fifth sentence must contain a simile.
6. Your sixth sentence must contain a rhetorical question no more than five words long.
7. Your seventh sentence must contain an emotion.
8. Your eighth sentence must be onomatopoeia.
9. Your ninth sentence must contain an ellipsis.
10. Your tenth sentence must contain a memory.

SoC Resource 7d

Writing Prompts

1. Your first sentence must start with preposition of time.
2. Your second sentence must contain a metaphor.
3. Your third sentence must be only three words long.
4. Your fourth sentence must contain a relative clause.
5. Your fifth sentence must contain a simile.
6. Your sixth sentence must only two words.
7. Your seventh sentence must contain an emotion.
8. Your eighth sentence must contain a rhetorical question.
9. Your ninth question must contain an adverbial phrase.
10. Your tenth question must begin with an expanded noun phrase.
11. Your eleventh sentence must use an ellipsis.
12. Your twelfth sentence must include show not tell.

SoC Resource 7e

Children are to use resource 7e to describe the events in the clip from the barber's perspective. They must build tension using all methods discussed whilst also conveying the barber's emotional state throughout the clip.

Week Four, Lesson Three

Today the children will focus on using drama, to help them with the narrative they will write tomorrow. They need to imagine they are telling the tale of the barber, to give a background to his life. Watch the clip and explore everything they can tell about the barber. Create a quick set of notes on the board about what they know about the barber and what they can infer about the barber from his actions and reactions. The children should plan and show two scenes, possibly three before the shop scene and then begin to show the shop scene, ending on a freeze. They need to convince the audience about the reasons why he doesn't want the jazz played, why he feels the way he does about the trumpet. Encourage the children to focus more upon the music/instrument and less upon the racism.

Week Four, Lesson Four

Recap methods learnt during unit so far. Why is descriptive language so important to writers? How is this achieved? What purpose do a range of clauses have within a sentence and how can openers be incorporated into this? Do all sentences need to be extended? Ask children to think about other characters in the film. How could conversations be integrated into their writing? What have they learnt about the different types of language (figurative/ emotive/ descriptive/ non-verbal) and how has this affected their work and the writer's way of conveying the subliminal message within the film? Discuss the play on words in the film title. Where do

we see the swing- The pendulum, the switch between uses for the trumpet, the racist views, the change in customers in the shop?

Play film start to finish. Explain to children that today they will write a narrative independently from the perspective of the barber detailing the events that day. They will begin by giving some background detail to his life and then moving onto the scene at the beginning of the film and chronologically work their way through the events using the writing techniques they have learnt during this unit and drawing on other methods they know which will improve their writing. How will they stir emotion within the reader? How will they use description to set the scene and tell his story, showing the change in his perception of race and prejudice? What person/ tense will they write in? Can they feature the title within the text?

Swing of Change- Independent writing plan.

Whose perspective is the narrative written from? What tense will it be written in?	Brief summary of the story- what happens and in what order?
How will you use descriptive/figurative language?	How will you use emotive language?
Wow words and useful vocabulary/ phrases...	Other notes.

Give the children resource 9a and allow them time to plan their narrative. Independent writing. Children are to write a narrative re-telling the story from the barber's perspective, drawing upon writing techniques learned throughout the unit and methods previously taught.

Tell children to read their work from yesterday. Whilst doing so, get them to underline or highlight in a different colour any immediate mistakes that they notice. Next ask for several opening paragraphs to be read. What are the differences? What worked well? What did we hear that we felt was particularly well written?

Ask children why proof reading our writing is important. How often should we do this? Every couple of sentences then at the end of the completed piece. Why? Explain to children that today they are going to edit their writing and make improvements using their notes from previous lessons. To do this they are going to evaluate their work sentence by sentence. Ask the children to look at a wide range of elements to edit: punctuation, grammar, spelling, language techniques included, quality vocabulary choices, variety of openers and sentence types, clauses. Together write a success criteria including these points and adding any others you feel they should include. Children will edit their work on the blank page they missed out in the previous lesson. They should select three-four targets for themselves. It might be prudent to advise the nature of the targets they should set themselves, if this is not a process they are familiar with. E.g. A punctuation target, a target relating to sentence construction, a grammatical target. They should cut along the line underneath each paragraph so that it flips back and forth easily enough that they can repeatedly and continuously compare the initial writing with the newly edited paragraph, thus continuously evaluating the changes they make and seeing the difference it makes to their writing.

Children are to check, evaluate, edit and improve their work. They may ask each other and adults for support in doing this, but should follow success criteria to include points made and draw upon their knowledge of other literacy work previously taught.

What have children learnt throughout the unit both in terms of literacy and the wider world?

Topic

Activity One

Research and write a fact file on 'The Globe Theatre'. This should include diagrams. You could even make a model.

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.

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>

Who thought it?		
Driver	Girl Octopus	Boy Octopus

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Who thought it?

Look at the inner monologue examples below. Do you know who might have thought it and when?

My van, my beautiful van! That'll take ages to fix.

No, no no! My love! Where are you taking her!

Oh my god! Whose are those hands. Where are they taking me?

How are these octopuses doing this?

Phew, finally!

Oh no you don't. After all that, you're not taking him.

There's no way your taking her, not on my watch!

It's so dark in here.

Get your filthy hands off of me!

What on earth? An octopus?

Uh oh! Help me!

Get your filthy wipers off him! Aha! Take that!

Only two deliveries and then I can go home and relax.

He's gaining on us.

Ow that hurt!

Memory Sheet clip and link: <https://www.themagicalmind.com/octopusd.html>

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TEACHERS' PAY TO USE

Resource 8b