

Week 2 Home Learning Pack for Year 6

Please look at these activities online. This could be via computers, laptops, tablets and phones. Place answers/ completed activities on paper. Some of you have homework books so please do your work in these. If this is a problem, please contact us and we'll try and help.

We hope you found the activities from Pack 1 useful. Any feedback, would be much appreciated to help us improve subsequent packs.

Maths

Please go to: <https://whiterosemaths.com/homelearning/year-6/>

There are five lessons (one for each day).

These are:

1. Using ratio language
2. Ratio and fractions
3. Introducing the ratio symbol
4. Calculating ratio
5. Using scale factors.

Please watch the video for each lesson, get the activity, complete it and then mark it. Answers are on the website. There's are also activities for Years 7 and 8 and Early Years to Year 5 if you want to challenge yourself or you want something a little easier.

English

These activities are based on Harry Potter and incorporate SPaG (spelling, punctuation and grammar), reading comprehension and writing. Answers are at the back of the pack for you to check your work. We also have a writing activity.

Please continue reading and complete your Accelerated Reader tests. Well done to Lewis Bromley, Libby Pether, Olivia Burrows, George Holden and Ava-Mae Baker who have completed a test so far this week.

Keep learning the spellings in the Year 5 and 6 Spelling List and also the Year 3 and 4 Spelling List.

IPC - Evolution and Inheritance

These activities are based on some of the science we've covered. There are some great resources on BBC Bitesize at: <https://www.bbc.co.uk/bitesize/topics/zvhlhvcw> to support this learning.

Additionally, both classes have set challenges.

We have also set activities on SPaG.Com and Purple Mash. You should be using Times Table Rockstars to make sure those tables are the best they can be and BBC Bitesize has all sorts of great learning resources.

If you have any questions or comments, please email us:

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Kind regards,

Miss Whitaker and Mrs Webb

Evolution and Inheritance Task 1

Find the scientific definition to each of the words below

Word	Definition
Variation	
Parent	
Fossils	
Identical	
Evolution	
Offspring	
Adaptation	
Non-identical	
Environment	
Inheritance	

Try to use each word in a sentence to improve your understanding:

Evolution and Inheritance Task 2

Investigating Inheritance and Variation

Investigate the characteristics you have inherited from your parents by closely examining their photographs and your own. Write down what you think you have inherited from that parent.

Inherited

Inherited

Evolution and Inheritance Task 3

Choose an environment and research the animals/plants that live there. Create a table showing the adaptive traits (adaptations that help them to live in their environment) for each living thing.

E.g.

Animal	Habitat/Environment	Adaptive Trait
Camel	Desert	Large feet to make it easier to walk on the sand.

Evolution and Inheritance Task 4

Create a mini-biography for Charles Darwin:

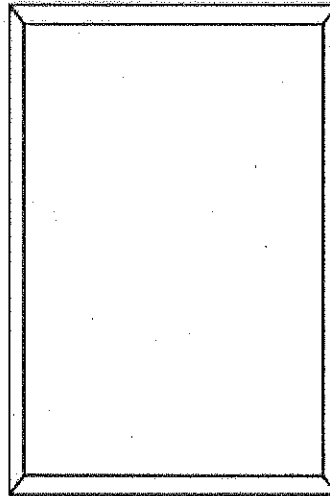
Researcher: _____

Scientist's name: _____

Lived from _____ to _____



Best known for _____



Scientist's portrait

Five Facts

1 _____

2 _____

3 _____

4 _____

5 _____

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Write ideas about Dolores Umbridge

- Watch the clip from Harry Potter and the Order of the Phoenix. What can you infer about the character Dolores Umbridge from this clip? Write some of your ideas around the *Dolores Umbridge – Outline*.

<https://www.youtube.com/watch?v=YrAe0XI7mis>

2. Read Reading Comprehension Texts A, B and C

- These extracts have been chosen to give more information about Dolores Umbridge. Write what you find out around the *Dolores Umbridge – Outline*.

3. Answer Reading Comprehension Questions.

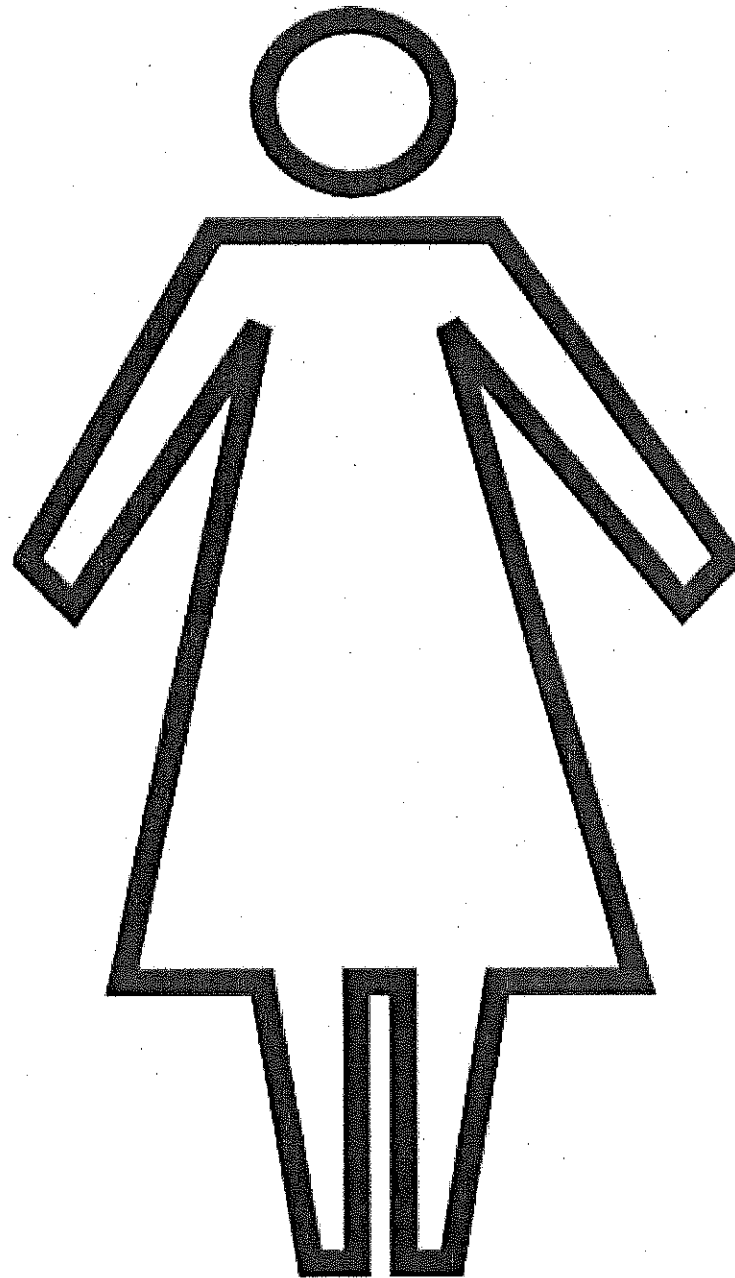
- Complete Reading Comprehension A and B and try to complete C too. Don't give up too easily!

Well done! Now work with a grown-up to check the answers.

Try the Fun-Time Extra

- Can you write what Dolores Umbridge might say in a school report about Harry, Ron and Hermione. Which would be her favourite? Who would she be least impressed with?

Dolores Umbridge - Outline



These extracts are taken from **Harry Potter and the Order of the Phoenix**, and show some significant appearances of Delores Umbridge.

Reading Comprehension Text A

From Chapter 8, Harry's first sighting of Delores Umbridge (at the Ministry)

He thought she looked just like a large, pale toad. She was rather squat with a broad flabby face, as little neck as Uncle Vernon and a very wide, slack mouth. Her eyes were large, round and slightly bulging. Even the little black velvet bow perched on top of her short curly hair put him in mind of a large fly she was about to catch on a long sticky tongue.

'The chair recognises Delores Jane Umbridge, Senior Under Secretary to the Minister,' said Fudge.

The witch spoke in a fluttery, girlish high-pitched voice that took Harry aback; he had been expecting a croak.

From Chapter 13, Harry's detention with Umbridge (now she is a teacher)

'Now you are going to be doing some lines for me, Mr Potter. No, not with your quill,' she added, as Harry bent down to open his bag. 'You're going to be using a rather special one of mine. Here you are.'

She handed him a long, thin black quill with an unusually sharp point.

'I want you to write, I must not tell lies,' she told him softly.

'How many times?' Harry asked, with a creditable imitation of politeness.

'Oh, as long as it takes for the message to sink in,' said Umbridge sweetly. 'Off you go.'

She moved over to her desk, sat down and bent over a stack of parchment that looked like essays for marking. Harry raised the sharp black quill and then realised what was missing.

'You haven't given me any ink,' he said.

'Oh, you won't need ink,' said Professor Umbridge with the merest suggestion of a laugh in her voice.

Harry placed the point of the quill on the paper and wrote: I must not tell lies.

He let out a gasp of pain. The words appeared on the parchment in what appeared to be shining red ink. At the same time, the words had appeared in the back of Harry's right hand, cut into his skin as though traced there by a scalpel – yet even as he stared at the shining cut, the skin healed over again, leaving the place where it had been slightly redder than before but quite smooth. Harry looked around at Umbridge. She was watching him, her wide, toadlike mouth stretched in a smile.

Reading Comprehension, A



Read each Comprehension Text and then answer the corresponding questions.

Box A – Questions 1-5 are about Text A

- 1) *She was rather squat with a broad flabby face, as little neck as Uncle Vernon and a very wide, slack mouth. Her eyes were large, round and slightly bulging.*

Which word is closest in meaning to *squat* in this context? Tick one.

bend ☐ short ☐ tall ☐ stand ☐

1 mark

- 2) *He thought she looked just like a large, pale toad.*

In what ways does Delores Umbridge remind Harry of a toad?

1 mark

- 3) *'How many times?' Harry asked, with a creditable imitation of politeness.
'Oh, as long as it takes for the message to sink in,' said Umbridge sweetly. 'Off you go.'*

Is Umbridge really sweet? Explain your answer.

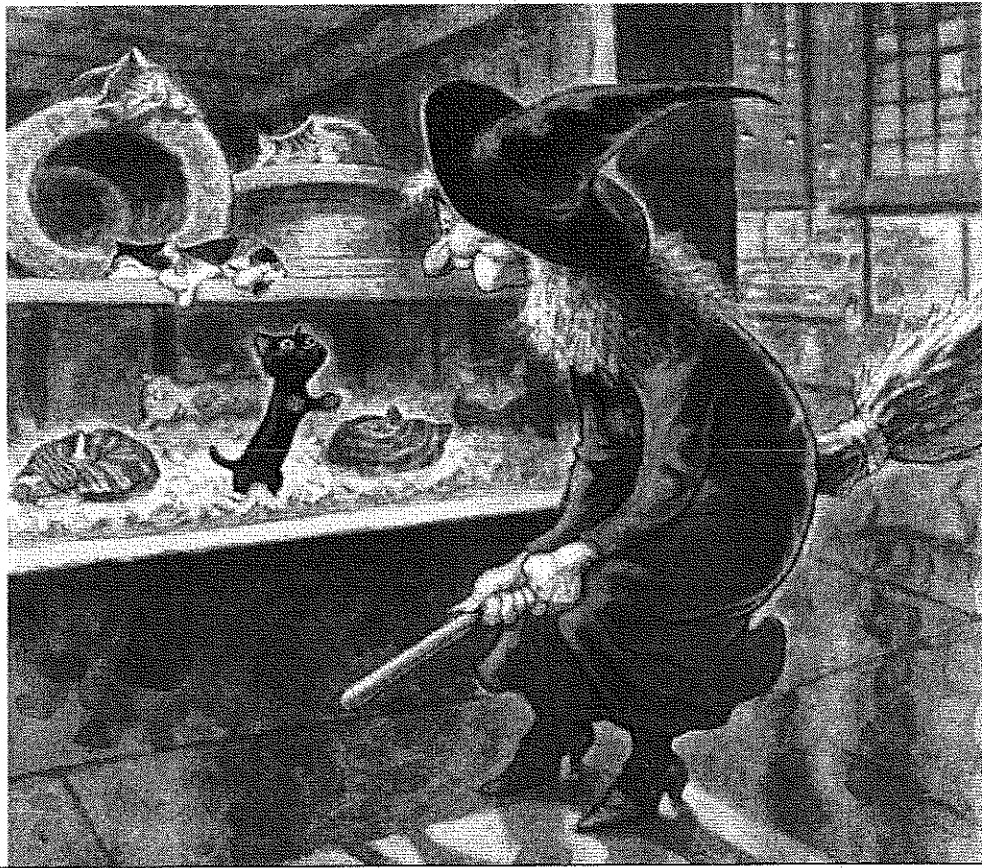
1 mark

- 4) Why does Umbridge not give Harry ink with his quill?

1 mark

- 5) How does Rowling make Umbridge seem particularly horrible in the second extract?

1 mark



Look at the picture above. Before you write anything, you could talk about the picture with the adult looking after you or your sister or brother. You could act out the scene or draw it.

You can choose what you want to write - it could be the story behind the picture, a description of one of the characters, a news report about a stolen cat, this scene from each characters point of view?

Have fun...

Reading Comprehension Text B

From Chapter 19, Harry and George are in trouble for attacking Malfoy having been provoked (Umbridge is now High Inquisitor).

'So...I really think I will have to ban these two from playing Quidditch ever again,' she said, looking from Harry to George and back again.

Harry felt the Snitch fluttering madly in his hand.

'Ban us?' he said, and his voice sounded strangely distant. 'From playing...ever again?'

'Yes, Mr Potter, I think a lifelong ban ought to do the trick,' said Umbridge, her smile widening still further as she watched him struggle to comprehend what she had said. 'You and Mr Weasley here. And I think, to be safe, this young man's twin ought to be stopped too – if his teammates had not restrained him, I feel sure that he would have attacked young Mr Malfoy as well. I will want their broomsticks confiscated, of course; I shall keep them safely in my office, to make sure there is no infringement of my ban. But I am not unreasonable, Professor McGonagall,' she continued turning back to Professor McGonagall who was now standing as still as though carved from ice, staring at her. 'The rest of the team can continue playing, I saw no signs of violence from any of *them*. Well...good afternoon to you.'

And with a look of the utmost satisfaction, Umbridge left the room, leaving a horrified silence in her wake.

BY ORDER OF THE MINISTRY OF MAGIC (Decree 24)
Student Organisations, Societies, Teams, Groups, and Clubs are henceforth disbanded. An Organisation, Society, Team, Group, or Club is hereby defined as a regular meeting of three or more students...

BY ORDER OF THE MINISTRY OF MAGIC (Decree 25)
The High Inquisitor will henceforth have supreme authority over all punishments, sanctions, removals of privileges pertaining to the students of Hogwarts...
The above is in accordance with Educational Decree Number

BY ORDER OF THE HIGH INQUISITOR OF HOGWARTS (Decree 26)
Teachers are hereby banned from giving students any information that is not strictly related to subjects they are paid to teach.

Reading Comprehension B

Box B – Questions 6-10 are about Extract B

6) How long will Harry, George and Fred be banned from playing Quidditch?

1 mark

7) *'Ban us?' he said, and his voice sounded strangely distant.*

Why does Harry's voice sound distant?

1 mark

8) *I will want their broomsticks confiscated, of course...*

What does the word *confiscated* mean?

1 mark

9) How do you think Professor McGonagall feels about this? What clues are there in the text?

1 mark

10) Look at the three decrees issued by Umbridge. The language is very formal. Rewrite one using informal language.

2 marks

Reading Comprehension Text C

From Chapter 28

BY ORDER OF THE MINISTRY OF MAGIC (Decree 28)
Delores Jane Umbridge (High Inquisitor) has replaced Albus
Dumbledore as Head of Hogwarts School of Witchcraft and
Wizardry.

The notices had gone up all around the school overnight, but they did not explain how every single person within the castle seemed to know that Dumbledore had overcome two Aurors, the High Inquisitor, the Minister for Magic and his junior assistant to escape. No matter where Harry went within the castle, the topic of conversation was Dumbledore's flight, and though some of the details may have gone awry in the retelling, it was surprising how accurate the rest of their information was...

* * *

Filch seemed to be in an extremely good mood; he hummed creakily under his breath as they climbed the marble staircase. As they reached the first landing he said, 'Things are changing around here, Potter.'

'I've noticed,' said Harry coldly.

'Yerse...I've been telling Dumbledore for years and years he's too soft with you all,' said Filch, chuckling nastily. 'You filthy little beasts would never have dropped Stink Pellets if you'd known I had it in my power to whip you raw, would you now? Nobody would have thought of throwing Fanged Frisbees down the corridors if I could've strung you up by the ankles in my office, would they? But when Educational Decree Number Twenty-Nine comes in, Potter, I'll be allowed to do them things...Here we are,' he said leering down at Harry as he rapped three times on Professor Umbridge's door and pushed it open. 'The Potter Boy to see you, Ma'am.'

Umbridge's office, so very familiar to Harry from his many detentions, was the same as usual except for the large wooden block lying across the front of her desk on which golden letters spelt out the word: HEADMISTRESS. Also, his Firebolt and Fred and George's Cleansweeps, which he saw with a pang, were chained and padlocked to a stout iron peg in the wall behind the desk.

Umbridge was sitting behind the desk, busily scribbling on some of her pink parchment, but she looked up and smiled widely at their entrance.

Reading Comprehension C

Box C – Questions 11-15 are about Extract C

11) What shocking news is shared in Decree 28?

1 mark

12) *No matter where Harry went within the castle, the topic of conversation was Dumbledore's flight...*

What does *flight* mean in this context?

2 marks

13) Why is Filch so cheerful?

2 marks

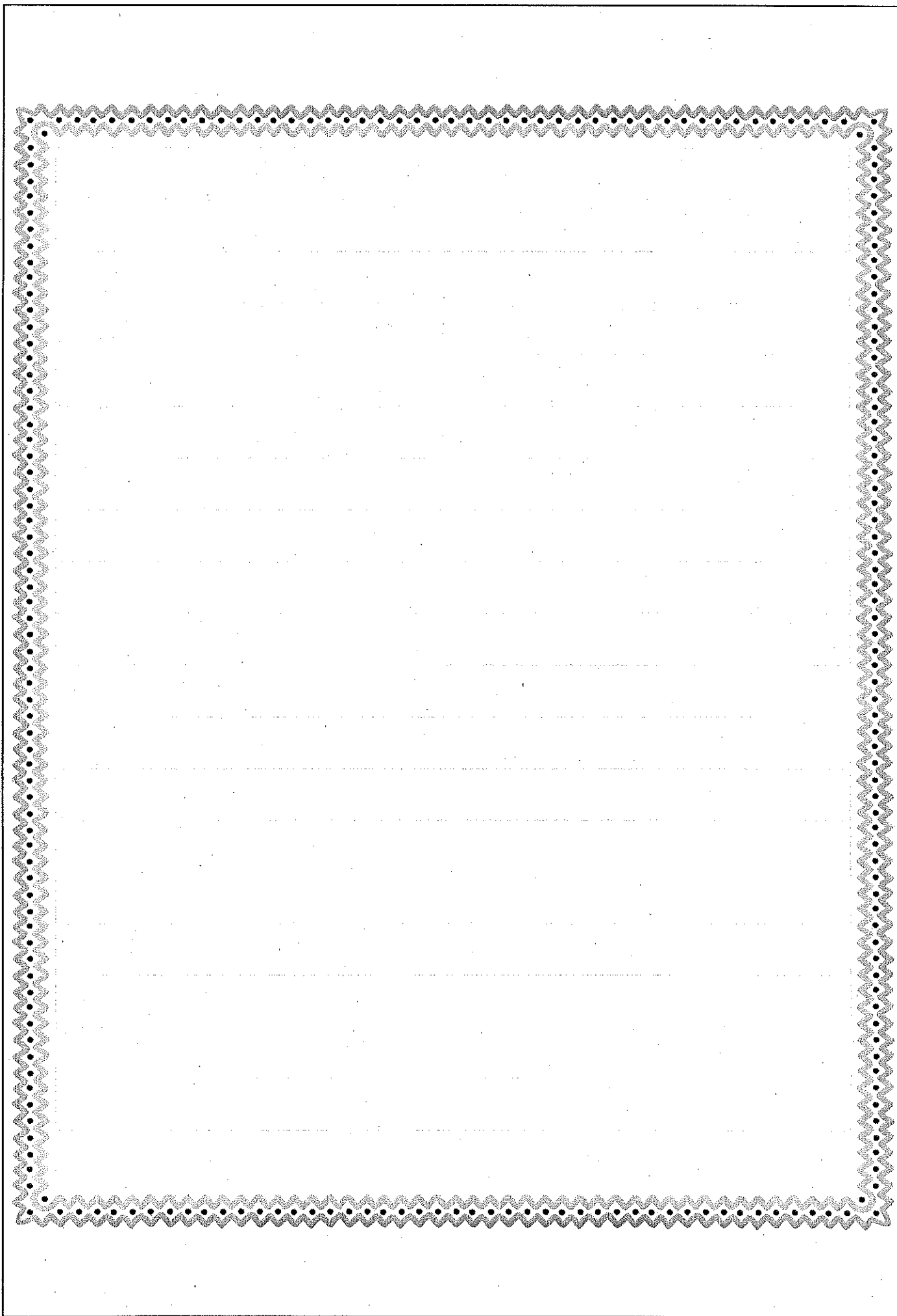
14) *Umbridge's office, so very familiar to Harry from his many detentions, was the same as usual except for the large wooden block lying across the front of her desk on which golden letters spelt out the word: HEADMISTRESS. Also, his Firebolt and Fred and George's Cleansweeps, which he saw with a pang, were chained and padlocked to a stout iron peg in the wall behind the desk.*

What **three** reasons why Harry might be angry with Umbridge are we reminded of?

2 marks

15) Now think about all three extracts. Why is Umbridge a dangerous enemy?

3 marks



SUGGESTED COMPREHENSION ANSWERS

Box A – Questions 1-5 are about Extract A

1. Short (1 mark)
2. Broad flabby face / rather squat / as little neck as Uncle Vernon / eyes were large, round and slightly bulging. (Award 1 mark for any of these statements)
3. No. She is hiding the fact she knows how her quill works – cutting the words into Harry's skin. (1 mark)
4. Because her quill uses shining red ink as well as cutting the words into the user's skin. The red shiny ink is blood from the cut skin. (1 mark)
5. The fact that Umbridge seems to take pleasure in the pain she is inflicting on Harry with this punishment 'her wide, toadlike mouth stretched in a smile'. (1 mark)

Box B – Questions 6-10 are about Extract B

6. Forever (1 mark)
7. Shocked and taken aback by her words so he wants to clarify as he thinks he misheard. He didn't. (1 mark)
8. Taken away (1 mark)
9. Shocked and angry – "standing as still as though carved ice, staring at her"
(1 mark for emotion plus evidence given)
10. All groups are banned. Groups are 3 or more people who meet regularly.
The high inquisitor will have power and control over all punishments given to children (students/kids).
Teachers can no longer give pupils information that doesn't relate to their subject. (Award 2 marks for one decree being rewritten in a suitable informal style. Suggestions above)

Box C – Questions 11-15 are about Extract C

11. That Delores Umbridge has replaced Dumbledore as Head of Hogwarts School of Witchcraft and Wizardry. (1 mark)
12. Escape, disappearance. (1 mark)
13. He was about to be given the power to punish students for all the things that he felt Dumbledore was too soft on.

Filch also seems to be looking forward to getting revenge on the students for all the things they have done in the past that he will now be able to punish.

(2 marks. 1 for each statement)

14. That Dumbledore is no longer the Headmaster at Hogwarts.

That she gave Harry and George a life-long ban playing Quidditch and confiscated their Cleansweeps.

That Harry had endured so many detentions with her. *(2 marks for all three statements. 1 mark for 2 of the statements)*

15. Umbridge is a dangerous enemy as she now has 'supreme authority over all punishments' this tells us that she can do as she wishes such as banning Harry from Quidditch for life. She also has painful punishments, 'cut into his skin as though traced there by a scalpel.' This suggests the pain she can inflict if she were your enemy. She is also taking away power from the other teachers at Hogwarts. 'Teachers are hereby banned from giving students any information' highlighting that staff can't warn of any danger or provide any help if you become her enemy.

(Award a mark for a reference plus evidence and explanation of any of the following points:

Supreme authority

Painful punishments

New headmistress

Taking power from other teachers

Giving Filch power to issue punishments

She also rubs it in the faces of her enemies "which he saw with a pang"

Pupils will need three pieces of evidence to support any of the statements above with an explanation referring back to the question of being a dangerous enemy).

