



Hello Year 6!

We hope you all had a great first week back whether you were in school or at home. It has been amazing to work with you all. We hope that you are all safe and enjoying learning. We have had a couple of queries about 'Bikeability'. We are pleased to share that we're still in contact with 'Bikeability'. At this moment in time, there is a small chance that this could take place but this is yet to be confirmed.

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 Six activities (w/c 1st June)

Lesson 1 - Fractions to percentages You will need video: <https://vimeo.com/420690848>

Lesson 2 - Equivalent FDP You will need video: <https://vimeo.com/420690973>

Lesson 3 - Order FDP You will need video: <https://vimeo.com/420691109>

Lesson 4 - Percentage of an amount You will need video: <https://vimeo.com/420691195>

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 continuing our unit of work based on the short film 'Oktapodi'.

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

Week Two, Lesson One

Replay the film 'Oktapodi' if necessary.

Explain that today the children will be using a pathetic fallacy to try and convey that mood.

Explain that pathetic fallacy is a type of personification, where the weather or nature reflects the mood of the character/s.

Explain that the children will begin their stories from the point of view of their characters.

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
- include an element of pathetic fallacy to convey mood

Together look at the example that shows the beginning of the story from the driver's point of view. Read through the example together and identify the features which make it successful. Children to write the beginning of their story in role. They can sequence their story and include some show, don't tell and a range of sentence starters.

Shining brightly in the perfect, nearly cloudless sky, the sun's warmth bathed my pale skin in a gentle amber light. As I walked, an early-morning sea breeze danced on my lips, encouraging me to lick at the salty residue it left behind. It was a taste I adored. The beginning of another fine day was upon me. Under the gaze of a greedy-looking gull, I reached the corner and pushed the door of the fishmonger's shop, smiling and reaching forward to shake the hand of the man behind the counter. I took a deep breath and had a leisurely look around the shop, pondering over the items on sale. No rush today: I had plenty of time. Sat in a glass tank were two rather chunky octopuses; one was pink and the other was bright orange. After pointing at the pinkish one, the fishmonger weighed and bagged it while I rummaged in my pockets for the correct change. Whistling loudly, I put the bag in my cool box and sauntered out the door in the direction of my van.

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

Clip: Oktapodi

The Literacy Shed © 2017

Resource 5b

Week Two, Lesson Two

Replay the film 'Oktapodi' if necessary. Tell the children that they will be focusing on the chase that happens in the film. Ask the children how they felt as they watched it. Ascertain that the chase in the film is exciting, thrilling and full of suspense.

Remind the children they are writing a story from the POV of their chosen character. In the last session the children completed the beginning of their story. Explain that today, the children will be using their plans to write an exciting build-up and the climax. Ask the children - which events will feature in today's writing? Agree that for all characters it will be the chase scene - starting in the car and ending up in street (swimming pools). Encourage the children to look back at the story planners/story maps they created in the previous sessions. These will help them to sequence the events and capture the character's feelings.

Remind the children of the features you have been focusing on

- 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
- use short sentences to create suspense.

Without warning, a slimy, orange beast appeared at the window. It was the other octopus! How could this be? Swerving wildly, and struggling to control my vehicle, I couldn't take my eyes off the strange creature who was now attempting to clamber into the passenger seat. Swipe! I reached over and aimed a fist in its direction. Annoyingly, it didn't make contact with the creature and the van lurched to the right. Swipe, swipe, swipe. Miss, miss, miss! Little beast! Glancing back at the road, I realised the van was out of control! In front of me, bright yellow parasols and café chairs flew everywhere as I careered around the corner, grappling with the wheel. That's when I saw the slimy monster clinging to my windscreen. With gritted teeth, I turned on the windscreen wipers in an attempt to knock him to the ground. Take that! Unfortunately, my plan was flawed, and seconds later, all control was lost as the van hurtled across the road, spinning repeatedly until it came to an abrupt halt. Crash! My head hit the deck. As I glanced up, to my utter disbelief, I saw both creatures getting away. Slamming my foot on the accelerator, I raced towards them, and through the quiet, narrow streets, I chased after them. They weren't getting away from me today.

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

Clip: Oktapodi

The Literacy Shed © 2017

Resource 6a

Week Two, Lesson Three

Replay the film 'Oktapodi' if necessary. Explain to the children that they will be writing the ending to their narratives today. If the children have been writing from the point of view of the driver then they will be writing about his unfortunate ending - crashing into the sea, or if they have been writing from the point of view of the octopuses, they will be writing about finally escaping only to end up being captured by a seagull!

Encourage the children to look back at the story planners/story maps they created in the previous sessions. These will help them to sequence the events and capture the characters feelings.

Remind the children of the features you have been focusing on

- 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

Explain that, by considering action sequences, we can improve the overall tension of a piece of work. To do this we link three to four pieces of action into a sequenced sentence. To begin, get the children to consider the outcome first then to 're-wind' a few steps to what happened to get to the final point. The use of vocabulary (adverbials and verbs) to imply pace can also be of help here. It is also useful to apply different figurative writing devices, e.g. Suddenly, the car surged forwards at an alarming pace, clattering like a child's toy, down the stone steps, before bursting through the wall of the

cliff-top village and down into the ravenous waves that gnashed and growled beneath it. Talk to the children about the use of words such as bursting and surged. What do they imply? Why do they think the personification of the waves works well? What does the word 'clattering' suggest and why is it used? Explain that you are expecting to see at least one action sequence in their work today. Children to write their endings using the above.

Week Two, Lesson Four

Replay the film 'Oktapodi' if necessary. Explain that the children will be learning about inner monologues today. Ask the children whether they know what an inner monologue is? Does it sound like any other words you know? Allow children time to think about the question and then gather responses. Give clues like - What is a dialogue? Ascertain that a dialogue is a conversation between two people. The prefix 'di' means twice or double. What about a monologue then? What might the prefix 'mono' mean? Throw in the word monobrow to engage. Explain that the prefix 'mono' means one, only or single so a monologue is a single person talking - like a speech. How about an inner monologue? Gather that an inner monologue is the inner thoughts of a person. The little voice inside your head. It's your thinking voice. All the things you think but nobody hears whether they are good or bad. Can they think of any films they might have seen where an inner monologue is used? E.g. Alice in Wonderland, Cruella de Vil in 101 Dalmatians.

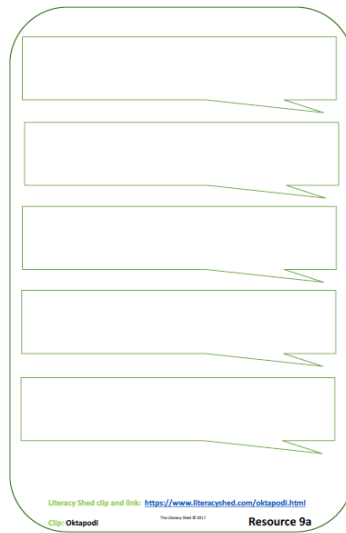
Explain that the children will be exploring the inner monologues of the characters in the film. On each table ask children to label paper with a title- Driver, Boy Octopus and Girl Octopus (one per sheet). Play the clip from the beginning again and stop at several points. Using post it notes or writing directly onto the sheets, the groups should write down what they think the characters on the screen would have been saying in their heads at that point. Allow time to discuss ideas after the task. Stop the clip around 6 times. Show the children resource 8a/8b. They will be given a range of thoughts from the different character's inner monologues

Who thought it?	
Boy Octopus	My waa, my beautiful waa! That'll take ages to fix.
Girl Octopus	No, no no! My love! Where are you taking her!
Driver	Oh my god! Whose are those hands. Where are they taking me!
	How are these octopuses doing this?
	Oh! Phew, finally!
	Oh no you don't. After all that, you're not taking him.
	Oh! 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?
	Oh oh! Help me!
	Get your filthy wipers of here! Ah! Take that!
	Only two deliveries and then I can go home and relax.
	He's getting on us.
	Oh that hurt!

Children can match the inner monologue to the correct character. They can discuss which part of the film it refers to. Then children can begin to add their own ideas to the sheet. What else might the character have said?

Week Two, Lesson Five

Remind the children of the work completed yesterday. Recap what an inner monologue is i.e. an inner monologue is the inner thoughts of a person. The little voice inside your head. It's your thinking voice. Explain to the children that they will be recording their inner monologues using their story maps from the beginning of the unit. Wherever an emotion has been labelled, the children should try and include a short inner monologue for the event in the narrative. The children can record these and stick them to their story maps using resource 9a. Can they try and convey character personality/feelings through their inner monologue? How will they show a little bit about themselves? Could they reveal something about the character in their inner monologue? Agree that the children can add details which they did not see in the clip as long as they are in keeping with the tone of the story.



Science/ Topic

Activity One

Ask the children to draw an outline of a boy and a girl. Then ask the girls to write on as many parts of the boy's body as possible including the sex organs. Ask the boys to do the same for the girl's picture.

Encourage the children to help each other and, where possible, to use the correct terms for sex organs. Ask them to underline those things that are the same in red and those things that are different in blue.

Ask children to identify those things that are the same and those that are different between boys and girls.

Emphasise that we are all unique as individuals but that many similarities exist. Sometimes the differences may only exist on the surface – physical appearances may vary – but what is inside, our personalities, is what makes us who we are as individual human beings.

We will explore the changes that take place as we become teenagers –puberty – and what this will mean for us. There are books at www.myon.co.uk that explain changes during puberty.

Activity Two

Ask the children to look at photographs of themselves growing up. Look at the variation in the children's physical characteristics and how these have changed/developed. Using the photographs as a prompt, ask the children to consider the speed at which we grow and the many variations to this. Invite them to think about the time of greatest change for them. Children to create their own timelines thinking about appearance, personality, achievements and interests.

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 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.


Art – Use this video to learn how to draw an octopus at: https://www.youtube.com/watch?v=Go_uCEwnmU

Create your own piece of octopus artwork.

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

Literacy Short clip and task: <https://www.theteachers.com/resources/literacy-short-clip-and-task>
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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!
<input checked="" type="checkbox"/> X Oh my god! Whose are those hands. Where are they taking me?
How are these octopuses doing this?
<input checked="" type="checkbox"/> X Phew, finally!
Oh no you don't. After all that, you're not taking him.
<input checked="" type="checkbox"/> X There's no way your taking her, not on my watch!
It's so dark in here.
<input checked="" type="checkbox"/> X 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!

Literacy Short clip and task: <https://www.theteachers.com/resources/octopusd.html>
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Resource 3b

