

Year 6 Remote Learning

Time frame: week beginning: 01.03.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.


- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- **Please ensure you upload your work onto Seesaw – it is important that we can see all the fantastic learning you are doing at home.**



Year 6 Timetable


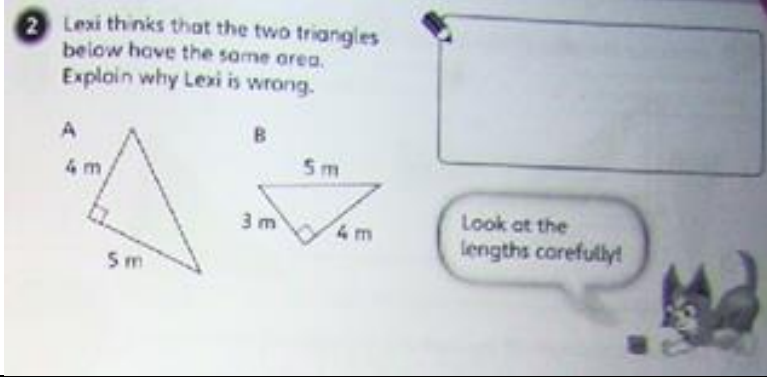
Wake Up Shake Up 8:30-9:00 am	Wake Up Shake Up - Live Fun Fitness Sessions from 8.30am-9.00am. What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?				
Registration 9am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained 				
Maths 9:05am-9:35am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
English 11am-11:30am	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
Curriculum One hour per day	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise. 				
Reading 1:50pm-2:20pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day. 				
Links to Days	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	Monday	Tuesday	Wednesday	Thursday	Friday

Monday

	Monday
Maths	Book 6B – Chapter 10, Lesson 3 Area and Perimeter: Finding the Area of Triangles
	Support: https://classroom.thenational.academy/lessons/area-of-triangles-6cwkar?step=2&activity=video
	 Deepening: How many different parallelograms can you find with an area of 48cm^2 ? Sketch them giving the measurements.
English	LAUNCH/ READ: World Book Day/ Christian Robinson <ul style="list-style-type: none">• This week, you are going to look at a range of picture books illustrated and/ or written by Christian Robinson.• Read this list of ideas for the piece of work you can produce this week• Watch the Leo: A Ghost Story by Mac Barnett and Christian Robinson trailer.• Look at this table for recording your thoughts about book trailers that you will use for each trailer you watch this week.• Read Your teacher will read <i>Leo: A Ghost Story</i> from this video.• Think – <i>Did the book surprise you or did the trailer represent the book well?</i>• Look at this table for recording your thoughts about picture books.• Watch this trailer for Another, a wordless picture book, by Christian Robinson.• Complete this table for the <i>Another</i> trailer.• Read your teacher will read <i>Another</i> by Christian Robinson. Complete the table for this book.
Curriculum	Science: How do our eyes work? <ul style="list-style-type: none">• Watch the two videos here and here (1minute 19 to end – this video shows an animal eye) to learn more about how the eye works.• Read the letter in the session resources. Using what you have learnt about the eye, write a response letter, giving information and advice.
Daily Tasks	Read for 30 minutes Learn weekly spelling for 15 minutes Complete spag.com work

Tuesday

	Tuesday
Maths	Book 6B – Chapter 10, Lesson 4 Area and Perimeter: Finding the Area of Triangles
	Support: https://classroom.thenational.academy/lessons/further-triangles-68u6ae?step=2&activity=video


	 <p>Deepening:</p> 
English	<p>READ / EXPLORE: Book trailers and book reviews</p> <ul style="list-style-type: none"> • Think – <i>What makes people choose to read a particular book?</i> • One of the reasons people might read a book is because someone recommends it to them. • Think - <i>What makes a great book? What makes you recommend a book to someone else?</i> • Read this resource to remind you about persuasive techniques. • Read this resource for more tips about advertising a great book. • Many books now have trailers (film of short extracts/ details) like movies. Watch at least three trailers from this list and complete the table for them (don't worry about the final column). • Think – <i>What are the features of a book review?</i> <p>Read this example of a book review.</p>
Curriculum	<p>History/Geography: Who are the Windrush generation? Case study of Sam King.</p> <ul style="list-style-type: none"> • Read the information about the life of Sam King (see Resources) and/or watch him talking about his life here. What link did he already have to Britain before he came? • Look at the pictures of Clapham South Deep-Level Shelter where the men were housed when they first arrived here. • Describe in your own words the main challenges faced by migrants such as Sam King when they arrived in England. • Sam King achieved many things in his life; people voted for him to have a blue plaque which is in Southwark. Read more here. • Create a blue plaque for Sam that has at least 3 more things he achieved that have had an influence on others or should be celebrated.
Daily Tasks	<p>Read for 30 minutes Learn weekly spelling for 15 minutes Complete spag.com work</p>

	Wednesday
Maths	<p>Book 5B – Chapter 13, Lesson 3: Finding the Volume of Solids Book 5B - Chapter 13, Lesson 6: Converting Units of Volume</p> <p>Support:</p> <p>https://vimeo.com/427271112/69062a1937</p>

	<p>https://vimeo.com/427276443/4b13f4c7bb</p> <p>https://classroom.thenational.academy/lessons/problem-solving-with-decimals-in-context-60u3gd?step=2&activity=video</p>
English	<p>EXPLORE/ READ: Picture books in detail</p> <ul style="list-style-type: none"> • Watch the trailer for Last Stop on Market Street by Matt de la Peña and Christian Robinson. • Complete this table for the <i>Last Stop on Market Street</i> trailer. • Read this resource which has instructions/ prompts for this story. • Complete the table for this book or write your thoughts in note form under the same headings. • Think – <i>What is your opinion of today's stories? What did you like about them? Did they surprise you or did the trailers represent the books well?</i>
Curriculum	<p>PSHE: Safer Internet Week – Why are there so many adverts on the internet?</p> <ul style="list-style-type: none"> • Think – What are adverts? What different types of adverts have you seen on the internet? • Watch the video and try to count the different adverts that are shown. • Watch the video about some of the different ways people advertise online and their motives. Think about answers to questions in the quiz at the end of the video.
Daily Tasks	<p>Read for 30 minutes Learn weekly spelling for 15 minutes Complete spag.com work</p>

	Thursday
English *Two sessions	<p>PLAN/ WRITE/ PRESENT: Recommend a book</p> <ul style="list-style-type: none"> • Watch the trailer for <i>You Matter</i> by Christian Robinson, our World Book Day book, here (click on WATCH) and complete this table. • Predict – <i>What do you expect the book to be about?</i> • Read – Your teacher will read the book <i>You Matter</i> by Christian Robinson. • Write your thoughts about the book in your table. • Re-read this list of ideas for the piece of work you can produce this week. • Re-read this model book review and use this planning format if you are writing a book review. • Use this short story triangle to help if you are writing a narrative inspired by this week's work. • Create your work inspired by this week's lessons.
Curriculum	<p>French: Describing the Weather</p> <p>French: Watch your French lesson here</p> <p>Complete the activity sheets in the resources.</p>

Daily Tasks	Read for 30 minutes Learn weekly spelling for 15 minutes Complete spag.com work
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	Friday								
	*Friday 5th March 9am-10am is a virtual visit. More details will be given closer to the time.								
Maths	<p>Book 6B, Chapter 11, Lesson 3 and 4: Finding the Volume of Cubes and Cuboids</p> <p>Support:</p> <p>https://classroom.thenational.academy/lessons/to-describe-volume-in-cubic-units-6hhkj?step=2&activity=video</p> <p>https://classroom.thenational.academy/lessons/to-describe-volume-in-cubic-units-6hhkj?step=2&activity=video</p> <p> Deepening:</p> <div style="border: 1px solid black; padding: 5px; background-color: #e0f0ff;"> <p>Jenna uses the formula $Volume = length \times width \times height$ to calculate the volumes of different cuboids.</p> <p>Draw lines to match the dimensions of the cuboids with their volume. Fill in the missing boxes.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">$8\text{ cm} \times 6\text{ cm} \times 2.5\text{ cm}$</td> <td style="padding: 5px;">135 cm^3</td> </tr> <tr> <td style="padding: 5px;">$5\text{ cm} \times \square \times 2.5\text{ cm}$</td> <td style="padding: 5px;">105 cm^3</td> </tr> <tr> <td style="padding: 5px;">$4.5\text{ cm} \times 3\text{ cm} \times 10\text{ cm}$</td> <td style="padding: 5px;">112.5 cm^3</td> </tr> <tr> <td style="padding: 5px;">$7\text{ cm} \times 6\text{ cm} \times 2.5\text{ cm}$</td> <td style="padding: 5px;">$\square\text{ cm}^3$</td> </tr> </table> </div>	$8\text{ cm} \times 6\text{ cm} \times 2.5\text{ cm}$	135 cm^3	$5\text{ cm} \times \square \times 2.5\text{ cm}$	105 cm^3	$4.5\text{ cm} \times 3\text{ cm} \times 10\text{ cm}$	112.5 cm^3	$7\text{ cm} \times 6\text{ cm} \times 2.5\text{ cm}$	$\square\text{ cm}^3$
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Curriculum	<p>Science: What evidence would prove that light travels in straight lines?</p> <ul style="list-style-type: none"> • How do we see the sun and the moon? Use the images in the session resources to decide which images are correct and which are incorrect. • Look at investigations A and B in the session resources. Think about the questions. • What do these two investigations tell us about the way that light travels? • Watch the video that shows how light travels (including an example of investigation B). 								
Daily Tasks	Read for 30 minutes Learn weekly spelling for 15 minutes Complete spag.com work								

Reading
Continue to read the book you are reading at home every day for at least 30 mins with an adult. You should also use your Bug Club account to read with an adult.
Grammar and Spelling
Complete the assigned activity on spag.com:

KS2 SATS Grammar Test (G)

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:

stationery

stationary

complement

compliment

principle

principal

profit

prophet

Wider Curriculum

PE

I will send you the Vimeo link on Seesaw for your lesson each week

Music

I will send you the Vimeo link on Seesaw for your lesson each week

Mr Mullin

[Monday Resources](#)

Return to lesson [here](#).
English-

Resource 1.1: List of Choices for your English Work this Week

For World Book Day 2021, we would like you to produce a piece of work inspired by a book. You might recommend/ promote a book: this could be one of the books you read by Christian Robinson (as writer and/ or illustrator) or your own choice. The purpose of the work you produce should be to persuade others to read it.

You could choose one of the following ways to recommend your chosen book:

- A **promotional poster**, featuring a paragraph or two explaining why children should read the book. You could include artwork inspired by the book you choose (for example, in the style of Christian Robinson).
- A **book review** about one of the books you have read this week.
- A **piece to camera** recorded on Zoom, giving your opinions of the book and recommending it to others.
- You could write/ make your own **picture book**, inspired by the images in *Another* or by the words of *You Matter*. Alternatively, your picture book could be based entirely on your own idea. You might wish to use the **short story triangle** to help plan your story.

Resource 1.2: Table for Responses to Book Trailers

Book	<i>What do you think the book is about?</i>	Would the trailer persuade someone to read the book? Why?	[Complete after reading the book.] Was the trailer successful? Did it represent/ summarise the book well?

Resource 1.3: Table for Picture Book Investigation

Title/ Author/ Illustrator	Summarise the book in one or two sentences	What is the message/ theme of the book?	Techniques (e.g. repetition/ rhyme/ humour/ use of colour)	What did you like about the book?

Science

Dear Year 6,

My eyes are very important to me. They are complicated organs which allow my brain to see perceive the world around me.

However, my grandmother struggles to see very well though. I'm worried that as I get older, my eyesight might get worse.

What can I do to keep them healthy?

Yours,

Dr Reece Urcher

Tuesday Resources

Return to lesson [here](#).

English-

Resource 2.1: Reasons to Recommend a Book

- Once you started reading it, you couldn't put it down.
- The characters in the book are well described, interesting and entertaining.
- The problem faced by the main character in the story is exciting and unpredictable (i.e. there are lots of twists and turns in the plot).
- The world that the author describes is really engaging and vivid (/easy to picture)
- The book is part of a series or by a favourite author, and you want to get your friends interested in the series/ author.
- If the book has illustrations, these are beautiful, unique or memorable.
- The story is highly amusing and makes you laugh while you are reading.
- The story has a strong theme/ teaches you a lesson that you think other students should learn, too.

Resource 2.2: Persuasive Writing Techniques

- **Alliteration**
- **Facts**
- **Opinion**
- **Rhetorical Questions. /Repetition**
- **Emotive language**
- **Statistics**
- **Three (power of)**

Resource 2.3: How to create a promotional poster for a great book

1. **Purpose:** To get readers excited about a book, author, series, or genre
2. **Getting Ready:**
 - Make sure you've read the entire book.
 - Choose a book or series you think your classmates will enjoy.
 - Think about what makes your book interesting.
 - Think about how you will capture the interest of the other readers in your class (describe it in an exciting way).
 - Write a script for your advertisement.
 - Write down page numbers or mark pages you plan to show the class with a sticky note before you present.
 -
 - Practise your advertisement before recording it
3. **During the Advertisement:**

Show the cover of the book to the class

Start with a good lead (Sometimes a question gets the audience interested.
Have you ever wanted to eat chocolate for breakfast? If so, this book is for you!)

Tell the author, title, genre, library location, series, etc.

Explain why you chose to share the book

Tell a little about the book, but don't give away the secrets

If possible, mention other books by the same author or other books in the same series
4. **Tips:**

Look at your classmates

Speak loud and clearly

Show your enthusiasm

Keep it short!

Resource 2.5: Links to Book Trailers

If you decide that you want to produce a book trailer this week, watching these trailers may help you to come up with some ideas.

[Another](#) by Christian Robinson

[Last Stop on Market Street](#) by Matt de la Peña and Christian Robinson

[Milo Imagines the World](#) by Matt de la Peña and Christian Robinson

[Leo : A Ghost Story](#) by Mac Barnett and Christian Robinson

[I Want My Hat Back](#) by Jon Klassen

[It's a Book](#) by Lane Smith

[The Day You Begin](#) by Jacqueline Woodson (Y2 book)

[What We'll Build](#) by Oliver Jeffers

[Sam and Dave Dig a Hole](#) by Mac Barnett and Jon Klassen

[Just Because](#) by Mac Barnett and Isabelle Arsenault

[Giraffe Problems](#) by Jory John and Lane Smith

Resource 2.4: *Oranges in No Man's Land* Book Review

Imagine if a loved one's life depended on you being brave. Imagine having to journey alone across a war-torn city to get vital medicine for them. What would you do?

Ten-year-old Ayesha, who lives in war-ravaged Beirut (the capital of Lebanon), is the heroine of Elizabeth Laird's fantastic short novel *Orange's in No Man's Land*. She must leave her younger siblings behind in their makeshift home (where they live without parents) to get life-saving medicine for her grandmother. On her journey, she encounters enemy checkpoints, faces the threat of snipers and crosses a city ruined by war. As Ayesha makes her perilous journey, readers learn of the difficulties encountered by those in civil war. For example, Ayesha is constantly worrying about her accent revealing which side of the war she is and endangering her.

As the gripping story unfolds, the resourceful Ayesha questions what she has been told about the two sides in the civil war. Throughout the book, she meets a range of people whom she believes are 'enemies', but she is often surprised. Once you have read this book, you will want to think about exactly what the intriguing title is about. Although the context in which the novel is set is one of war, the novel has positive messages for us all.

Children who have enjoyed novels such as *Journey to Jo'burg* should enjoy this enthralling tale. Readers will be full of admiration for Ayesha's courage and will learn a huge amount

Resource 2.5: Book Review Planning Format

<p>Hook</p> <p>(e.g. Statement/ Statement/ Question)</p>	
<p>Introduction</p>	
<p>Plot/ Character (could be two paragraphs)</p>	<ul style="list-style-type: none"> • • • • •
<p>Themes Deepening</p>	<ol style="list-style-type: none"> 1) 2)
<p>Recommendation (including comparison)</p>	

You could also use this planning format/ structure for a 'script' for a recorded piece to camera recommending a book.

SAM KING MBE

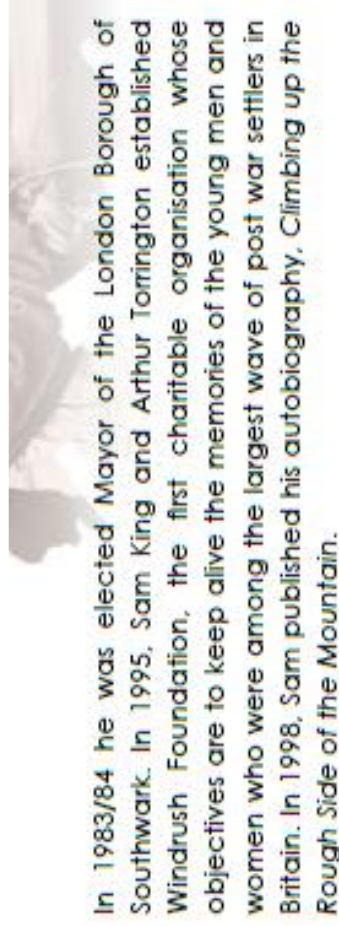
Born in Jamaica in 1926, Samuel King worked with his father on the family farm with every intention of eventually taking over after his dad retired.

When war was declared, he was a schoolboy interested in everything that was going on in Britain and Europe.

In 1944, he responded to a Royal Air Force advertisement in The Gleaner newspaper for volunteers. Having passed a series of tests soon afterwards, he and other volunteers received intensive training in Kingston before travelling to England. Sailing along the American coastline, past Newfoundland and then cutting across to the British Isles, they evaded German submarines and experienced a cold that few of them had ever felt, and would never forget.

After three months of training at Filey, Yorkshire, the men were split up into categories for ground crew training – Sam was posted to the fighter station RAF Hawkinge, near Folkestone, and served as an engineer. He had heard from good sources that if Germany won the war, Hitler would re-introduce slavery in West Indian colonies.

After the war ended, Sam was demobbed and returned to Jamaica. But, he was not happy with life there, and so he took the opportunity of travelling back to England on the Empire Windrush. He rejoined the RAF, and later worked for the Royal Mail.



In 1983/84 he was elected Mayor of the London Borough of Southwark. In 1995, Sam King and Arthur Torrington established Windrush Foundation, the first charitable organisation whose objectives are to keep alive the memories of the young men and women who were among the largest wave of post war settlers in Britain. In 1998, Sam published his autobiography, *Climbing up the Rough Side of the Mountain*.

(WW2, WINDRUSH, WEST INDIAN GAZETTE, CARNIVAL, CLAUDIA JONES, POLITICS, AUTHOR, COMMUNITY, FAITH)



Clapham South Deep-Level shelter



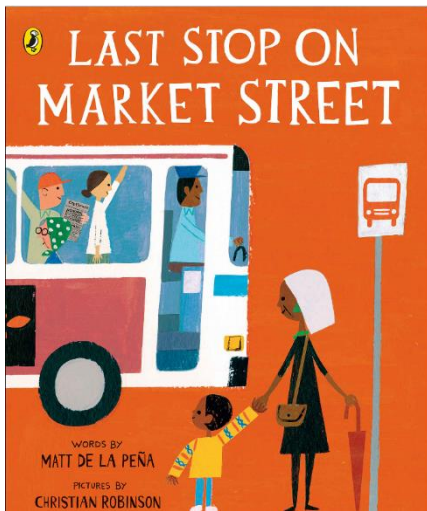
Wednesday Resources

Return to lesson [here](#).

English-

Resource 3: Last Stop on Market Street

- Look at the cover of *Last Stop on Market Street*.

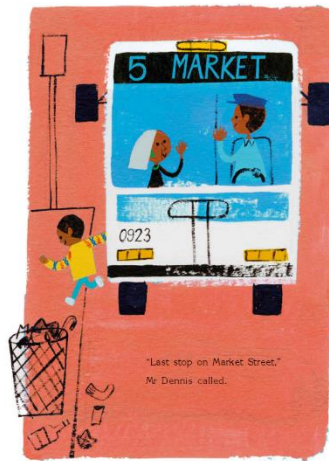


- Predict - *What do you think the story's setting will be? Who do you think the main characters will be?*
- Look at this image:



- Think - *What do you notice about the people riding the bus?*
- Predict - *Where do you think this "Last Stop" will take the characters in the story?*
 - *Do Nana and CJ see things in the same way?*
 - *Which of them sees the world most like you?*

The song ended and CJ opened his eyes.
 Everyone on the bus clapped,
 even the boys in the back.
 Nana glanced at the coin in CJ's palm.
 CJ dropped it in the man's hat.



"Last stop on Market Street,"
 Mr. Dennis called.

- **Predict** – *Where do you think they are going now?*



CJ looked around as he stepped off the bus.
 Crumbling pavements and broken-down doors,
 graffiti-tagged windows and boarded-up stores.
 He reached for his nana's hand.
 "How come it's always so dirty over here?"

She smiled and pointed to the sky.
 "Sometimes when you're surrounded by dirt, CJ,
 you're a better witness for what's beautiful."

- **Summarise** – What do you think Nana means when she says, *"Sometimes when you're surrounded by dirt, CJ, you're a better witness for what's beautiful"*?
- **Complete the table** for this story.

Thursday Resources

Return to lesson [here](#).

English-

Resource 4.3: You Matter *(text only)*

The small stuff too small to see.
Those who swim with the tide/ and those who don't
The first to go and the last./ You matter.
When everyone thinks you're a pest.
When something is just out of reach.
When everyone is too busy to help. You matter.
If you fall down.
If you have to start all over again.
Even if you are really gassy./ You matter.
Sometimes home is far away.
/ Sometimes someone you love says goodbye.
Sometimes you feel lost and alone./ But you matter.
Old and young.
/ The first to go and the last.
The small stuff too small to see.
/ You matter.

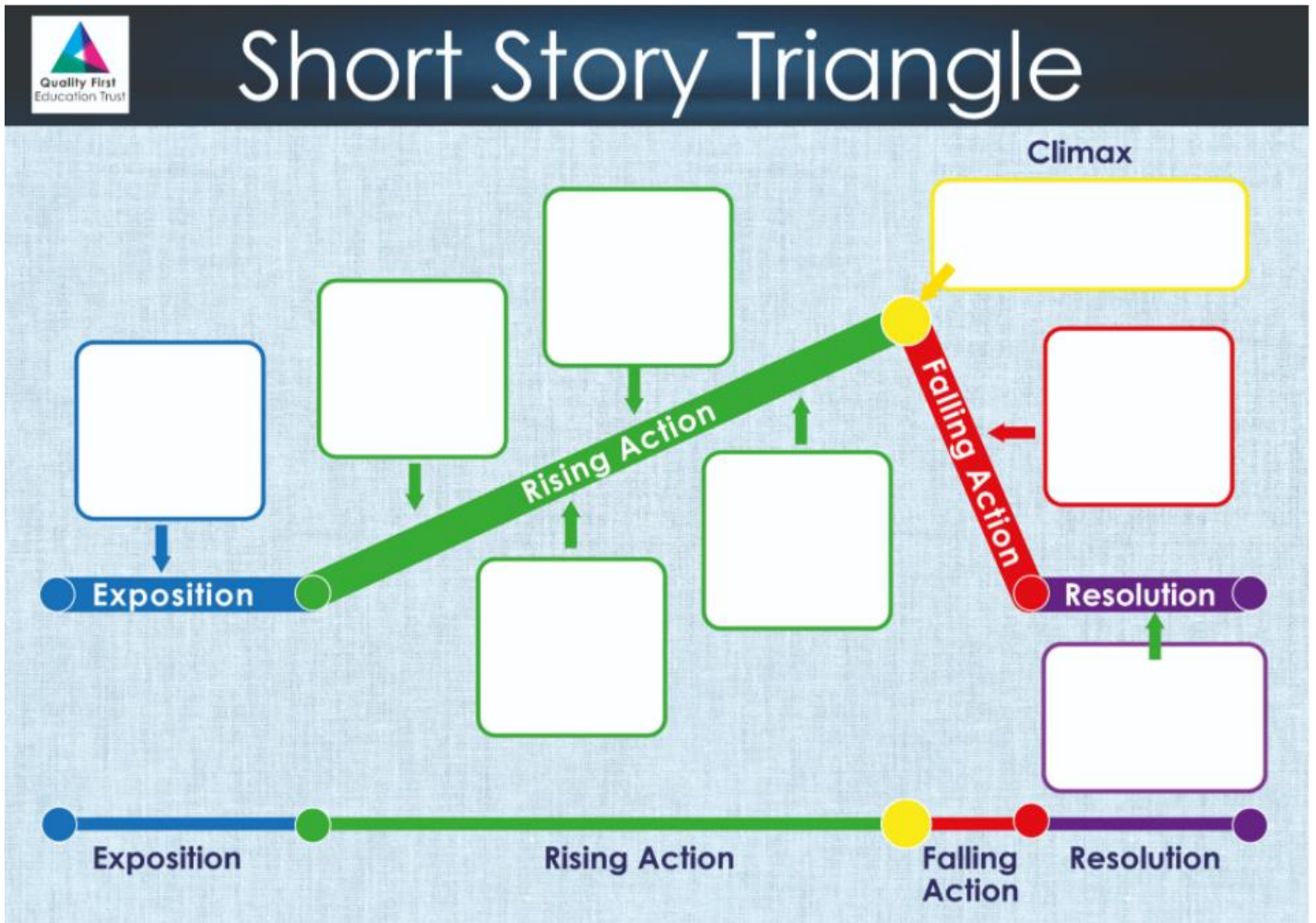
you matter



christian robinson

Resource 4.5: Short Story Triangle

If you are planning to write a picture book or a narrative inspired by this week's work, you can use the short story triangle to help you plan it.



Complete the table using the expressions in French below.

<p>Quel temps fait-il?</p>	
	
	
	
	
	
	
	
	

Il neige

Il y a du vent

Il y a des nuages

Il y a un orage

Il pleut

Il fait chaud

Il fait froid

Il fait beau

Draw your own weather map and describe with sentences what the weather is like in different parts of France.



For example :

1. *Au nord, il fait froid et il pleut.*

1 _____

2 _____

3 _____

4 _____

Support: [Weather and Seasons - KS2 French - BBC Bitesize - BBC Bitesize](#)

Friday Resources

Return to lesson [here](#).

Science-



How do we see things?

Which one of these images correctly shows how we see the Sun?

Which one of these images correctly shows how we see the Moon?

Why are the other images wrong?

