



Belleville Wix Academy

Year 6B Home Learning

Time frame: week beginning: 4/01/2021

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.

- Choose the work for the correct day of the week. Our home learning provision each day includes the following: one maths lesson, one English lesson and a curriculum subject of your child's choice.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**

Year 6B Timetable

Zoom	
Wake Up, Shake Up 8.30am 30 minutes	'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! 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 9:00am	<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-9:30am	<ul style="list-style-type: none">• Teacher to teach the maths concept – up to 20 minutes.• Pupils sent off to complete their work independently.• Some pupils may stay on with teacher to discuss further.
English 11:00am-11:30am	<ul style="list-style-type: none">• Teacher to teach the English concept – up to 20 minutes.• Pupils to complete their work independently.• Some pupils may stay on with teacher to discuss further.
Curriculum When you have completed Maths and English 12:30pm-1:30pm	<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.

Afternoon Registration 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.
---	---

	<p>Maths</p> <p>You can find our maths home learning on the Q1E website: https://www.q1e.co.uk/current-home-learning/</p>
Monday	INSET day
Tuesday	Textbook Chapter 9, Worksheets 9 and 10 https://classroom.thenational.academy/lessons/multiplying-decimals-by-a-whole-number-6xjkcr?step=2&activity=video
Wednesday	Textbook Chapter 9, Worksheet 11 https://classroom.thenational.academy/lessons/division-of-a-decimal-number-by-an-integer-c8t30e?step=2&activity=video
Thursday	Textbook Chapter 9, Worksheet 12 https://classroom.thenational.academy/lessons/multiply-by-a-two-digit-number-using-long-multiplication-75k3cc?step=2&activity=video
Friday	Textbook Chapter 9, Worksheets 13 and 14 https://classroom.thenational.academy/lessons/use-the-formal-written-method-of-long-division-to-solve-appropriate-calculations-c8wk0c?step=2&activity=video
	Writing
Monday	INSET day
Tuesday	<ul style="list-style-type: none"> • Answer the following questions: what is a newspaper report? What is its audience? What is its purpose? • Read Resource 1 to find the features of a newspaper report. • 60 people were killed at Balham Underground Station in 1940 when a bomb hit the street above and collapsed the tunnels below. The full details of this were kept out of the press to avoid risking the nation's morale; as a result, stories of the bombing cannot be found within the pages of the British Newspaper Archive. <p>This week, you are going to write the newspaper article that would have been written had there been a full account of the Balham bombing in the press.</p> <ul style="list-style-type: none"> • Read through the information in resources 2 and 3 and write down the 5W's and H: Who-What-Where-When-Why-How?
Wednesday	Relative clauses

- **Veronica Jones said:** “People were stampeding to get out and many were trampled on the ground.”

She is 33.

You can add this detail in two ways:

Veronica Jones, who is 33, said: “People were stampeding to get out and many were trampled on the ground.”

In newspapers, journalists often add the relative clause without using a relative pronoun.

Veronica Jones, 33, said: “People were stampeding to get out and many were trampled on the ground.”

- Try turning this pair of sentences into **one sentence** using a relative clause:
Peter Jones said the scene was horrendous.
Peter Jones is an air raid warden.

Speech

Including quotes is a useful way of bringing opinion and expertise into your article and they will make the story more interesting.

When punctuating speech, you need to remember the following:

- **Put inverted commas (or speech marks) around the exact words spoken;**
- Use a **capital letter** for the first word spoken;
- **Use punctuation before closing inverted commas;** and
- Use punctuation after the reporting clause.

John Mills, the bus driver, said: **“The bus began prancing about like a horse and the next thing I knew was that I was lying in a shop doorway.”**
Newspaper articles often use a colon (:) after the reporting clause – this is more formal than using a comma.

In your newspaper report, you might quote the station/ rescue workers, air raid wardens, an eyewitness or government spokesman.

Direct speech involves exact words spoken e.g.

Peter Jones said, “The scene was horrendous! People were running and screaming in terror. ”

Reported speech is when something someone has said is summed up, without writing the speech out fully. We use ‘said that,’ e.g.

Peter Jones, an eyewitness at the scene, **said that** the scene was horrendous and people were screaming in terror.

Write an example of direct speech and an example of reported speech for your newspaper report. Make sure you punctuate them correctly.

	<ul style="list-style-type: none"> • Read the newspaper report about Goldilocks in Resource 4 below.
Thursday	<ul style="list-style-type: none"> • Read the example of the Balham bombing newspaper article in Resource 5 below. • What is a headline? <ul style="list-style-type: none"> ➤ Grabs a reader’s attention and hooks them into the story. ➤ “tells and sells” so it must tell the reader enough to attract their attention but leave them wanting to know more so they read the full story. ➤ Is short, accurate and attention grabbing. ➤ sums up the news story in as few words as possible; every word counts in a headline and any unnecessary words are left out. • Write the introduction with 5Ws. • Write the second paragraph about how and why it happened.
Friday	<ul style="list-style-type: none"> • Read over your first two paragraphs from yesterday. • Write the final two paragraphs of your newspaper, explaining what happened next i.e. rescue workers searching for survivors/ clean-up-operation/ officials still asking that people shelter when air-raid signal is heard, etc. • Edit and improve your work using ARMS and CUPS.
Reading	
Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.	
Grammar and Spelling	
Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are: cough drought enough although thorough through bought fought thought	
Other Curriculum Subjects You can find out curriculum home learning on the Q1E website: https://www.q1e.co.uk/current-home-learning/	
Science	<p>What do we know about electricity?</p> <ul style="list-style-type: none"> • In year 4, you learnt about appliances that run on electricity. Look around your home for different devices that run on electricity. Using a Venn diagram, sort them into those that use mains electricity (they are plugged in) and those that use batteries. • Look at the <u>diagrams in the session 1 resources</u>. For each circuit, identify and name the different elements.

	<ul style="list-style-type: none"> Looking more closely at circuits 1 and 2, what is the difference between them? What difference will that make to the bulb? Why? Challenge: answer the question in the session resources about why the car did not work. <p>How much do we rely on electricity?</p> <ul style="list-style-type: none"> Follow the video lesson here. You will need paper and something to write with. <p>You learnt about electrical appliances in Year 4. This is revision of that work.</p>
Science	<p>How much do we rely on electricity?</p> <ul style="list-style-type: none"> Follow the video lesson here. You will need paper and something to write with. <p>You learnt about electrical appliances in Year 4. This is revision of that work.</p>
RE	<p>What is Judaism</p> <p>You will need: pen, paper</p> <ul style="list-style-type: none"> Watch this introduction to Judaism by Charlie aged 11: What is Judaism Create 4 headings for your new learning Eg <i>Beliefs, Places, People, Lifestyle</i> (use these or choose your own) Watch the video again and add what you have learned under each heading of your new learning about Judaism. This can be in bullet form or as paragraphs. Write 2 questions of something you would like to know more about or would like to clarify (these may be answered in next lessons)
Music	Miss Hawes will post the link to the music recorded lesson in the week to seesaw.
PE	Miss Hawes will post the link to the PE recorded lesson in the week to seesaw.

Miss Hawes



Resources

English

Monday resource 1

WHAT'S IN A NEWSPAPER REPORT?

CAPTION

The information in or under a photograph which explains what the picture is about.

PHOTO

The photograph needs to tell the story.

HEADLINE

The title of the story designed to summarise the story and grab the reader's attention.

FONT

The style and size of type e.g. headlines are in large, clear font to hook the reader into the story, quotes can be in italics, bold or different colours to make them stand out.

LEAD

The important first sentence or paragraph that summarises the story and answers as many as possible of the 5 W's Who? What? Where? When? Why? and How?.

BODY

The full details of the news story. Each paragraph tells one part of the story.

COLUMNS

The vertical blocks of text into which a page of a newspaper is divided.

DIRECT QUOTATION

The exact words someone uses. Quotation marks are always used. They are included to give the reader the viewpoint of someone involved in the story.

THE INVERTED PYRAMID

The inverted pyramid report style has the most important information about a story in the lead paragraph. If your editor has to cut the last paragraph/s from the body text, your story should still make sense.

	Gold	Silver	Bronze	TOTAL
1 Russia	31	16	18	66
2 Britain	24	28	22	74
3 Italy	15	17	28	60
4 Netherlands	15	15	13	43
5 Germany	13	17	23	53

BRITAIN'S Dina Asher-Smith lit up the European Championships by becoming the first woman since 1990 to win three European sprint titles at one championships.

The 22-year-old broke her own British record to win the 100m race, then did the same in the 200m. She then led Britain to a win in the women's 4x100m relay final on the final day of the competition.

Before Asher-Smith, German sprinter Katrin Krabbe was the last woman to win three golds at a European Championships, 28 years ago.

UK Athletics performance director Neil Black described Asher-Smith's treble as "out of this world". He went on to say: "What she's done is incredible. It's better than anything I've seen in my time at UK Athletics."

All eyes will be on the new star of British athletics at the 2019 World Championships in Qatar.

Asher-Smith's success capped off a stunning tournament for Britain's track and field stars. The men's 4x200m relay, while Laura Muir swept to 1,500m gold. Elijah McColgan took silver in the 5,000m.

The medal rush meant Britain finished top of the athletics table with 18: seven gold, five silver and six bronze. In the overall table, Russia came out on top.

Monday resources 2 and 3

Resource 2 – The Daily Telegraph

People escaped WWII bomb blast on Balham Tube station only to die in the crush to

escape

Troy Lennon, History editor, The Daily Telegraph

October 14, 2015

There was chaos at Balham Underground station in south London 75 years ago today. Nazi bombers had been delivering their deadly cargo to England since September when the citizens of Balham heard the air raid siren warn them of another attack.

Hundreds rushed for the local underground, thinking it would protect them from the bombs. But this time they were sadly mistaken. A bomb tore through the road, killing more than 60 and leaving hundreds injured.

The incident took place during the Blitz, a term adapted from "Blitzkrieg" (Lightning War) often used in the media to refer to swift-moving German tactics employed in their conquest of Belgium and France from September 1939 to May 1940. When the Germans began bombing British cities and towns the word Blitz became a convenient nickname for the German aerial bombing campaign.

The Blitz began in earnest on September 7, 1940, an attempt to get the British to capitulate or to soften them up for an invasion after the Nazis had failed to destroy the RAF earlier in the year.



Londoners sleep in Elephant and Castle Tube Station during the Blitz.

Although Hitler officially called off his invasion by September 17, the Luftwaffe continued to rain bombs down on England in October 1940. The British lived in dire fear of being bombed, running for their lives when the air raid sirens sounded.

While most headed for home-built Anderson shelters made of corrugated iron, some hid in basements or found sturdier, but rarer, government-built community shelters. But about 4 per cent used underground railway stations, known colloquially as “the Tube”.

In the first weeks of the war the government tried to keep people out of the Tube, so they would be clear for commuting and troop movements. There were also fears that people might take to living underground.

The gates to the stations were therefore locked during raids. But unable to build enough communal shelters, and with an increase in air raids, the government eventually yielded to pressure and took a more lenient attitude towards people seeking shelter in the tunnels.

People crammed into the stations and often slept the night there, feeling they were safe from harm.

The underground had been a part of British life since construction began in the late 19th century. Balham Underground had opened in 1926, and since the first air raids people had been using it for a makeshift shelter.

Just before 8pm on October 14, 1940 the air raid sirens began their awful, mournful wail. Estimates say as many as 600 people packed on to the platforms at Balham, many bringing bedding in case they had to stay the night.

At about 10pm a 1400kg armour-piercing bomb smashed through the surface of the High St and exploded, blowing a huge crater in the road and tearing off the fronts of adjacent buildings. A double decker bus crashed into the hole, although no one aboard was killed.

Down below the bomb had collapsed part of a northbound tunnel and ruptured water, sewage and gas mains, causing the station to begin to flood.

None of the 600 people below were killed by the explosion or the collapse. While some accounts say people were drowned, others say all the fatalities were due to the panic among those trying to get out of the station.

Although a memorial plaque at the site once stated that 64 people died, some

accounts say 68 and the official Commonwealth War Graves figure is 66. The plaque was later removed and replaced with one that simply states: "In remembrance of the civilians and London Transport staff who were killed at this station during the Blitz on the night of 14 October 1940."

At the time the incident was not widely publicised for fear of the impact it might have on morale, but it was difficult to keep quiet about so many deaths.

Repair teams quickly went to work and the station was reopened in January 1941. But cold weather and memories of those who had died kept many people from using it as a shelter thereafter.

It had not been the first time people had died, nor would it be the last or the worst in terms of deaths, but the image of the bus in the crater would become one of the symbols of the Blitz.

Resource 3 – South West Londoner



Balham looks back at Blitz bombing 80 years after tube station devastation

- 8 October 2020
- Adam Solomons

Eighty years ago next week, Balham suffered one of the worst bombing raids of the Blitz – and made a recovery which continues to inspire

At 8.02pm on October 14, 1940, a 1,400kg bomb fell by the doorway of United Dairies on Balham High Road.

The explosion destroyed the roof above the northbound platform of Balham underground station where 500 people were sheltering from the air raids.

But it was not the bomb itself which caused an estimated 66 deaths among those hiding away.

A double-decker bus driving past fell into the crater and ruptured a water pipe, drowning many of those on the platform.

If it weren't for a London Transport staff member sheltering on the platform with his family, who knew the tunnels of the station and led scores to safety, the death toll may have been in the hundreds.

Although it took a further two months for the last bodies to be recovered, the station was fully functional once again by January 1941.



AFTERMATH: 88 bus sits amid the wreckage on Balham High Road

Matt Brosnan, Head Curator of the London Transport Museum, praised Balham for its return to normalcy as a symbol of the capital's recovery effort after the Blitz bombing.

He said: "Given the nature of the destruction, the station was closed for a very short space of time.

"And despite the intensity of the air raids and the huge impact it had on roads, stations and the trolley bus network, London Transport did an amazing job to keep things running and complete rapid repairs.

“Even during the blackouts, London buses continued to run with hoods over their headlights and painted white mudguards to increase their visibility without being noticed. The constancy and durability of the network became a symbol for the national war effort.”

The Museum will reopen its [Transport During Wartime](#) exhibit on October 17.

The bus driver, who survived the bomb, recalled his experience to historians Anthony Shaw and John Mills.

He said: “The bus began prancing about like a horse and the next thing I knew was that I was lying in a shop doorway.”



RECOVERY: The effort to rebuild Balham gets underway

“After leaving a First Aid post, I went back to my bus. At first, I thought somebody had moved it but when I got closer, I saw to my horror that only the roof was protruding from the crater.”

Predictably, little was said of the incident at the time.

A report by the Home Guard Wandsworth Central Division simply stated: “Balham High Road. In front of 178. (Balham Tube)”.

The bombing barely made page 3 of the next morning’s Wandsworth Borough News, which described air raid damage as “on a smaller scale than usual”.

Focusing on the narrow escape of cabinet minister and Wandsworth resident Ernest Bevin, the paper reported: “Many people were in the shelter, but because of their amazing coolness the casualties were not heavy, though a large death toll was at first feared.”



DEVASTATION: The bus conductor was sent to hospital with a concussion

Thanks to dutiful record-keeping by the Home Guard, the names of the 66 identified victims are publicly accessible and maintained by the Wandsworth Heritage Service at Battersea Library.

They include five members of the Brown family of Hillingdon Street, including daughters Constance, 14, and Joyce, 12.

The youngest victim was 4-year-old Michael Ravening of Oakmead Road, who died with his mother Elsie, 35. Arthur George Sexton, also 4, was killed alongside his parents Alfred and Maud, 46 and 34 respectively.

Roy John Dibble, a 97-year-old of Tate Street, Lambeth, was the eldest victim of the tragedy.

Tuesday Resource 4

Shocking Twist at Trial

By R. Eporter

The shocking trial which has gripped the nation has ended today with an arrest.

Yesterday evening, at 7:30pm, a young girl by the name of Goldilocks Curl was taken into custody by Nursery Rhyme Police after being found in the Bear family's home in Green Wood, Rhyme-on-Thames.

As the evening of Monday 26th March 2019 drew in, Mr Bear and his young family grew increasingly anxious when they heard noises coming from their cottage in the middle of the forest. At 7:00pm, he decided to call the police to investigate further: it was this call which caused the atrocious discovery.

"I didn't know what was best to do: should I barge through the door myself or make sure my family are safe? My kids were scared and my wife was crying her eyes out," Mr Bear explained at the scene later with a journalist from Rhyme Reports.

When police arrived, they could not believe what they were faced with: absolute destruction and thousands of pounds worth of damage, (including jewellery and honey pots). Still unaware if the perpetrator was in the house, detectives hunted through the ruins and found Miss Goldilocks Curl hiding under chairs which had been broken with a bowl of porridge in her hand.



The thief: Goldilocks Curl arriving at court today.

Detective Inspector Smith has reported that this is the most damage theft he has been involved in investigating during his entire career. Nobody could have predicted this happening last night; however it seems Miss Curl is known to local police for stealing porridge packs from her nearby supermarket.

This morning, Goldilocks was escorted to the High Court where she listened to her punishment: a twenty-one month community service and lifelong ban from Green Woods. All of us at Rhyme Reports wish the Bear family the best of luck repairing their home and moving on from this upsetting time.

Thursday Resource 5

The Blitz: Balham bombed.

By A.N. Ewspaper

The violent attack on England continues.

Yesterday evening, at peak travel time, Balham Underground station was bombed by Nazi Germany; another defeat in the Blitz.

Shockwaves ran through the streets of Balham when civilians heard the deafening sound of the air raid siren and rushed to the nearest safe place: the underground. Hundreds dashed towards the station thinking it would

protect them from the bombs; however a bomb suddenly tore through the road, killing more than sixty and leaving many critically injured. The bomb has left devastation for the town in its wake: a huge crater in the main road, the fronts of buildings torn off and the station almost flooded due to ruptured water mains.

John Smith, the bus driver of the 319 bus which crashed into the crater, said that he was couldn't believe the catastrophic scene on Balham High Street. "It is awful that so many have lost their lives today. They rushed to safety but it wasn't safe at all. We will remember this forever in Balham."



Trapped: the hundreds stuck on the Balham underground platform.

When the emergency services arrived, it was too late for many, with at least sixty-six individuals dead. Fortunately, a staff member of London Transport was sheltering on the platform with his family and led people to safety. PC Smith, the first policeman on the scene, said to our reporters, "If it weren't for the London Transport staff member on the platform, the death toll would definitely be more."

Repair teams have already arrived in Balham and the double decker bus which crashed in the crater has been removed. However, the memories of those who have died will remain in all our hearts and will keep many feeling the underground is not safe in London anymore.

Curriculum

Science - Session 1

1.



2.



3.

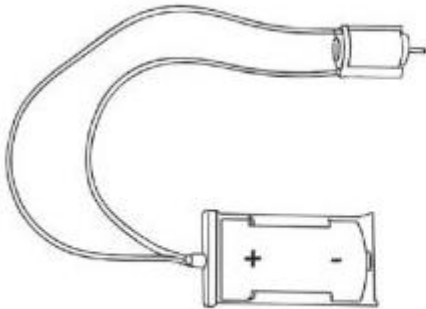


4.



Challenge

To make the car move, they connected a battery to an electric motor.



The motor did not work. Explain why.