

Year 6B Remote Learning

Time frame: week beginning: 22/02/21

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.
- 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

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 12:50pm-1:50pm	<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

Maths	<p>Year 6 Textbook 6B, Chapter 8, Lesson 5: Writing Algebraic Equations</p> <p>Support: https://classroom.thenational.academy/lessons/reasoning-and-problem-solving-6mwkct?step=2&activity=video</p> <p> Deepening: Mind Workout, Chapter 12, Textbook 6B, page 74</p>
English	<ul style="list-style-type: none"> • Look at the various covers for Holes by Louis Sachar. • Predict - What do the different covers suggest about the following: characters; setting; plot; and quality of the book? • Read the opening paragraph of the novel. • Think - What impression of Camp Green Lake does the word <i>wasteland</i> create? • Watch this video of a teacher reading Chapter 1. • Think – What details/ word choices give the reader a negative feeling about Camp Green Lake? • Read Chapter 2 and/ or watch this video of a teacher reading it. • Write answers to the question(s) in this resource. • Read this resource and check/ improve your answers. • Predict - Based upon what you have read so far, what do you expect this book to be about? • Think - What are your thoughts about the choice Stanley was given by the judge? What does this tell you about the camp?
Curriculum	<p>Science</p> <p>Why do we need light?</p> <ul style="list-style-type: none"> • In year 3, you learnt about shadows. Look at what the children on the concept cartoon have said (session resources). Which statements do you agree and disagree with and why? • Try out some of the illusions and discover just how tricky it can be for our brains to accurately interpret the images from our eyes. Click on any of the images to begin an exploration of optical illusions. • What do you already know about the topic of light? Do you have any questions? <p>Imagine Earth without artificial light that has been created by humans. How would this affect our lives? Use the satellite pictures of Earth at night-time to show where in the world people rely most on created light. Why is light so important?</p>
Daily Tasks	<p>Read for 30 minutes</p> <p>Learn weekly spelling for 15 minutes</p>


Tuesday

Maths	<p>Year 6 Textbook 6B, Chapter 8, Lesson 10: Solving Equations</p> <p>Support: https://classroom.thenational.academy/lessons/expressing-missing-numbers-algebraically-ccwpcc?step=2&activity=video</p> <p> Deepening: Mind Workout, Chapter 12, Workbook 6B, page 61</p>


English	<p>READ: Make inferences based upon evidence</p> <ul style="list-style-type: none"> • Watch this video of a teacher introducing/ explaining the Grammar Activity. • Complete the Grammar Activity and check/ improve your answers using this resource. • Summarise - What have learnt about Camp Green Lake so far? • Watch this video of a teacher reading Chapter 3. • Watch the video again, pausing it after the words He'd just been in the wrong place at the wrong time. • Summarise - What have you learnt about Stanley Yelnats so far? • Watch this video of a teacher explaining how to create a mind map about Stanley Yelnats. • Create a mind map recording what you have learnt about Stanley Yelnats [in Chapters 2 and 3]. • Read this resource and answer the question in it. • Read this resource and check/ improve your answer. • Check whether you have recorded the key information on your mind map here. <p>Deepening: Create additional mind maps about the other members of Stanley's family.</p>
Curriculum	<p>PSCHE Why is it important to speak to someone when we are worried about something online?</p> <ul style="list-style-type: none"> • Think - Why is it important to speak to someone when we are worried about something online? • Read the scenarios on the activity below and think about how each one would make the person feel. • Choose one of the scenarios and think of advice that you could give them. What could they do in their situation? Explain your answer.
Daily Tasks	<p>Read for 30 minutes Learn weekly spelling for 15 minutes</p>

	Wednesday
Maths	<p>Recap Year 5 (area and perimeter) Textbook 5B, Chapter 12, Lesson 1: Finding the Perimeter</p> <p>Support: https://classroom.thenational.academy/lessons/understand-what-a-percentage-is-and-its-connection-to-fractions-6rrk2c</p> <p> Deepening: Complete worksheet 2 (directly after worksheet 1)</p>
English	<ul style="list-style-type: none"> • Summarise – What do we know about Stanley Yelnats so far? What has happened to him? <ul style="list-style-type: none"> ➤ This week, you will write a diary entry from Stanley's perspective. This will be about his journey to Camp Green Lake and his first impressions of it. • Look at this resource, which you can use as a planning format. • Watch this video of a teacher explaining how to summarise Stanley's journey in Chapter 3, recording notes on this resource or on paper. • Watch this video of a teacher reading Chapter 4 again, writing notes on your plan about Stanley's arrival at Camp Green Lake and meeting Mr Sir.

	<ul style="list-style-type: none"> • Watch this video of a teacher explaining how to plan and write an introduction to your diary entry. • Read this resource if you need a reminder about GSV. • Plan and write the introduction to your diary entry.
Curriculum	Science <ul style="list-style-type: none"> • Look at the picture of the eye in the session resources. How do we see things? How can you see your pencil? If I turned off the lights could you still see it? What if you covered your eyes tightly, could you see it then? Would you be able to see a white cat in a dark room? • Watch the video and explain in your own words how we see using a source of light. • Make a simple drawing of how we see things – use arrows and words to explain how an object is seen. This video will give you more information.
Daily Tasks	Read for 30 minutes Learn weekly spelling for 15 minutes

	Thursday
Maths	<p>Recap Year 5 (Area and Perimeter) Textbook 5B, Chapter 12, Lesson 6: Measuring the Area</p> <p>Recap Year 5 (Area and Perimeter) Textbook 5B, Chapter 12, Lesson 7: Measuring the Area</p> <p>Support: Learn the strategy for lesson 6 here and lesson 7 here</p> <p> Deepening: A 10-hectare field sustains 15 cows, 25 horses or 100 sheep. How large a field is needed to sustain 300 cows? Or 150 horses? Or 125 sheep?</p>
English	<ul style="list-style-type: none"> • Think - How can we show how long/ tedious Stanley's bus journey was? • Watch this video of a teacher explaining different ways to achieve this. • Read this resource to remind you of the different techniques in the video. • Practise the techniques discussed, adding them to your plan. • Read the example of a diary entry or watch this video of a teacher reading it. • Watch this video of a teacher analysing the example diary entry.

	<ul style="list-style-type: none"> • Write the next paragraphs of your diary entry (bus journey/ arrival at Camp Green Lake), using your plan to help you with structure and content.
	Support: This word mat might provide ideas/support for word choices.
	Deepening: Include dialogue
Curriculum	<p>PSCHE</p> <p>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. <p>Music</p> <p>Miss Hawes will post the pre-recorded lesson on Seesaw.</p>
Daily Tasks	<p>Read for 30 minutes</p> <p>Learn weekly spelling for 15 minutes</p>

	Friday
Maths	<p>Recap Year 5 (Volume) Textbook 5B, Chapter 13, Lesson 3: Finding the Volume of Solids</p> <p>Recap Year 5 (Volume) Textbook 5B, Chapter 13, Lesson 6: Converting Units of Volume</p> <p>Support: Learn the strategy for lesson 3 here and lesson 6 here</p> <p> Deepening: Complete mind workout, textbook 5B, p.261</p>
English	<ul style="list-style-type: none"> • Write the rest of your diary entry (meeting Mr Sir/ looking forward), using your plan to help you with structure and content. • Check and improve your work using ARMS and CUPS (see resource 5.1). Spend about 10 minutes on this. • Watch this video of a teacher reading Chapter 5. • Read this resource and answer the question in it. • Read this resource and check/ improve your answer. • Watch this video of a teacher reading Chapter 6. <p>Deepening: Include a wide range of punctuation.</p>
Curriculum	<p>Music</p> <p>Miss Hawes will post the pre-recorded lesson on Seesaw.</p>

	PE Miss Hawes will post the pre-recorded lesson on Seesaw.
Daily Tasks	Read for 30 minutes Learn weekly spelling for 15 minutes

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
<p>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:</p> <p>necessary</p> <p>nuisance</p> <p>occur</p> <p>neighbour</p> <p>occupy</p> <p>persuade</p> <p>advice</p> <p>advise</p> <p>alter</p> <p>altar</p> <p>aisle</p> <p>I'll</p> <p>isle</p>

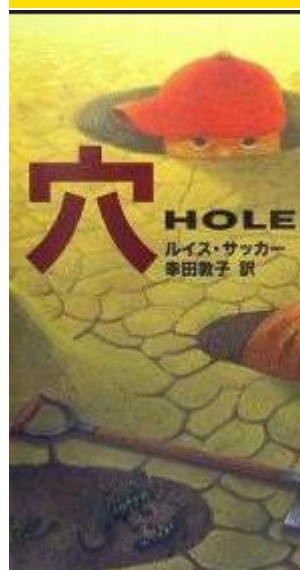
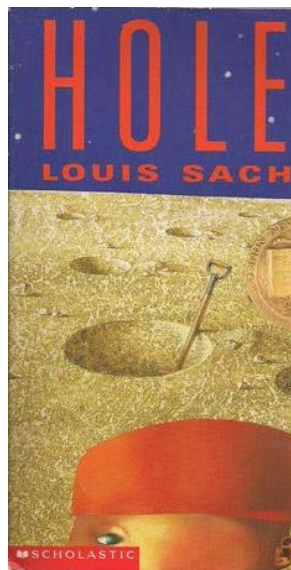
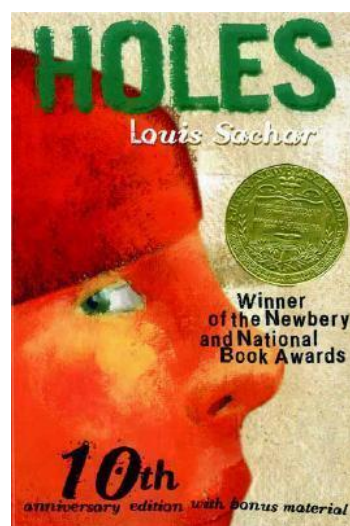
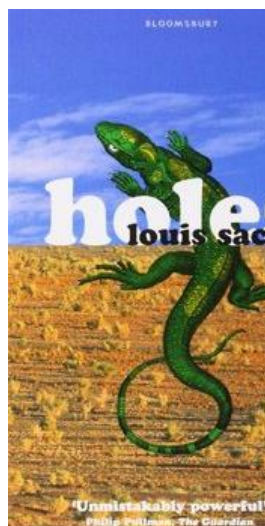
Miss Hawes

Monday Resources

Return to lesson [here](#).

English-

English Resource 1.1 – Book Covers



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There is no lake at Camp Green Lake. There once was a very large lake here, the largest lake in Texas. That was over a hundred years ago. Now it is just a dry, flat wasteland.

There used to be a town of Green Lake as well. The town shriveled and dried up along with the lake, and the people who lived there.

During the summer the daytime temperature hovers around ninety-five degrees in the shade—if you can find any shade. There's not much shade in a big dry lake.

The only trees are two old oaks on the eastern edge of the “lake.” A hammock is stretched between the two trees, and a log cabin stands behind that.

The campers are forbidden to lie in the hammock. It belongs to the Warden. The Warden owns the shade.

Out on the lake, rattlesnakes and scorpions find shade under rocks and in the holes dug by the campers.

Here's a good rule to remember about rattlesnakes and scorpions: If you don't bother them, they won't bother you.

Usually.

Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won't die.

Usually.

Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake. Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake.

But you don't want to be bitten by a yellow-spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death.

Always.

If you get bitten by a yellow-spotted lizard, you might as well go into the shade of the oak trees and lie in the hammock.

There is nothing anyone can do to you anymore.

2

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The reader is probably asking: Why would anyone go to Camp Green Lake?

Most campers weren't given a choice. Camp Green Lake is a camp for bad boys.

If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy.

That was what some people thought.

Stanley Yelnats was given a choice. The judge said, "You may go to jail, or you may go to Camp Green Lake."

Stanley was from a poor family. He had never been to camp before.

English Resource 1.4A: Comprehension

1. *If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy.*

That was what some people thought.

What does the **second sentence** tell you about the author's view of the opinion expressed in the previous sentence?

If you find this question too challenging, answer the following questions:

1. What is revealed about Camp Green Lake in **Chapter 2**?
2. Why did Stanley Yelnats choose to go to Camp Green Lake?

English Resource 1.4B: Comprehension (Answers and Explanation)

1. *If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy.*

That was what some people thought.

What does the **second sentence** tell you about the author's view of the opinion expressed in the previous sentence?

Explanation:

Look at the first sentence:

*If you take a bad boy and make him dig a hole every day in the hot sun, it **will** turn him into a good boy.*

What would the author's viewpoint be if this sentence stood alone?

This statement, with the use of will (a modal verb of certainty) would reflect the author's/ narrator's opinion (stated as a fact).

Answer:

The second sentence shows you that the author/ narrator does not agree with this statement./ It suggests he has a different view to the original statement.

1. What is revealed about Camp Green Lake in **Chapter 2**?
Camp Green Lake is a camp for bad boys/ is somewhere boys are sent as a punishment.
2. Why did Stanley Yelnats choose to go to Camp Green Lake?
He chose to go to Camp Green Lake because he had never been to camp before.

English Resource 2.1 A: *Holes* Chapter 2: Grammar Activity

The reader is probably asking: Why would anyone go to Camp Green Lake?

Most campers weren't given a choice. Camp Green Lake is a camp for bad boys.

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Activity

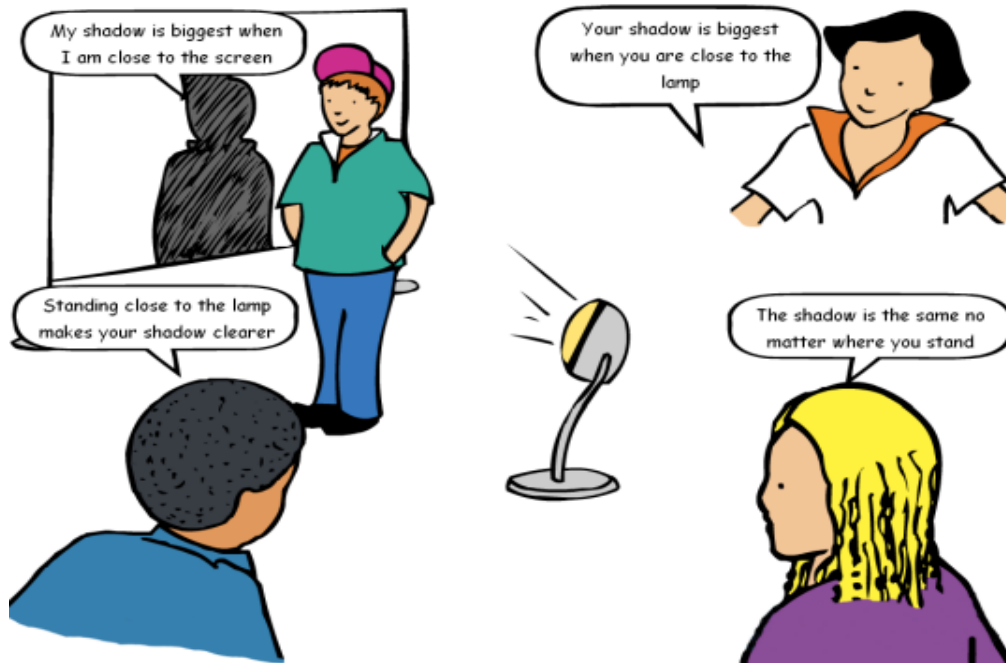
1. **Find and label** an example of each of the following:

- proper noun
- direct speech
- subordinating conjunction
- modal verb
- passive voice

2. **Find and label** an example of each of the following tenses:

- present simple
- past simple
- present progressive
- past perfect

Concept Cartoons Shadow Screen



What do you think?

Tuesday Resources

Return to lesson [here](#).

English-

Holes Chapter 2.1 A: Grammar Activity (Answers)

The reader is probably asking: Why **would** anyone go to **Camp Green Lake**?

Most campers **weren't given** a choice. **Camp Green Lake** **is** a camp for bad boys.

If you **take** a bad boy and **make** him dig a hole every day in the hot sun, it **will** turn him into a good boy.

That **was** what some people **thought**.

Stanley Yelnats **was given** a choice. The judge said, "**You may** go to jail, or you **may** go to **Camp Green Lake**."

Stanley **was** from a poor family. He **had never been** to camp before.

Activity

1. **Find and label** an example of each of the following:

- proper noun
- direct speech
- subordinating conjunction
- modal verb
- passive voice

2. **Find and label** an example of each of the following tenses:

- present simple
- past simple
- present progressive
- past perfect

English Resource 2.2A: Comprehension

Look at the following question:

1. What impression do you get of Stanley's character?

Give **two** impressions, using evidence from the text to support your answer.

(3 marks)

Explanation:

To answer the question, it will help you to **re-read** [Chapter 2](#) and **watch** the [video](#) of a teacher reading Chapter 3, pausing it when you hear/ read any key evidence about Stanley's character (what he is like).

Your mind map may also help you.

A strong answer will include two impressions (usually one adjective for each) and one piece of evidence from the text to support each of them.

Resource 2.2B: Comprehension (Answer)

Look at the following question:

2. What **impression** do you get of Stanley's character?

Give **two** impressions, using **evidence from the text** to support your answer.

These are possible answers:

He is **considerate** - **he promises to write to his mother each day.**

His **creation of 'Camp Fun and Games' with soft toys** shows that he is **imaginative/creative.**

As the text says **"He didn't have any friends",** it suggests Stanley is **lonely.**

He is **unlucky** because **he is sent to Camp Green Lake even though he is innocent.**

He is **superstitious** because **he believes in the family curse.**

English Resource 2.3: Mind Map Content

Hopefully, you recorded some or all of the following information on your mind map:

- **Appearance:** overweight
- **Background:** poor (never been to camp); close family
- **Personality:**
thoughtful (promised to write to mum once a week);
creative (*Camp Fun and Games*);
lonely/ unpopular (*He didn't have any friends at home.*);
hopeful/ optimistic (thinks he'll make some friends);
naïve (chose CGL because he'd never been to camp).
- **Other:** unlucky (*in the wrong place at the wrong time*)

If you didn't get all of these, please add the extra information to your mind map in a different colour.

Geography/History-

Each morning, before schoolwork we would have to sing 'God Save the Queen', 'Rule Britannia' and 'Land of Hope and Glory'. We were encouraged to feel proud that we were British, and even celebrated British memorial days like Remembrance Sunday.

There was always talk of someone who had left the island, who had gone to England to be met with open arms. Fantastic stories of how life was wonderful and how much money could be made; of how the islanders were wanted and needed to help Britain build herself up again in the years after the war, and how people could better themselves overnight. The streets were said to be paved with gold.

Floella Benjamin, 'Coming to England'

Word went round that this boat was taking passengers for a cheap fare £28.10 shillings to go to Britain. It was common knowledge that there was work in Britain, just after the war. The war ended 3 years earlier. So there was a lot of scope. It took me a week to wind things up to travel.

I had no ties I wasn't married or anything like that I come from Montego Bay, Jamaica. I knew no one in England, I had travelled before to America and Panama. I had no idea what I was coming to.

Mr Oswald 'Columbus' Denniston

https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#five

[My Mum] and her sister were looking at a poster where it said, "Come to the Motherland....help build the Mother Country' – that was Britain – and Mum said to her sister, "Fancy going?" and her sister said, "I've heard it's really cold," and Mum said, "Give it a try!"..... When I go to Jamaica I see how different people live. Their lives are hard. ...so I'm aware that if my Mum hadn't decided to come to England on that day in 1957, I too would have had a difficult life.

Benjamin Zephaniah in Who are Refugees & Migrants? By Michael Rosen & Annemarie Young

I came to England first in 1944 in the Airforce. I returned back to Jamaica in 1946 after spending two years there.....The Windrush came in 1948, I returned to England, you know your parents are strict for one, now you have more freedom. After you reach a certain time in life you think you want to get away from the control of your parents.

As a matter of fact I had a reasonably good job in Jamaica and things were looking up. It just a matter of the Island is too small. You don't realise how small until after you've travelled.

Arthur Curling (https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#six)

I first came to England during the war, in the RAF. When I went back home there was no work so I decided to come back. There was a boat coming back, by the name of Windrush and it was only £28, so I paid my fare and come back. I was in the war for 3 years came back in 1948 on the Windrush as the opportunity for jobs in this country was better than back home in Jamaica. After the end of the war, I got demobbed, I had to go back home. Coming back to England was quite pleasant, after I'd been before.

Clinton Edwards https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#five



Feelings

1. Sami watches a video of an amazing trick shot. They try to do it themselves but just can't get it right.
2. Joe is noticing that lots of the people he sees online do not look like him, they all seem to be so 'perfect'.
3. Mae receives a message that says you should share it with five friends or get bad luck. When Mae shares it, her friends all laugh at her for believing it.
4. Mani keeps receiving lots of private messages online from very long and odd-looking usernames. He is not sure who these people are.
5. Charlie sees some exciting news about a new game being released and sends it to her friends. One of them replies explaining that it's not real.



Example answer:

I think that **Sami** should take a break from the game he is playing **because** it sounds like he is starting to get frustrated and might need some time to calm down.

Wednesday Resources

Return to lesson [here](#).

English-

English Resource 3.1: Planning Format

What is happening?	Detail	What might he be thinking/ feeling (physically and emotionally?)	Useful words/ phrases/ grammatical devices
Bus journey to Camp Green Lake			

Arrival at Camp Green Lake			
Meeting Mr Sir			

English Resource 3.2: Writing a GSV Introduction to a Diary Entry

Read the following diary entry introduction.

What do the different highlighting colours represent?

Dear Diary,

It's been a weird day. After years of watching other kids going off to camp, I'm finally at one. Before today, I had never been to a place so inappropriately named: Camp Green Lake has no lake and no greenery.

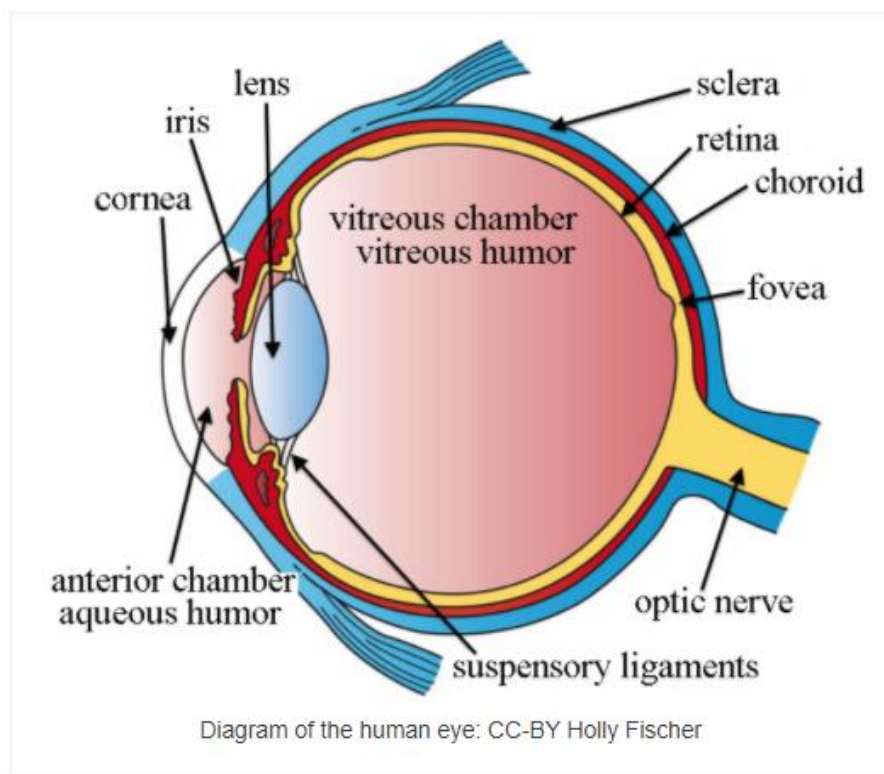
What is the role of each sentence in the first paragraph?

General: Summarises day/ main events

Specific: More detail about the day

Viewpoint: How Stanley feels about the day

Science-



Thursday Resources

Return to lesson [here](#).

English-

English Resource 4.1: Writing Techniques

Stanley's bus journey is incredibly long and monotonous (dull and repetitious).

Using these devices/ techniques will help your diary entry to communicate this without having to write for as long as Stanley was on the bus:

(Fronted) adverbials of time – *for many hours/ for hour after hour/ after countless hours/ for more than nine hours/ after many hours* etc.

Short sentences/ paragraphs – *Hours passed. / And still we drove. / The scenery never changed. / The road went on and on.*

Repetition - *we drove and drove and drove/ cotton field after cotton field/ on and on*

English Resource 4.2: Diary Word Mat

When?	How?	Informal phrases
This morning	Cautiously	By the way
At first	Without warning	You'll never believe this, but
Before long	With hope	Guess what happened!
After a while	With weary legs	The thing is
Several hours later	Trying not to...	I won't even go there
During the journey	With handcuffs on	Anyway
Eventually	Tediously	Can you believe it?
At last	Monotonously	I wonder if

English Resource 4.3: Example Diary Entry

Dear Diary,

It's been a weird day. After years of watching other kids going off to camp, I'm finally at one. Before today, I had never been to a place so inappropriately named: Camp Green Lake has no lake and no greenery.

It all began with a tedious nine-hour bus ride with no air-conditioning and nothing to see. For hour after hour, we drove through cotton field after cotton field after cotton field. I was accompanied only by an armed guard (the rifle was to protect me, right?) and a bus driver. Because the guard seemed to be asleep (he was wearing sunglasses so it was hard to tell), I had plenty of time to think about Camp Green Lake. Would it be like Camp Fun and Games? Why did the judge give me the choice of going there or jail?

Hours passed.

Eventually, we arrived at Camp Green Lake. When the guard unlocked my handcuffs, it revealed a ring of sweat around my wrist where they had once been. With jelly-like legs (I had not moved for nine hours, remember), I stumbled towards the door. As I jumped off the bus, the driver called out to me. "Be careful," he said.

What did he mean?

Looking around, I saw... not much: a scorching sun, parched earth and a few run-down buildings. There was no lake. And nothing was green. It seemed like a desolate place. This was odd, but the day was about to get stranger.

I was roughly escorted to a cabin. For a moment, there was relief: air-conditioning. A tough-looking man with a cowboy hat, a tattoo of a rattlesnake on his arm (animal lover?) and sunglasses sat at a desk. As he chatted to the guard, this strange man spat out sunflower seeds. When he opened the fridge, he took out two refreshing sodas (for him and the guard). My annoying thirst and dry throat became worse by the second. After a while, the man introduced himself: he wants to be called Mr Sir. Really?

What will tomorrow bring? Fewer cotton fields – that's for sure.

Stanley

Return to lesson [here](#).

English Resource 5.1: Improvement Resource

REVISING	EDITING
The 'content' checking	The SPAG checking
A.R.M.S.	C.U.P.S.
Add Add interesting or precise sentences and words	Capitalise First word in a sentence and proper nouns: names, places, titles, days, months
Remove Remove sentences you don't need	Usage Inflection of nouns and verbs E.g. we was were / one dogs
Move Move words or sentences to a more suitable place	Punctuation . ! ? , - ; '
Substitute Change words and sentences for new ones to avoid repetition or use of boring words	Spelling Check words you are not sure how to spell, including homophones