








Year 6
Home Learning Pack
Week Beginning:
1st March

Live Lesson Timetable WC 1.3.2021

Monday - 01.03.21		Tuesday - 02.03.21		Wednesday - 03.03.21		Thursday - 04.03.21	
9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5	9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5	9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5	9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5
VIPERS - 9.15am VIPERS live lessons will begin straight after morning games! 	5	VIPERS - 9.15am VIPERS live lessons will begin straight after morning games! 	5	VIPERS - 9.15am VIPERS live lessons will begin straight after morning games! 	5	VIPERS - 9.15am VIPERS live lessons will begin straight after morning games! 	5
Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions! 	5	Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions! 	5	Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions! 	5	Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions! 	5

Live Lesson Timetable WC 1.3.2021

Maths - 11.15am

- Miss Hinds' group to join the Orange Google Meet Link
- Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link!



5

Maths - 11.15am

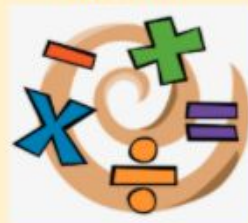
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5

1.30pm - 2.30pm

Join your teacher for a live history lesson!
You will then complete some work on what you have learnt!



1.00pm - 1.30pm

Join your teacher for a live French lesson!

2.30pm - 3.00pm

Afternoon 'drop-in' sessions LIVE with your teacher.

- Get help with any work from the day!
- Ask questions!
- Need extra challenges?

1.30pm - 3.00pm

Afternoon 'drop-in' sessions LIVE with your teacher.

- Get help with any work from the day!
- Ask questions!
- Need extra challenges?
- Fancy a game?

1.30pm - 3.00pm Afternoon

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- Get help with any work from the day!
- Ask questions!
- Need extra challenges?
- Fancy a game?

Monday Overview

VIPERS Text: The Diary of Anne Frank - 30mins		Writing: Genre: Newspaper Report Writing - 1 hour The Diary of a Young Girl - Book by Anne Frank		Maths - 1 hour Please watch the video and work through Monday's question sheet in your work pack.	
★	<u>LO: I am learning to understand that the word and language choices support the writer's purpose.</u> To look at the first excerpt, July 9th 1942 and to answer the questions about this diary entry, with the help of an adult.	★	<u>LO: I am learning to use semicolons for independent clauses.</u> To identify and select two sentences that can be linked with a semicolon.	★	<u>Miss Hinds' Maths Group</u> <u>LO: I am learning how to interpret pictograms (2, 5 & 10 representations) (consolidation lesson)</u> To work with a teacher or adult to interpret pictograms accurately.
★	To look at the third excerpt, November 19th 1942, highlight the key information that Anne is trying to get across in this diary entry. What is she telling us? How is she feeling? What word/words show us this? Answer in full sentences - working independently.	★	To rewrite sentences from the diary extract that can be linked with a semicolon.	★	To accurately interpret pictograms independently.
★	To look at the last two diary entries, February 3rd 1944 and July 15th 1944, explain how Anne's choice of words shows how she is thinking. What is the purpose of her writing? Write in full sentences working independently.	★	To write my own sentences using a semicolon to link independent clauses	★	To complete all my tasks and give detailed explanations of my answers. <u>Video link: Spr3.6.1 - Interpret pictograms on Vimeo</u>
You can read the extract from Anne Frank's diary by clicking the link... The Diary of Anne Frank - Excerpts VIPERS Text		Activities: 1) Watch the short video. https://www.loom.com/share/1970beeb726c4b17b41ea06e6fddcc22b 2) Then have a go at adding virtual post-it notes. https://jamboard.google.com/d/11smReS-RmO_GPp8nB5mjHCM_Ch9Fp_O4BYdUibU9W4cU/viewer?f=0 3) Complete the language technique activities in your pack.		★	<u>Mrs Danyadi-Elliott's Maths group:</u> <u>LO: I am learning to find percentages of amounts</u> To find 50% and 10% of given numbers.
Your task will be in your pack for you to complete or posted onto Google Classroom.				★	To find 50%, 25%, 10% and 1% of given numbers
				★	To find 50%, 75%, 25%, 10%, 1% and begin to combine these to find other percentages eg 60%. <u>Video link: https://vimeo.com/497642809</u>

History Unit: WW11 - 1 hour

PSHE - 30 mins

★ I am learning to think of some questions I would have liked to ask Anne Frank and to answer some of these historical questions.

To write historical questions to Anne Frank.

★ To write historical questions and explain what differing opinions there may be when trying to answer them.

★ To write historical questions to analyse the diary as a primary source of information, and explain why we may have different answers.


LO: I am learning to recognise how bullying can affect mental health.

I know that mental wellbeing is a normal part of daily life, in the same way as physical health.



I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

I have begun to recognise the difference between physical and mental health.

Tuesday Overview

Tuesday 2nd March 2021		
VIPERS Text: The Diary of Anne Frank - 30mins	Writing: Genre: Newspaper Report Writing - 1 hour The Diary of a Young Girl - Book by Anne Frank	Maths - 1 hour Please watch the video and work through Tuesday's question sheet in your work pack.
<p>LO: I am learning to identify the point of view in a narrative.</p> <p>★ To look at the diary entry from November 19th 1942 and answer the questions about the quote taken from it - with the help of an adult.</p> <p>★ To find, highlight and copy three quotes from the excerpts that identify Anne's point of view of how the Jewish people are being treated. Finish the following paragraph about how you think that Anne might be feeling. Use your quotes as evidence.</p> <p>★ To find and use some quotes to evidence Anne's point of view of the treatment of the Jewish people. Your answer must be a short paragraph using full sentences.</p>	<p>LO: I am learning to distinguish between the language of speech and writing and choose the appropriate register</p> <p>★ To use contracted verb forms (doesn't, won't)</p> <p>★ To use contracted verb forms and colloquialism ("Ay lad, 'elp <u>tha</u> self.")</p> <p>★ To use contracted verb forms, colloquialism and long coordinated sentences</p>	<p>Miss Hinds' Maths Group</p> <p>LO: I am learning to draw bar charts (practical activity)</p> <p>★ To draw bar charts with support from a teacher or adult.</p> <p>★ To draw bar charts accurately and independently.</p> <p>★ To add extra detail to my work and explain my reasoning.</p> <p>Video link: https://vimeo.com/501677687</p>
<p>You can read the extract from Anne Frank's diary by clicking the link: The Diary of Anne Frank - Excerpts VIPERS Text</p> <p>Your task will be in your pack for you to complete or posted onto Google Classroom.</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1) Identify what the contracted words in your pack are. 2) Write sentences in direct speech and include colloquialism. 3) Write long coordinating sentences using the techniques from bronze and silver levels. 	<p>Mrs Danyadi-Elliott's Maths group:</p> <p>LO: I am learning to explore different ways to find percentages of amounts</p> <p>★ To find different ways to calculate percentages with adult support.</p> <p>★ To explain multiple ways of finding percentages.</p> <p>★ To find multiple ways of finding percentages and explain why one may be more efficient than another.</p> <p>Video links: https://vimeo.com/497643107</p>
Computing - 1 hour		French - 30 mins
<p>LO: I am learning to create a logo on the computer.</p> <p>Log into your Purple Mash account and complete the todo that has been set by your teacher! Don't forget to hand it in once you have finished!</p> <div data-bbox="413 856 562 1030">  <p>The Time-Crimes of Logonator</p> </div> <p>2do: The Time-Crimes of Logonator - part of 2Logo computing module.</p>		<p>LO: I am learning some French words associated with family!</p> <p>A live lesson will begin at 1.30pm on Google Classroom if you need some extra support! - please make sure you have a pencil and paper at the ready!</p> <p>Merci Beaucoup!</p>

Wednesday Overview

Wednesday 3rd March 2021		
VIPERS Text: The Diary of Anne Frank - 30mins	Writing: Genre: Newspaper Report Writing - 1 hour The Diary of a Young Girl - Book by Anne Frank	Maths - 1 hour Please watch the video and work through Wednesday's question sheet in your work pack.
<p>★ L.O: I am learning to comment on how the writer's intent affects the reader.</p> <p>★ To look at the diary entry for November 19th 1942 and answer the questions based on this extract with the help of an adult.</p> <p>★ To work independently and look at the diary entry from October 9th 1942. What is the writer's intent for this extract? How does this piece of writing make you feel?</p> <p>★ To look at the excerpts as a whole - what is the writer's intent for this writing? What are the main points that Anne is trying to get across to us as readers? How does it affect you as the reader? Answer in full sentences.</p>	<p>★ L.O: I am learning to manage and identify levels of formality within writing.</p> <p>★ To annotate one extract to identify different formalities used, with support from an adult.</p> <p>★ To annotate two extracts to identify different formalities used, independently.</p> <p>★ To annotate extracts from Anne Frank's diary and label the features of different formalities.</p>	<p>★ Miss Hinds' Maths Group</p> <p>★ L.O: I am learning to read, interpret and draw bar charts.</p> <p>★ To complete my work on bar charts with adult support.</p> <p>★ To complete my work on bar charts independently.</p> <p>★ To complete my work and give extra details and reasoning to my answers.</p> <p>★ Video link: https://vimeo.com/502337848</p>
<p>You can read the extract from Anne Frank's diary by clicking the link: The Diary of Anne Frank - Excerpts VIPERS Text</p> <p>Your task will be in your pack for you to complete or posted onto Google Classroom.</p>	<p>Activity -</p> <ul style="list-style-type: none"> - Using Anne Frank's diary extracts you need to identify the different levels of formality used (informal and formal) - What features are formal? - What features are informal? <p>This task will be really helpful when you start writing your newspaper report tomorrow!</p>	<p>★ Mrs Danyadi-Elliott's Maths group:</p> <p>★ L.O: I am learning to find percentages of amounts when there is a missing value.</p> <p>★ To find missing values involving percentages. Percentages are multiples of 10%.</p> <p>★ To find missing values involving percentages. Percentages are multiples of 5% and 10%, with some multiples of 1%. Some answers include decimal places.</p> <p>★ To find missing values involving percentages. Includes any percentage, including multiples of 0.5%. Answers may include decimal places.</p> <p>★ Video link: https://vimeo.com/498013311</p>
Music - 30 mins		PE - 45 mins
<p>Log into Charanga Yumu https://www.blackpoolmusicserviceinteractive.co.uk/yumu</p>  <p>Message your teacher if you need you log in details! Complete the first unit on Charanga that your teacher has set for you! Need extra guidance? Please jump on our Year 6 drop in call at 1.30pm for help :)</p>		 <p>Complete the activity on GoNoodle!</p>

Thursday Overview

Thursday 4th March 2021 - World Book Day

VIPERS Text: The Diary of Anne Frank - 30mins		Writing: Genre: Newspaper Report Writing - 1 hour The Diary of a Young Girl - Book by Anne Frank	Maths - 1 hour Please watch the video and work through Thursday's question sheet in your work pack.
★ ★ ★	<p><u>LO: I am learning to explore how events are viewed from another perspective.</u> To work with an adult, discuss and answer the questions about Miep Gies.</p> <p>To work independently to answer the questions about Miep Gies using full sentences.</p> <p>How do you think Miep Gies views the situation which Anne and her family are in? Why does she want to help? Would you put yourself at risk of arrest or possibly being shot, and help the way that Miep helped?</p>	<p>★ ★ ★</p> <p><u>LO: I am learning to use a variety of informal and formal techniques to write a newspaper report.</u></p> <p>To use informal and formal features to write a newspaper report with support from an adult.</p> <p>To use quotes using colloquialism, informal and formal features to write a newspaper report independently.</p> <p>To use a variety of well-chosen features to write a newspaper report.</p>	<p>★ ★ ★</p> <p><u>Miss Hinds' Maths Group</u> <u>LO: I am learning to explain maths processes</u> To explain maths processes using images and bar models. To explain maths processes using images, bar models and modelled examples. To explain maths processes using images, bar models, modelled examples and explanations.</p> <p>Join the purple platform for today's maths! We will be doing something different for world book day :)</p>
<p>You can read the extract from Anne Frank's diary by clicking the link - The Diary of Anne Frank - Excerpts VIPERS Text</p> <p>Your task will be in your pack for you to complete or posted onto Google Classroom.</p>		<p>Activity -</p> <ul style="list-style-type: none"> - Today you are going to be writing a newspaper report about Anne Frank and her journey during WWII. - Make sure you use all the features we have learnt this week in your writing. - A template is in your work pack and has been assigned to you on Google Classroom! <p>Join your teacher for a live english lesson at 10am for more guidance :)</p>	<p>★ ★ ★</p> <p><u>Mrs Danyadi-Elliott's Maths group:</u> <u>LO: I am learning to explain maths processes</u> To explain maths processes using images and bar models. To explain maths processes using images, bar models and modelled examples. To explain maths processes using images, bar models, modelled examples and explanations.</p> <p>Join the purple platform for today's maths! We will be doing something different for world book day :)</p>

Live Lesson with an Author - World Book Day!

Cressida Cowell

This world book day, meet multi-million-selling, award-winning author [Cressida Cowell](#), creator of the How to Train Your Dragon books (and DreamWorks films) and The Wizards of Once series - and the Waterstones Children's Laureate. Cressida will talk about her latest book, The Wizards of Once: Never and Forever and will give tips on becoming an author or illustrator.

- You can watch live on Thursday 4th March at 2pm
- This event is suitable for KS2 pupils
- The session will last 25-30 minutes

Follow the link: <https://youtu.be/gT7Xjg2Lkt4>

Picture News - 30 mins

Picture News: Please complete the picture news tasks for this week on your paper pack or on Google Classroom! The Big Question is... Should we choose products based on their packaging?



Friday Overview

Friday 5th March 2021		
VIPERS Text: The Diary of Anne Frank - 30mins	Writing: Genre: Newspaper Report Writing - 1 hour The Diary of a Young Girl - Book by Anne Frank	Maths - 1 hour Please watch the video and work through Thursday's question sheet in your work pack.
<p>LO: I am learning to my personal response to the excerpts from Anne Frank's diary.</p> <p>★ To give my opinion of the excerpts from Anne Frank's diary, positive and/or negative. What did you like, what did you not like? (talk through first and write some ideas after you have talked through your ideas)</p> <p>★ In full sentences write your personal response to the excerpts from Anne Frank's diary, working independently. This is YOUR view - what YOU think.</p> <p>★ In a brief paragraph, using full sentences, write your personal response to the excerpts from Anne Frank's diary. Why do you feel this way about the text - what are your reasons?</p>	<p>LO: I am learning to use a variety of informal and formal techniques to write a newspaper report.</p> <p>★ To use informal and formal features to write a newspaper report with support from an adult.</p> <p>★ To use quotes using colloquialism, informal and formal features to write a newspaper report independently.</p> <p>★ To use a variety of well-chosen features to write a newspaper report.</p>	<p>Miss Hinds' Maths Group LO: I am learning to explain maths processes and improve my explanations</p> <p>To explain maths processes using images and bar models and include a written explanation.</p> <p>To explain maths processes using images, bar models and modelled examples and include a written explanation.</p> <p>To explain maths processes using images, bar models, modelled examples and detailed explanations.</p> <p>Join the purple platform for today's maths! We will be doing something different for world book day :)</p>
<p>You can read the extract from Anne Frank's diary by clicking the link... The Diary of Anne Frank - Excerpts VIPERS Text</p> <p>Your task will be in your pack for you to complete or posted onto Google Classroom.</p>	<p>Activity -</p> <ul style="list-style-type: none"> - Today you are going to be finishing your newspaper report about Anne Frank and her journey during WWII. - Make sure you check through your work and make corrections from your teachers marking and feedback from yesterday! 	<p>Mrs Danyadi-Elliott's Maths group: LO: I am learning to explain maths processes and improve my explanations</p> <p>To explain maths processes using images and bar models and include a written explanation.</p> <p>To explain maths processes using images, bar models and modelled examples and include a written explanation.</p> <p>To explain maths processes using images, bar models, modelled examples and detailed explanations.</p> <p>Join the purple platform for today's maths! We will be doing something different for world book day :)</p>

Happy Friday! No screen time!

Some ideas for this afternoon!

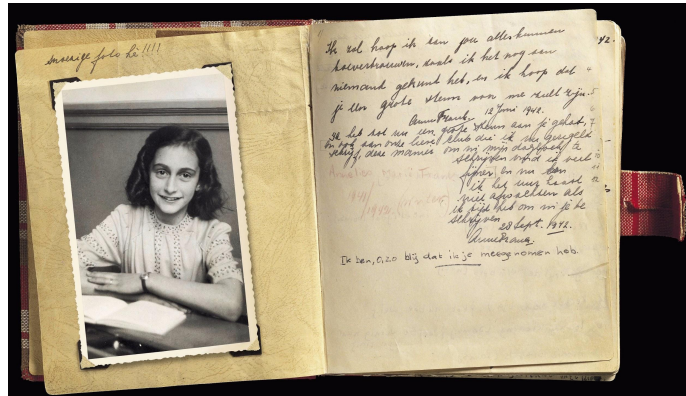
- Go for a walk for an hour with your family!
- Help make dinner with your parents.
- Play a boardgame with some at home.
- Paint a picture or colour in!

July 9th 1942: "Here's a description of the building... A wooden staircase leads from the downstairs hallway to the third floor. At the top of the stairs is a landing, with doors on either side. The door on the left takes you up to the spice storage area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-twisting flight of stairs also runs from the front part of the house to another door opening onto the street. The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain gray door. There's just one small step in front of the door, and then you're inside. Straight ahead of you is a steep flight of stairs. To the left is a narrow hallway opening onto a room that serves as the Frank family's living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot's and my room... Now I've introduced you to the whole of our lovely Annex!"

Extracts from:

The Diary Of a Young Girl

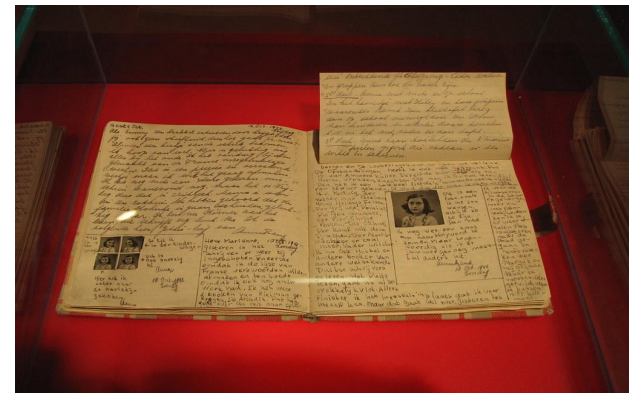
Book by Anne Frank



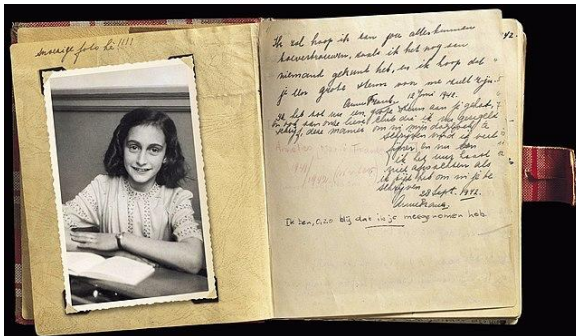
October 9th 1942: "Today I have nothing but dismal and depressing news to report. Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews. Miep told us about someone who'd managed to escape from there. It must be terrible in Westerbork. The people get almost nothing to eat, much less to drink, as water is available only one hour a day, and there's only one toilet and sink for several thousand people. Men and women sleep in the same room, and women and children often have their heads shaved. Escape is almost impossible; many people look Jewish, and they're branded by their shorn heads. If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed. Perhaps that's the quickest way to die. I feel terrible. Miep's accounts of these horrors are so heartrending... Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews."

VIPERS Text - WC 01.03.21

November 19th 1942: "Mr. Dussel has told us much about the outside world we've missed for so long. He had sad news. Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and gray military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there's a big haul to be made. They frequently offer a bounty, so much per head. It's like the slave hunts of the olden days... I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground. I get frightened myself when I think of close friends who are now at the mercy of the cruelest monsters ever to stalk the earth. And all because they're Jews."



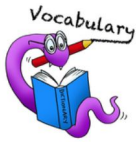
VIPERS Text - WC 01.03.21



February 3rd 1944: "I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end."

July 15th 1944: "It's utterly impossible for me to build my life on foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquility will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them."

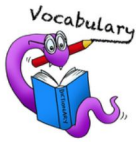
I am learning to understand that the word and language choices support the writer's purpose.



Bronze - July 9th 1942

1. How do you imagine the '*ankle-twisting flight of stairs*' might look ?
2. How many words/phrases can you find in this diary entry that tell us the Annex is not very big?
3. True or False. Anne likes the Annex? How do you know?

I am learning to understand that the word and language choices support the writer's purpose.



Silver - November 19th 1942.

Highlight the key information that Anne is trying to get across in this diary entry. What is she telling us ? How is she feeling ? What word/words show us this? Answer in full sentences - working independently.

I am learning to understand that the word and language choices support the writer's purpose.

Gold - February 3rd 1944 and July 15th 1944

Explain how Anne's choice of words shows how she is thinking. What is the purpose of her writing? Write in full sentences working independently.



Challenge - I am learning to identify the point of view in a narrative.

★ Bronze - Look at the diary entry from November 19th 1942 and answer the questions about the quote taken from on it - with the help of an adult.

★ Silver - Find, highlight and copy three quotes from the excerpts that identify Anne's point of view of how the Jewish people are being treated. Finish the following paragraph about how you think that Anne might be feeling. Use your quotes as evidence.

★ Gold - Find and use some quotes to evidence Anne's point of view of the treatment of the Jewish people. Your answer must be a short paragraph using full sentences.

Tuesday VIPERS Task



I am learning to identify the point of view in a narrative.

Your task is to look at what Anne's point of view is about the Jewish people and how they are being treated.

Bronze

Look at the diary entry from November 19th 1942.

'I feel wicked sleeping in a warm bed'

Why do you think Anne feels this way?

What is happening to other Jewish families who live around her?

How is Anne feeling?

Tuesday VIPERS Task

I am learning to identify the point of view in a narrative.

Silver - Find, highlight and copy three quotes from the excerpts that identify Anne's point of view of how the Jewish people are being treated. Finish the following paragraph about how you think that Anne might be feeling. Use your quotes as evidence.

I think that Anne is feeling extremely sad and frustrated at how the Germans are treating the Jewish people here. I know this because in the diary entry from _____ it says _____ and this shows that.....

Online - you can add to this sentence starter and add in your quotes.

Classroom - you can copy this sentence starter into your book.



Tuesday VIPERS Task

I am learning to identify the point of view in a narrative.

Your task is to look at what Anne's point of view is about the Jewish people and how they are being treated.

Gold - Find and use some quotes to evidence Anne's point of view of the treatment of the Jewish people. Your answer must be a short paragraph using full sentences.



Wednesday VIPERS Task

Challenge - to comment on how the writer's intent affects the reader.

★ Bronze - with the help of an adult look at the diary entry for November 19th 1942 and answer the questions based on this extract.

★ Silver - to work independently and look at the diary entry from October 9th 1942. What is the writer's intent for this extract? How does this piece of writing make you feel?

★ Gold - look at the excerpts as a whole - what is the writer's intent for this writing? What are the main points that Anne is trying to get across to us as readers? How does it affect you as the reader? Answer in full sentences.



Wednesday VIPERS Task

Challenge - to comment on how the writer's intent affects the reader.

BRONZE - November 19th 1942

How does Mr Dussel's news affect how Anne is feeling ?

How does it affect how you feel for Jewish people in this extract?



Wednesday VIPERS Task

Challenge - to comment on how the writer's intent affects the reader.

BRONZE - November 19th 1942

How do you feel about the actions of the German's in this passage?

Does the writer want you to like or dislike them? Why?



Wednesday VIPERS Task

Challenge - to comment on how the writer's intent affects the reader.

SILVER -



Wednesday VIPERS Task

Challenge - to comment on how the writer's intent affects the reader.

GOLD -



Thursday VIPERS Task

Challenge - to explore how events are viewed from another perspective.

★ Bronze - working with an adult, discuss and answer the questions about Miep Gies.

★ Silver - working independently answer the questions about Miep Gies using full sentences.

★ Gold - How do you think Miep Gies views the situation which Anne and her family are in ? Why does she want to help? Would you put yourself at risk of arrest or possibly being shot, and help the way that Miep helped? Answer in full sentences please.

Thursday VIPERS Task

Challenge - to explore how events are viewed from another perspective.

Bronze

What did Miep Gies think about what the Germans were doing to the Jews?

Why do you think she told the Franks that someone had managed to escape from the Westerbork camp?

Thursday VIPERS Task

Challenge - to explore how events are viewed from another perspective.

Bronze

Why do you think she wanted to help the family so much ?

Would you put yourself at risk to help someone the way that Miep helped the Frank family?

Thursday VIPERS Task

Challenge - to explore how events are viewed from another perspective.

Silver

How do you think that Mies Giep views the situation about the way the Jewish people are being treated?

What problems do you think Miep might have to deal with whilst helping the family?

Thursday VIPERS Task

Challenge - to explore how events are viewed from another perspective.

Silver

Would you put yourself at risk to help someone the way that Miep helped the Frank family? Why?

Thursday VIPERS Task

Challenge - to explore how events are viewed from another perspective.

Gold - How do you think Miep Gies views the situation which Anne and her family are in ? Why does she want to help? Would you put yourself at risk of arrest or possibly being shot, and help the way that Miep helped the Frank family?

Friday VIPERS Task

Challenge - to give a personal response to a text.

★ Bronze - with the help of an adult, give my opinion of the excerpts from Anne Frank's diary, positive and/or negative. What did you like, what did you not like? (talk through first and write some ideas after you have talked through your ideas)

★ Silver - In full sentences write your personal response to the excerpts from Anne Frank's diary, working independently. This is YOUR view - what YOU think.

★ Gold - In a brief paragraph, using full sentences, write your personal response to the excerpts from Anne Frank's diary. Why do you feel this way about the text - what are your reasons?

Friday VIPERS Task

Challenge - to give a personal response to a text.

Bronze - my personal response to the excerpts from Anne Frank's diary.

I liked this because.....

I did not like the.....

I think that (character) was.....

I did not like the fact that.....

My overall opinion is that.....

Friday VIPERS Task

Challenge - to give a personal response to a text.

Silver - my personal response to the excerpts from Anne Frank's diary.

I liked this because.....

I did not like the.....

I think that (character) was.....

I did not like the fact that.....

My overall opinion is that.....

Friday VIPERS Task

Challenge - to give a personal response to a text.

Gold - my personal response to the excerpts from Anne Frank's diary.

Percentage of an Amount 1

5a. By looking from one number line to the other, find 25% of 300.



6a. Complete the statement, then circle the answer to the calculation below.

To find 1%, I divide by _____,
so what is 1% of 200?

20

100

2

7a. What value should replace each letter in the calculation below?

$$50\% \text{ of } 36 = \frac{A}{2} \text{ of } 36 = 36 \div B = 18$$

8a. Complete the calculations.

$$1\% \text{ of } 4,500\text{m} = \text{ ______ m}$$

$$50\% \text{ of } 390\text{g} = \text{ ______ g}$$

$$25\% \text{ of } 680\text{cm} = \text{ ______ cm}$$

1a. Ali wants to raise £40 for charity. He hopes to raise 50% of that total at a party. This is what people gave:

Person	Amount given
Rich Fella	10% of £80
Guy Withmoney	10% of £30
Lotta Cash	50% of £10

How much money did he raise?
Did he reach 50% of £40?

2a. Ollie and Shae are trying to get the largest answer. They can only change one part of the calculation below.

$$10\% \text{ of } 80\text{kg} = 8\text{kg}$$

- Ollie says, "I will find 10% of 100kg to make the larger answer."
- Shae says, "I will find 50% of 80kg to make the larger answer."

Who has made the largest answer?

Bronze

3a. Esme tried to calculate 10% of 500 but she has got the answer wrong

She says,

To find 10% of 500, I divided 500 by 2 and got 250 as an answer.

Explain Esme's mistake.

Silver

4a. Tia wants to raise £500 for the church roof. She hopes to raise 25% of that total at a church fair. This is what people gave:

Person	Amount given
Owen Lotts	1% of £6,800
Penny Pincher	10% of £360
Noah Goodeal	50% of £66

How much money did she raise?
Did she reach 25% of £500?



5a. Shona and Toby are trying to get the largest answer. They can only change one part of the calculation below.

$$1\% \text{ of } 1,300\text{cm} = 13\text{cm}$$

• Shona says, "I will find 25% of 1,300cm to make the larger answer."

• Toby says, "I will find 1% of 3,200cm to make the larger answer."

Who has made the largest answer?



6a. Raoul tried to calculate 25% of 608 but he has got the answer wrong.

He says,



To find 25% of 608, I divided 608 by 2 and got 304 as an answer.

Explain Raoul's mistake.

Gold Part 1

9a. By looking from one number line to the other, find 1% of 120.



10a. Use the numbers below to make the statement correct.

To find 25%, I can divide by _____, or divide by _____ then multiply by _____.

8

4

2



7a. Dylan wants to raise £485 for charity. He hopes to raise 50% of that total at an art exhibition. This is what people gave:

Person	Amount given
Ruby Dealer	25% of £335
Liv Decadent-Lee	1% of £4,540
Max Profits	10% of £1,196

How much money did he raise at the party? Did he reach 50% of £485?



8a. Cal and Eva are trying to get the smallest answer. They can only change one part of the calculation below.

$$25\% \text{ of } 2,35\text{km} = 587.5\text{m}$$

• Cal says, "I will find 25% of 1,47km to make the smaller answer."

• Eva says, "I will find 1% of 2,35km to make the smaller answer."

Who has made the smallest answer?

11a. What value should replace each letter in the calculation below?

$$A\% \text{ of } 7.7 = \frac{1}{10} \text{ of } 7.7 = 7.7 \div B = C$$



12a. Complete the calculations.

$$\text{---}\% \text{ of } 526\text{km} = 52.6\text{km}$$

$$25\% \text{ of } 0.25\text{L} = \text{---}\text{ml}$$

$$1\% \text{ of } 4.25\text{m} = \text{---}\text{mm}$$



Gold part 2

9a. Layla tried to calculate 50% of 9.4m in cm but she has got the answer wrong.

She says,



To find 50% of 9.4m in cm, I divided 94cm by 2 and got 47cm as an answer.

Explain Layla's mistake.



B

Percentage of an Amount 1

1a. Ali wants to raise £40 for charity. He hopes to raise 50% of that total at a party. This is what people gave:

Person	Amount given
Rich Fella	10% of £40
Guy Withmoney	10% of £40
Lolla Cash	50% of £10

How much money did he raise?
Did he reach 50% of £40?



2a. Ollie and Shae are trying to get the largest answer. They can only change one part of the calculation below.

$$10\% \text{ of } 80\text{kg} = 8\text{kg}$$

- Ollie says, "I will find 10% of 100kg to make the larger answer."
- Shae says, "I will find 50% of 50kg to make the larger answer."

Who has made the largest answer?



3a. Imae tried to calculate 10% of 500 but she has got the answer wrong.

She says,



To find 10% of 500, I divided 500 by 2 and got 250 as an answer.

Explain Imae's mistake.



S

4a. Tia wants to raise £500 for the church roof. She hopes to raise 25% of that total at a church fair. This is what people gave:

Person	Amount given
Owen Lotts	1% of £4,500
Fenny Fincher	10% of £340
Noah Gooddeal	50% of £44

How much money did she raise?
Did she reach 25% of £500?



5a. Shona and Toby are trying to get the largest answer. They can only change one part of the calculation below.

$$1\% \text{ of } 1,300\text{cm} = 13\text{cm}$$

- Shona says, "I will find 25% of 1,300cm to make the larger answer."
- Toby says, "I will find 1% of 3,200cm to make the larger answer."

Who has made the largest answer?



6a. Kacul tried to calculate 25% of 608 but he has got the answer wrong.

He says,



To find 25% of 608, I divided 608 by 2 and got 304 as an answer.

Explain Kacul's mistake.

G

7a. Dylan wants to raise £485 for charity. He hopes to raise 50% of that total at an art exhibition. This is what people gave:

Person	Amount given
Ruby Dealer	25% of £335
Liv Decadent-Lee	1% of £4,540
Max Profits	10% of £1,194

How much money did he raise at the party? Did he reach 50% of £485?



8a. Cal and Eva are trying to get the smallest answer. They can only change one part of the calculation below.

$$25\% \text{ of } 2.35\text{km} = 587.5\text{m}$$

- Cal says, "I will find 25% of 1.47km to make the smaller answer."
- Eva says, "I will find 1% of 2.55km to make the smaller answer."

Who has made the smallest answer?



9a. Layla tried to calculate 50% of 9.4m in cm but she has got the answer wrong.

She says,



To find 50% of 9.4m in cm, I divided 94cm by 2 and got 47cm as an answer.

Explain Layla's mistake.

Tuesday - Mrs Danyadi-Elliott's maths. Reasoning and problem solving questions.

B

Percentage of an Amount 1

1a. Ali wants to raise £40 for charity. He hopes to raise 50% of that total at a party. This is what people gave:

Person	Amount given
Rich Fella	10% of £40
Guy Withmoney	10% of £40
Lolla Cash	50% of £10

How much money did he raise?
Did he reach 50% of £40?



2a. Ollie and Shae are trying to get the largest answer. They can only change one part of the calculation below.

$$10\% \text{ of } 80\text{kg} = 8\text{kg}$$

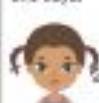
- Ollie says, "I will find 10% of 100kg to make the larger answer."
- Shae says, "I will find 50% of 50kg to make the larger answer."

Who has made the largest answer?



3a. Imae tried to calculate 10% of 500 but she has got the answer wrong.

She says,



To find 10% of 500, I divided 500 by 2 and got 250 as an answer.

Explain Imae's mistake.



S

4a. Tia wants to raise £500 for the church roof. She hopes to raise 25% of that total at a church fair. This is what people gave:

Person	Amount given
Owen Lotts	1% of £4,500
Fenny Fincher	10% of £340
Noah Gooddeal	50% of £44

How much money did she raise?
Did she reach 25% of £500?



5a. Shona and Toby are trying to get the largest answer. They can only change one part of the calculation below.

$$1\% \text{ of } 1,300\text{cm} = 13\text{cm}$$

- Shona says, "I will find 25% of 1,300cm to make the larger answer."
- Toby says, "I will find 1% of 3,200cm to make the larger answer."

Who has made the largest answer?



6a. Kooif tried to calculate 25% of 608 but he has got the answer wrong.

He says,



To find 25% of 608, I divided 608 by 2 and got 304 as an answer.

Explain Kooif's mistake.

G

7a. Dylan wants to raise £485 for charity. He hopes to raise 50% of that total at an art exhibition. This is what people gave:

Person	Amount given
Ruby Dealer	25% of £335
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$$25\% \text{ of } 2.35\text{km} = 587.5\text{m}$$

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- Eva says, "I will find 1% of 2.55km to make the smaller answer."

Who has made the smallest answer?



9a. Layla tried to calculate 50% of 9.4m in cm but she has got the answer wrong.

She says,

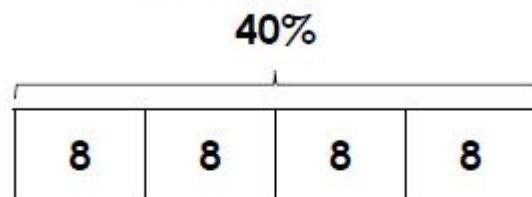


To find 50% of 9.4m in cm, I divided 94cm by 2 and got 47cm as an answer.

Explain Layla's mistake.

3.3.21 - Bronze

1a. Find the whole by using the bar model below to help you.



VF

2a. Circle the two facts could that help you complete the calculation below.

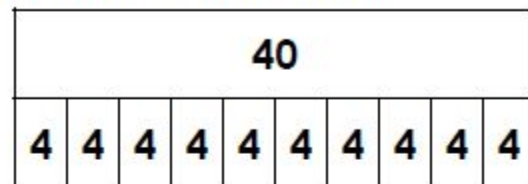
$$70\% \text{ of } 80 = \boxed{?}$$

- A. 40 is half of 80
- B. 50% of 90 = 45
- C. 10% of 80 = $80 \div 10$



VF

3a. Find the missing values by using the bar model below to help you.



$$60\% \text{ of } 40 = \boxed{}$$

$$\boxed{} \text{ of } 40 = 32$$



VF

4a. Trixie uses 70% of a bag of sugar to make cupcakes.

The bag had 200g of sugar when full.

How much sugar did she use?



VF

1a. The children disagree about how to find 20% of 60.



Olivia

I've found that $18 = 30\%$, so 20% must be 12.



Lucas

I've found that $28 = 40\%$, so 20% must be 7.

Who is correct? Explain why.



PS

2a. What could the missing values be?

Find 2 possible solutions.

	B.		
	? %		
	of		
A.	50%	?	= ?
	of		
		= 8	



PS

3a. There are 240 sweets in a jar.

20% of the sweets are orange; the rest are yellow and green.

The percentages of yellow and green sweets are multiples of 10.

Give 2 possible combinations of yellow and green sweets.

Write your answers as percentages and amounts.

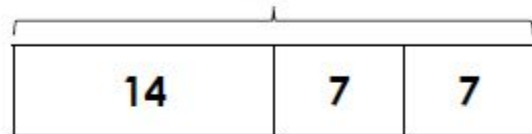


PS

Silver

5a. Find the whole by using the bar model below to help you.

20%



VF

6a. Circle the two facts could that help you complete the calculation below.

$$21\% \text{ of } 90 = \boxed{?}$$

A. $90 \div 10 = 9$

B. $50\% \text{ of } 90 = 45$

C. $9 \div 10 = 0.9$



VF

7a. Find the missing values.

$$5\% \text{ of } 60 = \boxed{}$$

$$10\% \text{ of } \boxed{} = 84$$

$$41\% \text{ of } 30 = \boxed{}$$

$$25\% \text{ of } \boxed{} = 15$$



VF

8a. A sweet shop makes 45% of its yearly profit in the month of December.

This December they made a profit of £5,400.

How much was their profit for the whole year?



VF

4a. The children disagree about how to find 35% of 500.



Leon

I've found that $150 = 30\%$, so 35% must be 155.



Marcus

I've found that $50 = 10\%$, so 35% must be 175.

Who is correct? Explain why.



PS

5a. What could the missing values be?

Find 2 possible solutions.

	B.		
	? %	of	
A.	61%	of	? = ?
			= 10



PS

6a. A garden centre has a variety of plants; there are 200 plants altogether.

85% of the plants are roses.

60% of the roses are red, the rest are yellow.

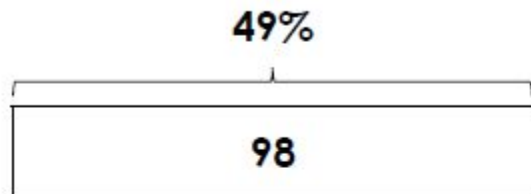
How many red roses are there? How many yellow roses are there?



PS

Gold

9a. If 49% of a whole is 98, what number is the whole?



VF

10a. Circle the two facts could that help you complete the calculation below.

$$93\% \text{ of } 350 = \boxed{?}$$

- A. $350 \div 70 = 5$
- B. $10\% \text{ of } 35 = 3.5$
- C. $3 \times 3.5 = 10.5$



VF

11a. Find the missing values.

$$7.5\% \text{ of } 150 = \boxed{}$$

$$64\% \text{ of } \boxed{} = 192$$

$$19.5\% \text{ of } 260 = \boxed{}$$

$$14\% \text{ of } \boxed{} = 21$$



VF

12a. A gardener is mixing compost and manure for his allotment. He makes 7kg of soil in total.

His final product is 62.5% manure.

How much manure did he use?
Give your answer in kilograms.



VF

7a. The children disagree about how to find 33% of 140.



Tia

I've found that $14 = 10\%$, so 33% must be 56.



Joe

I've found that $15.4 = 11\%$, so 33% must be 46.2.

Who is correct? Explain why.



R

8a. What could the missing values be?

Find 2 possible solutions.

B.		
	$? \%$	
	of	
A.	62.5%	$= ?$
	of	
	$= 12$	



PS

9a. A school have planned a trip for Year 7. There are 200 children in Year 7.

92% of the children are going.

75% of the children on the trip take part in an obstacle course; 50% of those children complete the course.

How many children went on the course?
How many completed it?
What percentage of children in Year 7 completed the obstacle course?

James and the Giant Peach

World Book Day 2001

World Book Day is an annual celebration of authors, illustrations, books and reading, which takes place in over 100 countries across the world. Did you know, one of the best-selling books of all time is Harry Potter and the Philosopher's Stone. 107 million copies were sold. Plus, if you read for 30 minutes a day, in one year you will have seen way over a million words!

1. Guess the number of words in the first chapter.

2. If the peach doubles in size every 20 seconds, how much would it weigh after 2 minutes?

3. Estimate how long it would take to eat this giant peach.

4. If an average peach contains 165mg of potassium, how much potassium would be in this giant peach?

5. It takes 36 seconds for James to remove three of the centipede's boots. How long would it take for James to remove all the centipede's boots? Give your answer in minutes.



You can use the internet to find initial information such as the weight of an average peach.

Today you will be creating a fact book about maths.


Look at what you have been learning during lock down - select some areas that you are confident with and make a page for each one to teach someone that is unsure.

You can draw images, bar models, write an explanation and include modelled examples. We can put them all together to create a maths book.

Pictograms

- 1 The pictogram shows the number of ice creams sold each day.

Day	Number of ice creams sold
Monday	   
Tuesday	 
Wednesday	      
Thursday	 
Friday	   
Saturday	        
Sunday	    

Key  = 5 ice creams

- a) On which day were the most ice creams sold?

- b) On which two days were 20 ice creams sold?

- c) How many ice creams were sold on Thursday?




















- d) How many more ice creams were sold on Friday than Thursday?

- e) More ice creams were sold in total on Saturday and Sunday than during the rest of the week.

Do you agree? _____

Show your workings.

- 2 The pictogram shows the colour of cars parked in a car park.

Colour	Number of cars in car park
Red	    
Blue	    
White	      
Yellow	 

Key  = 2 cars

- a) How many parked cars are red?

- b) How many parked cars are blue?

- c) How many cars are parked in total?

- d) Write a question about the pictogram.

Can a partner answer your question?




Monday - Miss Hinds' Maths Group

- 3 Class 3 are asked how many pets they have.
Here are the results.

Children with 0 pets	8
Children with 1 pet	14
Children with 2 pets	9
Children with 3 or more pets	2

- a) Eva starts a pictogram to show the results.
Complete the pictogram and the key.

Key  =  pets

Pets	
0 pets	
1 pet	
2 pets	
3 or more pets	

- b) How did you know what value to choose for the key?



- 4 Amir wants to use a pictogram to represent this data.

	Minutes spent on the bus
Monday	60
Tuesday	20
Wednesday	50
Thursday	50
Friday	80

- a) What symbol could Amir use? Draw a key to show what each symbol represents.

- b) Draw the pictogram for Amir.

Monday	Tuesday	Wednesday	Thursday	Friday

- c) Compare pictograms with a partner.
What is the same and what is different?

If I roll a dice 30 times, how many times is each number rolled?

First create a tally chart.



Score	Tally	Total
1		
2		
3		
4		
5		
6		

Then roll the dice and tally each score.

After 30 rolls, total how many times each number was rolled.

Now present your data on a bar chart.

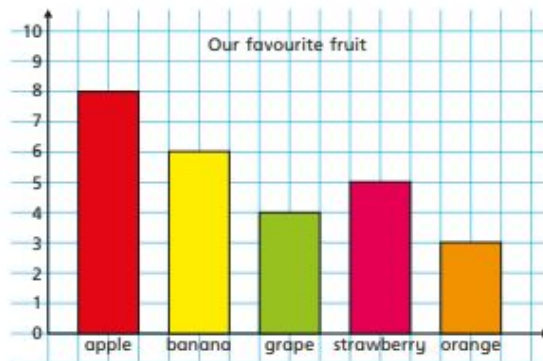
Can you think of your own question to investigate?

Bar charts



- 1 All the children in Class 3 choose their favourite fruit.

The bar chart shows the results.



Use the bar chart to answer the questions.

- a) What is the most popular fruit? _____
- b) How can you tell just by looking?

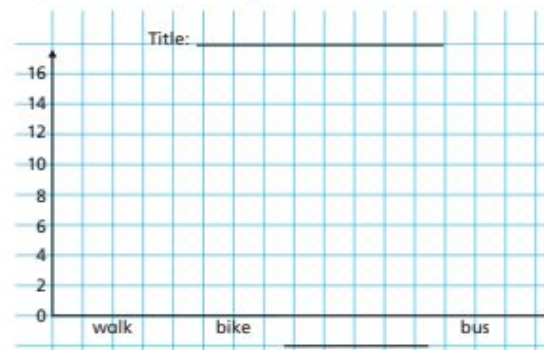
- c) What is the least popular fruit? _____
- d) How many more children like apples best than like grapes best?
- e) How many children are there in Class 3?

- 2 Some children are asked how they get to school.

The tally chart shows the results.

Method	Tally	Total
Walk		
Bike		
Car		
Bus		

- a) Complete the chart.
- b) Draw a bar chart to represent the data.



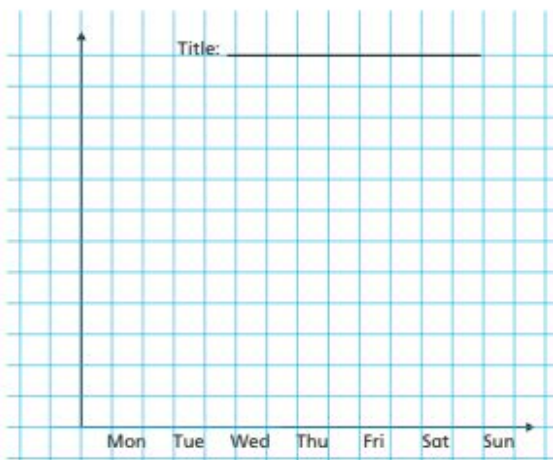
- c) Which chart do you prefer? Tick your answer.
tally chart ☐ bar chart ☐
What are your reasons?

Wednesday - Miss Hinds' Maths Group

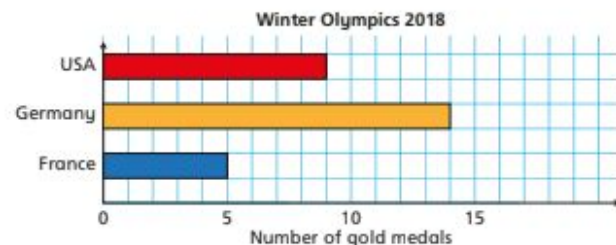
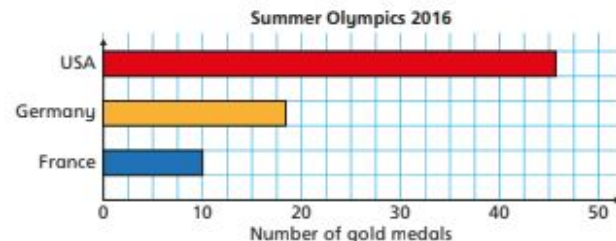
- 3 The pictogram shows the number of ice creams sold each day.



Draw a bar chart to represent this data.



- 4 The bar charts show the number of gold medals won by some countries in the Summer and Winter Olympics.



- a) Germany won more medals at the Winter Olympics than the Summer Olympics as the bar is longer.



Is Mo correct? _____

How do you know?

- b) Which country won the most medals in total?

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Look at what you have been learning during lock down - select some areas that you are confident with and make a page for each one to teach someone that is unsure.

You can draw images, bar models, write an explanation and include modelled examples. We can put them all together to create a maths book.

English - Monday

July 9th 1942: "Here's a description of the building... A wooden staircase leads from the downstairs hallway to the third floor. At the top of the stairs is a landing, with doors on either side. The door on the left takes you up to the spice storage area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-twisting flight of stairs also runs from the front part of the house to another door opening onto the street. The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain gray door. There's just one small step in front of the door, and then you're inside. Straight ahead of you is a steep flight of stairs. To the left is a narrow hallway opening onto a room that serves as the Frank family's living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot's and my room... Now I've introduced you to the whole of our lovely Annex!"



Extracts from:

The Diary Of a Young Girl

Book by Anne Frank

October 9th 1942: "Today I have nothing but dismal and depressing news to report. Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews. Miep told us about someone who'd managed to escape from there. It must be terrible in Westerbork. The people get almost nothing to eat, much less to drink, as water is available only one hour a day, and there's only one toilet and sink for several thousand people. Men and women sleep in the same room, and women and children often have their heads shaved. Escape is almost impossible; many people look Jewish, and they're branded by their shorn heads. If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed. Perhaps that's the quickest way to die. I feel terrible. Miep's accounts of these horrors are so heartrending... Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews."

English Monday

November 19th 1942: "Mr. Dussel has told us much about the outside world we've missed for so long. He had sad news. Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and gray military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there's a big haul to be made. They frequently offer a bounty, so much per head. It's like the slave hunts of the olden days... I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground. I get frightened myself when I think of close friends who are now at the mercy of the cruellest monsters ever to stalk the earth. And all because they're Jews."



February 3rd 1944: "I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end."

July 15th 1944: "It's utterly impossible for me to build my life on foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquility will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them."

English Monday

Bronze – To identify and select two sentences that can be linked with a semicolon.

Activity 1: Identify the incorrect use of semicolons from the examples below.

- 1) *At the top of the stairs is a landing, with doors on either side, now I've introduced you to the whole of our lovely Annex!*
- 2) *Next door is a smaller room, the bedroom and study of the two young ladies of the family; today I have nothing but dismal and depressing news to report.*
- 3) *The door on the left takes you up to the spice storage area, attic and loft in the front part of the house; no one would ever suspect there were so many rooms behind that plain grey door.*

Activity 2: Cut the short extracts up and match two together - don't forget to link them with a semicolon then identify where capital letters and full stops should go.

escape is almost impossible	Mr Dussel has told us much about the outside world
many people look Jewish	I've reached the point where I hardly care whether I live or die
he had sad news	countless friends have been taken off to a dreadful fate
the world will keep on turning without me	night after night, green and grey military vehicles cruise the streets
they're branded by their shorn heads	it's impossible to escape their clutches

Silver

To rewrite sentences from the diary extract that can be linked with a semicolon.

Using the paragraphs below, rewrite the sentences and link some of them using a semicolon. Remember to think about what links the independent clauses have.

February 3rd 1944: "I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end."

July 15th 1944: "It's utterly impossible for me to build my life on foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquility will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them."

Gold To write my own sentences using a semicolon to link independent clauses

Using the Anne Frank extracts for ideas, write your own sentences and use semicolons to link the independent clauses.

English Tuesday

Bronze

Grammar

Circle the relative pronoun in each sentence below.

- 1) John went to the match where he met his friends.
- 2) The film, which was shot in Mexico, won an Oscar.
- 3) I don't like people who are cruel to animals.
- 4) We found the dog that belonged to Steven.
- 5) The river, that ran for several miles, was rather calm.
- 6) I found an injured rabbit whose leg was broken.

Silver

Spelling and Thesaurus work

Find five synonyms for the following words:

Love -

Beauty -

Anger -

Safe -

Gold

Punctuation

What are the key rules for punctuation speech?

1)

2)

3)

4)

These are examples of colloquialism - how different regions in the country say things differently.

"One would be very happy to accept your kind offer," The Queen replied.

"I'd really like to attend, thank you," replied Miss Hinds.

"I'm definitely gonna be there, ta," replied Mrs Danyadi-Elliott.

Let's refer back so the bronze and silver level targets

Bronze: What are contracted words and where have they been used in the above sentences?

Silver: What is colloquialism and where has it been used in the above sentences?

Gold: Long coordinating sentences.

I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground.

'I feel wicked sleeping in a warm bed,' **This is an independent clause (simple sentence) as there is a verb - sleeping.**

'while' - **This is a subordinating conjunction used to link independent clauses.**

'somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground.'

This is a complex sentence made up of an independent clause 'somewhere out there my dearest friends are dropping from exhaustion'

...and a subordinate clause 'or being knocked to the ground'

Altogether this makes a long, coordinating sentence.

English Tuesday

Bronze: Independent activity. Complete the statements below into your books.

1. Finish these statements. The first one has been completed for you.

I'll is short for I will.	it's is short for _____
you'll is short for _____	wouldn't is short for _____
he'll is short for _____	couldn't is short for _____
she'll is short for _____	shouldn't is short for _____
we'll is short for _____	haven't is short for _____
they'll is short for _____	you'd is short for _____

2. Now choose three of the words. Write each word into a sentence about Anne Frank in your books.

Silver activities:

1. Choose five of the contracted words from the bronze activity and write each word into a sentence about Anne Frank.
2. Write a minimum of 5 sentences in direct speech about Anne Frank - using colloquialism.
Eg "It wa' awful what 'appened to Anne in that annex," the woman from Yorkshire cried.

Gold activity: Thinking about the bronze and silver activities, use the language techniques (contracted words and colloquialism) and write some paragraphs which includes long coordinated sentences.

English Wednesday

Here are some features of informal and formal writing... Can you decide whether they are informal or form features.

colons and/or semi-colons to demarcate independent clauses

He raced on into the darkness;
he could hear his mother's voice
echoing in his head.

Informal ☐ Formal ☐

modal verbs

Should it become a problem...
might I suggest...

Informal ☐ Formal ☐

informal/conversational language

Awesome!
Come on, that's a right joke!

Informal ☐ Formal ☐

contracted apostrophe words

could've... shouldn't...
won't... I'll...

Informal ☐ Formal ☐

question tags

That's surely not the case, is it?
You agree, don't you?

Informal ☐ Formal ☐

idioms, colloquialisms
or clichés

feeling under the weather...
raining cats and dogs...
it was a no-brainer...

Informal ☐ Formal ☐

English Wednesday

Here are some features of informal and formal writing... Can you decide whether they are informal or form features.

passive sentence
structures

The suspects were seen by...
They were traditionally
worn by...

Informal [] Formal []

technical/ precise
vocabulary choices

Every dancer has unique feet
with varying length, shape,
arch, flexibility, extension
and strength.

Informal [] Formal []

subjunctive verb forms

If he were to become wealthy,...
I recommend that he be jailed...

Informal [] Formal []

dialect/slang words

d'you wanna come?
It was a wicked day out!

Informal [] Formal []

ellipsis to show a pause
or a trailing-off thought

Or so they thought...
"Well the thing is...um..."

Informal [] Formal []

referring directly to the
reader (using 'you')

Have you ever thought about...
I'm certain that you
would find...

Informal [] Formal []

Your Task - Go through the extracts from Anne Frank's diary and highlight the features that we have discussed for different levels of formality...

Bronze - To annotate one extract to identify different formalities used, with support from an adult.

Silver - To annotate two extracts to identify different formalities used, independently.

Gold - To annotate extracts from Anne Frank's diary and label the features of different formalities.

Use the scribble tool - don't forget to make a key for each level of formality!

July 9th 1942: "Here's a description of the building... A wooden staircase leads from the downstairs hallway to the third floor. At the top of the stairs is a landing, with doors on either side. The door on the left takes you up to the spice storage area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-twisting flight of stairs also runs from the front part of the house to another door opening onto the street. The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain gray door. There's just one small step in front of the door, and then you're inside. Straight ahead of you is a steep flight of stairs. To the left is a narrow hallway opening onto a room that serves as the Frank family's living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot's and my room... Now I've introduced you to the whole of our lovely Annex!"

Use the scribble tool - don't forget to make a key for each level of formality!

November 19th 1942: "Mr. Dussel has told us much about the outside world we've missed for so long. He had sad news. Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and gray military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there's a big haul to be made. They frequently offer a bounty, so much per head. It's like the slave hunts of the olden days... I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground. I get frightened myself when I think of close friends who are now at the mercy of the cruelest monsters ever to stalk the earth. And all because they're Jews."

Use the scribble tool - don't forget to make a key for each level of formality!

February 3rd 1944: "I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end."

July 15th 1944: "It's utterly impossible for me to build my life on foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquility will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them."

English Thursday & Friday

Use the template to
create a newspaper
report on Anne Frank
and her life during
WW11.

History Challenge - to try and think of some questions I would have liked to ask Anne Frank, or about her diary, and to answer some of these historical questions.

★ Bronze - To write historical questions to Anne Frank

★ Silver - To write historical questions and explain what differing opinions there may be when trying to answer them.

★ Gold - To write historical questions to analyse the diary as a primary source of information and explain why we may have different answers.

Bronze: How many more questions can you think of that you might like to ask Anne Frank?
Can you try and answer any?

What was life like in hiding?

Silver - What other questions can you think of about the diary or its impact on the world?

What impact has the diary had on the way we view the holocaust?

Why is Anne Frank's diary such an important historical resource?

History - 01.03.2021

Gold - In order to analyse the diary - have another look at the VIPERS text from this morning. This will help you to think about what questions you might like to ask. I have also given you some food for thought with the to questions below.

How might this diary be different if it were to be written in 2021? (think social media, the advancement of electronics, etc)

What if Otto had never returned to the annex and retrieved Anne's diaries? Would the world be different if they had not been published?

Friday 1st March

PSHE - 01.03.2021

LO: I am learning to recognise how bullying can affect mental health



I know that mental wellbeing is a normal part of daily life, in the same way as physical health



I Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing



I have begun to recognise the difference between physical and mental health.

Organise the following illnesses into Physical and Mental Health:

Malaria

Phobias

Depression

Hayfever

Chicken Pox

German Measles

Panic Attacks

Stress

Typhoid

Obsessive Compulsive Disorder

Physical Health

Mental Health

Pick 2 different mental health issues and research 2 facts about each of them.

From what you have learnt, which do you think is more difficult to live with - a physical illness or a mental illness? Why? Type here:

Sometimes, mental health issues are brought on by a set of circumstances and risk factors, such as bereavement or bullying.

Cyberbullying is an increasing cause of mental health issues. What different forms of cyberbullying are you aware of? Type here:

What actions should you take if you are being bullied? Who can you turn to? Type here:

French Family

L T S I L E P È R E K T
Z A L E C O U S I N X K
F G F A O S D X F L B U
N È L A M R M R W E I L
M M G J M È O L G B Q A
X J E M D I R K X É R C
E R È R F E L E B B T O
A H R F G F M L Q É I U
L A S O E U R U E T È S
V G W N I T I O R N H I
E R È P D N A R G E L N
Q L A G R A N D M È R E

la mère
le père
le frère
la sœur
la famille

la grand-mère
le grand-père
le cousin
la cousine
le bébé



French - 02.03.2021

French Family Word Search

See if you can find the ten family related words in this word search - don't forget to include the 'la' or 'le' in front of the word !!

'La' means it is a feminine word (female)

'Le' means it is a masculine word (male)

How many can you find?

Challenge Two - Ma famille (My Family)

See if you can list the members of your family, (you can add little pictures of them if you wish afterwards), include who you might live with, brothers, sisters, step-brothers and sisters, grand-parents, uncles, aunties.

You can use the phrase **J'ai (I have)** then the number **deux (2)** then add the relative **frère (brothers)**. To say you have two brothers you would say;

J'ai deux frère. (I have two brothers)

Use the next slide to see if you can write a list of your family.





**Should we choose products
based on their packaging?**

Assembly Resource

Read through the information below about the new paper packaging design by Coca-Cola. Share your thoughts, do you think the new design is a good idea? Do you think more packaging needs change to become more environmentally friendly?

What is the new design for the Coca-Cola bottle?



The new paper-based bottle design is part of Coca-Cola's long-term goal to remove plastic from all of its packaging. The prototype (pictured above) uses an extra-strong paper shell that still contains a thin plastic liner. The barrier must ensure no fibres flake off into the liquid and that the drinks hold their fizziness.

Assembly Resource

Read through the information below about the new paper packaging design by Coca-Cola. Share your thoughts, do you think the new design is a good idea? Do you think more packaging needs change to become more environmentally friendly?

What are other environmentally friendly packaging ideas?

Cardboard Balls



Unplug Design from South Korea came up with the idea of making packaging multipurpose. Once the cardboard has been used for packaging, it comes with simple instructions to make it into a ball for children to play with!

Assembly Resource

Read through the information below about the new paper packaging design by Coca-Cola. Share your thoughts, do you think the new design is a good idea? Do you think more packaging needs change to become more environmentally friendly?

What are other environmentally friendly packaging ideas?

Leaf Plates

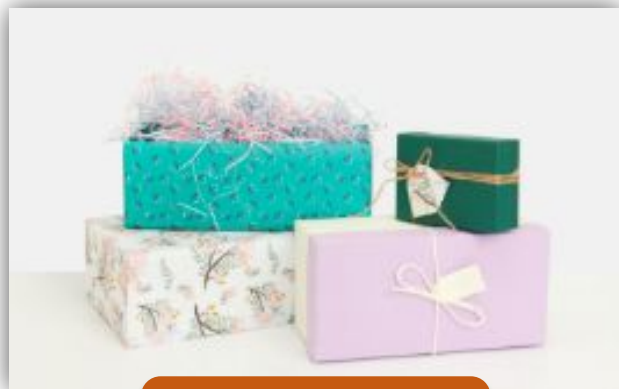


Source: Leaf Republic

Leaf Republic have produced a range of products, including plates, made entirely from leaves! The three-layer natural bowls are made from leaves, waterproof leaf paper and more leaves! They contain no additives, colouring or glue and biodegrade naturally in 28 days.

Resource 1

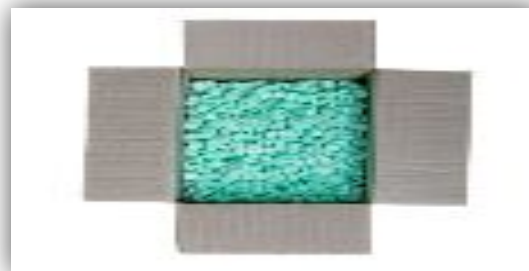
Look at the resource below, which shares examples of some packaging.



Gift packaging



Parcel packaging



Resource 1

Look at the resource below, which shares examples of some packaging.



Toy packaging

Takeaway meal
packaging



Resource 1

Look at the resource below, which shares examples of some packaging.



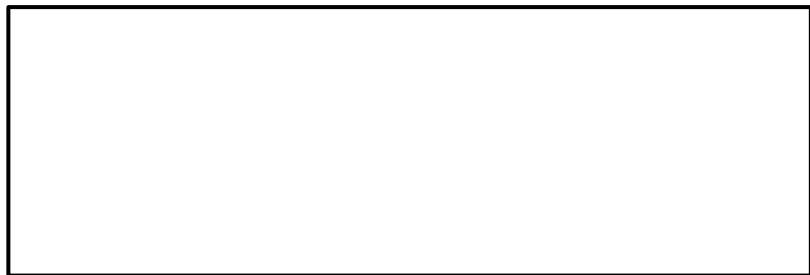
Food packaging



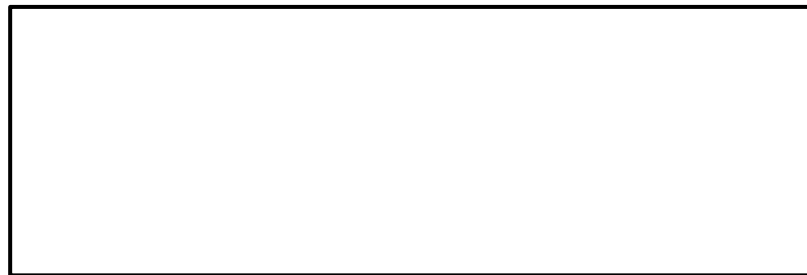
Resource 1

Look at the resource below, which shares examples of some packaging.

**What other places
have you seen
packaging used?**



**Have you received an item in
the post? How was it
packaged?**



What do you think?

Picture News - 04.03.2021

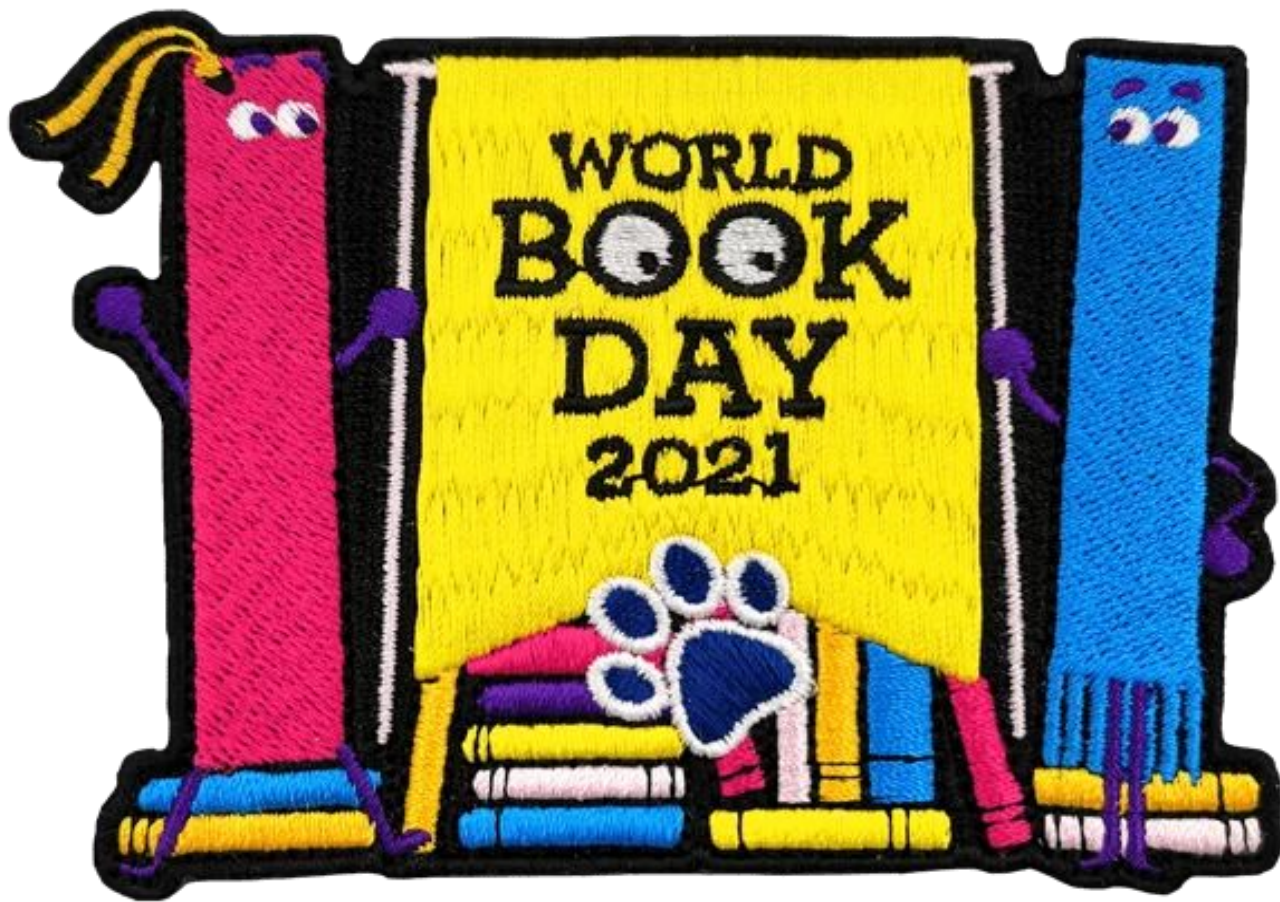
Write here..

Write here..

Write here...

Write here...

Write here...



Thursday 4th March 2021

World Book Day Scavenger Hunt

You will need lots of books for this activity! You can play at school, at home or in a library. Find each of the items on the list below in the books you have. Use the table to record the item, the book you found it in, the page number and your reasons or more information.

Can You Find These Items?	Word, Phrase or Sentence	Book Title	Page Number	Reasons or More Information
A really great sentence (Consider the structure, word choice and grammar in the last column.)				
A word you don't know the meaning of (Look it up and put the definition in the last column.)				
A moral or lesson that can be learnt				
A sentence that would be said in a particular way (e.g. shouting, weeping or whispering)				

WORLD
BOOK
DAY

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World Book Day Scavenger Hunt

Can You Find These Items?	Word, Phrase or Sentence	Book Title	Page Number	Reasons or More Information
A description of food				
An example of clothes revealing something about a character				
A greeting when two people meet				
A simile ('like a...' or 'as... as...')				
A surprising event				
An interesting fact				

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