

Year 6

Home Learning Pack

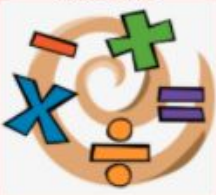






Week Beginning:

22nd February 2021

Live Lesson Timetable WC 22.02.2021

Monday - 22.02.21		Tuesday - 23.02.21		Wednesday - 24.02.21		Thursday - 25.02.21		Friday - 26.02.21	
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	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	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	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 22.02.2021

<p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 	<p>5</p> <p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 	<p>5</p> <p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 	<p>5</p> <p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 	<p>5</p> <p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 
<p>1.30pm - 2.30pm</p> <p>Join your teacher for a live history lesson! You will then complete some work on what you have learnt!</p> 	<p>1.00pm - 1.30pm</p> <p>Join your teacher for a live French lesson!</p> <p>2.30pm - 3.00pm</p> <p>Afternoon 'drop-in' sessions LIVE with your teacher.</p> <ul style="list-style-type: none"> - Get help with any work from the day! - Ask questions! - Need extra challenges? 	<p>1.30pm - 3.00pm</p> <p>Afternoon 'drop-in' sessions LIVE with your teacher.</p> <ul style="list-style-type: none"> - Get help with any work from the day! - Ask questions! - Need extra challenges? - Fancy a game? 	<p>1.30pm - 2.30pm - Science</p> <p>Join your teacher for a live science lesson! You will then complete some work on what you have learnt!</p> 	<p>1.30pm - 3.00pm Afternoon</p> <p>'drop-in' sessions LIVE with your teacher.</p> <ul style="list-style-type: none"> - Get help with any work from the day! - Ask questions! - Need extra challenges? - Fancy a game?

Lesson Overview

22.02.2021

Monday 22nd February 2021

VIPERS Text: The Big Friendly Giant' - 30mins		Writing: Genre: Descriptive Writing - 1 hour Talk4Writing - The City of Silence		Maths - 1 hour Please watch the video and work through Monday's question sheet in your work pack.	
★	<u>LO: I am learning to record examples of words and language from reading to use in my writing.</u> To highlight five words from the text that you might not ordinarily use in your own writing and to put them into new sentences with the help of an adult.	★	<u>LO: I am learning to identify different types of nouns.</u> To identify and find some examples of different types of nouns	★	<u>Miss Hinds' Maths Group</u> <u>LO: I am learning to subtract money including pounds and pence.</u> To work with a teacher or adult to subtract money including pounds and pence.
★	To find and highlight five words in the text that you might not ordinarily use in your own writing, to find their meaning, and then put them into new sentences working independently.	★	Add my own examples of different types of nouns	★	To subtract money including pounds and pence independently.
★	To find and highlight five words in the text that you might not ordinarily use in your own writing, then find synonyms for each of them. Finally, to use both of these words in new, full sentences, working independently.	★	To explain the difference between the different nouns and know which types of nouns belong to which category.	★	To complete all my tasks and give detailed explanations of my answers. <u>Video link: https://vimeo.com/498297373</u>
You can read the extract 'The Big Friendly Giant' from Roald Dahl's 'Danny the Champion of the World' by clicking the link... https://docs.google.com/document/d/1lmQ5cPDYFa6tHa0Le65r069qJVWK51XFPJvcg4_VIWQ/edit		<u>Introduction:</u> Warm up - Alphabet Game - A-Z of animals, Names of places <u>Activity:</u> You are going to be looking at four different types of nouns! Look through the model text and see how many you can find!		<u>Mrs Danyadi-Elliott's Maths groups:</u> <u>LO: I am learning to represent percentages</u> Using concrete resources, represent percentages.	
Your task will be in your pack for you to complete or posted onto Google Classroom.				★ ★ ★ <u>Video link:</u> https://vimeo.com/492101741	

History


PSHE

★	<u>I am learning to create a timeline of events.</u> To use the timeline flashcards and put them in order to create a timeline.	★	<u>LO: I am learning about the feelings and common anxieties pupils face when moving to secondary school and ways of managing these feelings.</u> Please see the information and task slides in your paper pack or on your assignments tab on Google Classroom!
★	To create a timeline using online resources to help show/explain the key events and dates of WW1.		
★	To create my own timeline of events of WW1 using online resources.		

Lesson Overview

23.02.2021

Tuesday 23rd February 2021

VIPERS Text: The Big Friendly Giant - 30mins		Writing: Genre: Descriptive Writing - 1 hour Talk4Writing - The City of Silence		Maths - 1 hour Please watch the video and work through Tuesday's question sheet in your work pack.	
★ ★ ★	<p><u>LO: I am learning to explain why the writer has chosen specific words and language to create mood, atmosphere or feelings.</u></p> <p>To work with an adult and answer the questions about the text.</p> <p>To answer the questions about the text in full sentences working independently.</p> <p>To answer the questions about the text in full sentences and giving full explanations and reasoning in your answers.</p>	★ ★ ★	<p><u>LO: I am learning to use expanded noun phrases to convey information concisely.</u></p> <p>To describe a setting using expanded noun phrases with support from an adult.</p> <p>To describe a setting using expanded noun phrases independently.</p> <p>To describe a setting using expanded noun phrases with extra detail.</p>	★ ★ ★	<p>Miss Hinds' Maths Group</p> <p><u>LO: I am learning how to give correct change from money.</u></p> <p>To work with a teacher or adult to work out correct change for money.</p> <p>To give change for money independently.</p> <p>To complete all my tasks and give detailed explanations of my answers.</p> <p>Video link: https://vimeo.com/499227948</p>
<p>You can read the extract 'The Big Friendly Giant' from Roald Dahl's 'Danny the Champion of the World' by clicking the link... https://docs.google.com/document/d/1lmQ5cPDYFa6tHa0LeG5r069qJVWK51XFPJvcg4_VIWQ/edit</p> <p>Your task will be in your pack for you to complete or posted onto Google Classroom.</p>		<p>Activity - Today you will be writing a short descriptive paragraph about the 'Cave of Curiosity' using expanded noun phrases.</p> <p>Gold Challenge - make sure you add extra detail to your sentences e.g. The amazing, wondrous Cave of Curiosity holds many strange secrets that should never be told.</p>		<p>Mrs Danyadi-Elliott's & Mrs H-T's Maths groups:</p> <p><u>LO: I am learning to convert fractions to percentages</u></p> <p>★ To convert fractions to percentages with teacher or adult support - including reasoning and problem solving.</p> <p>★ To convert fractions to percentages independently and accurately - including reasoning and problem solving.</p> <p>★ To convert fractions to percentages independently and accurately and include full explanations with my answers - including reasoning and problem solving.</p> <p>Video links: https://vimeo.com/492449530</p>	
Computing - 1 hour		French - 30 mins			
<p><u>LO: I am learning to type accurately and with increased pace.</u></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>  <p>Common Colours</p> <p>2do: 2type - Common Colours</p>		<p><u>LO: I am learning to expand my French vocabulary with some more conversational questions and answers.</u></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>			

Lesson Overview

24.02.2021

Wednesday 24th February 2021

VIPERS Text: The Big Friendly Giant - 30mins	Writing: Genre: Descriptive Writing - 1 hour Talk4Writing - The City of Silence	Maths - 1 hour Please watch the video and work through Wednesday's question sheet in your work pack.
<p>LO: I am learning to empathise with a character.</p> <p>★ To talk through the questions with an adult and discuss the answers together.</p> <p>★ To answer the questions about empathy relating to the text, using full sentences.</p> <p>★ To answer the questions about empathy relating to the text, using personal experiences and feelings to help evidence my answers.</p>	<p>LO: I am learning to use relative clauses beginning with who, which, where, when, whose, that or with.</p> <p>★ To use relative clauses with support from an adult or teacher.</p> <p>★ To independently use relative clauses to add further detail to a sentence.</p> <p>★ To use well-chosen relative clauses to describe and add further detail.</p>	<p>Miss Hinds' Maths Group</p> <p>LO: I am learning how to make and read tally charts accurately.</p> <p>★ To work with a teacher or adult to make and read tally charts accurately.</p> <p>★ To make and read tally charts independently.</p> <p>★ To complete all my tasks and give detailed explanations of my answers.</p> <p>Video link: https://vimeo.com/500377891</p>
<p>You can read the extract 'The Big Friendly Giant' from Roald Dahl's 'Danny the Champion of the World' by clicking the link... https://docs.google.com/document/d/1lmQ5cPDYFa6tHaDL65r069qJYWK51XFPJvcg4_VIwQ/edit</p> <p>Your task will be in your pack for you to complete or posted onto Google Classroom.</p>	<p>Activity - You will be looking at relative clauses today! See your paper pack for more details or join your teacher for a live lesson at 10am!</p> <div data-bbox="821 551 1188 808" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Relative Clause</p> <p>A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.</p> <ul style="list-style-type: none"> • James, who never does his homework, is very lazy. [the extra clause tells us more about James] • All the chocolate pudding was gone by the time I got in to lunch, which really annoyed me. [this refers to the whole previous clause about chocolate pudding] </div>	<p>Mrs Danyadi-Elliott's & Mrs H-T's Maths groups:</p> <p>LO: I am learning to find equivalent fractions, decimals and percentages</p> <p>★ To find equivalent fractions, decimals and percentages with teacher or adult support - including reasoning and problem solving.</p> <p>★ To find equivalent fractions, decimals and percentages independently and accurately - including reasoning and problem solving.</p> <p>★ To find equivalent fractions, decimals and percentages independently and accurately and include full explanations with my answers - including reasoning and problem solving.</p> <p>Video link: https://vimeo.com/492474663</p>

Music - 30 mins

Log into Charanga Yumu <https://www.blackpoolmusicserviceinteractive.co.uk/yumu>



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 :)

PE - 45 mins

LO: I am learning to use movement and sequencing.

<https://www.bbc.co.uk/teach/supermovers/ks2-maths-decimals-fractions-with-naomi-wilkinson/zf2gt39>

Please watch the above link and complete the tasks :)
 Join us on Google Classroom at 1.30pm for a drop in session!



Lesson Overview

25.02.2021

Thursday 25th February 2021

VIPERS Text: The Big Friendly Giant - 30mins		Writing: Genre: Descriptive Writing - 1 hour Talk4Writing - The City of Silence		Maths - 1 hour Please watch the video and work through Thursday's question sheet in your work pack.	
★	LO: I am learning to explain which section of the text was the most interesting part. To talk through your ideas about which section of the text you thought was the most interesting/exciting part and to note down some ideas together.	★	LO: I am learning to in narratives, describing settings, characters and atmosphere. To describe a setting using expanded noun phrases with support from an adult.	★	Miss Hinds' Maths Group LO: I am learning how to draw pictograms (2, 5 & 10 representations) To work with a teacher or adult to draw pictograms accurately.
★	In full sentences explain which section of the text you thought was the most interesting/exciting part and why?	★	To describe a setting using expanded noun phrases and relative clauses.	★	To accurately draw pictograms independently.
★	In a paragraph, using full sentences, explain which section of the text you thought was the most interesting/exciting part and why? Don't forget to add quotes from the text of your favourite parts or to help evidence your answer.	★	To describe a setting using expanded noun phrases and relative clauses with extra detail.	★	To complete all my tasks and give detailed explanations of my answers. Video link: https://vimeo.com/500979996
You can read the extract 'The Big Friendly Giant' from Roald Dahl's 'Danny the Champion of the World' by clicking the link... https://docs.google.com/document/d/1lmQ5cPDYFa6tHa0LeG5r069qJVVK51XFPJvcg4_VIWQ/edit		Activity - You will be using all of the skills you have learnt this week to write a descriptive paragraph based on the 'Cave or Curiosity'. Don't forget to use: Expanded noun phrases (with extra detail) Relative clauses - to add extra information to your sentences.		Mrs Danyadi-Elliott's & Mrs H-T's Maths groups: LO: I am learning to order fractions, decimals and percentages ★ To use percentages and decimals that are multiples of 5 and fractions that are tenths, quarters and halves. Includes whole number percentages. ★ To use any percentage and decimal number, and any proper fraction. May include the use of percentages equivalent to eighths with 1 decimal place. ★ To use any percentage and decimal number, and any proper fractions. Includes the use of percentages with 1 decimal place.	
Your task will be in your pack for you to complete or posted onto Google Classroom.					

Science - Evolution and Inheritance! - 1 hour

Picture News - 30 mins

- ★ I am learning to give reasons why offspring are not identical to each other or to their parents.
To understand what inheritance is and group characteristics into inherited and acquired, with support from an adult.
- ★ To describe the difference between inherited characteristics and acquired characteristics independently using bullet points.
- ★ To create a detailed information paragraph to describe the difference between inherited characteristics and acquired characteristics.

★ Picture News: Please complete the picture news tasks for this week on your paper pack or on Google Classroom! The Big Question is... Do walls divide us or protect us?



Lesson Overview

26.02.2021

Friday 26th February 2021

VIPERS Text: The Big Friendly Giant - 30mins		Writing: Genre: Descriptive Writing - 1 hour Talk4Writing - The City of Silence		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 use meaning-seeking strategies to explore the words in context.</u></p> <p>To use meaning-seeking strategies to explore the words in context with the help of an adult and discuss the possible meanings of the quotes from the text.</p> <p>To use meaning-seeking strategies to explore the words in context and to write in full sentences my understanding or possible meanings of the quotes from the text.</p> <p>To find and write down, my own examples of quotes from the text, where there might be words I don't understand, but with the help of the context can use meaning-seeking strategies to help me understand them.</p>	★ ★ ★	<p><u>LO: I am learning to draw a setting based on my descriptive writing.</u></p> <p>To draw a setting based on my descriptive writing with support from an adult.</p> <p>To draw a setting based on my descriptive writing independently.</p> <p>To draw a detailed setting based on my descriptive writing and add labels.</p>	★ ★ ★	<p><u>Miss Hinds' Maths Group</u></p> <p><u>LO: I am learning how to interpret pictograms (2, 5 & 10 representations)</u></p> <p>To work with a teacher or adult to interpret pictograms accurately.</p> <p>To accurately interpret pictograms independently.</p> <p>To complete all my tasks and give detailed explanations of my answers.</p> <p><u>Video link: https://vimeo.com/500378019</u></p>
	<p>You can read the extract 'The Big Friendly Giant' from Roald Dahl's 'Danny the Champion of the World' by clicking the link... https://docs.google.com/document/d/1lmQ5cPbYFa6tHaOLeG5r069qJvWk51XFPJvcg4_VIWQ/edit</p> <p>Your task will be in your pack for you to complete or posted onto Google Classroom.</p>		<p>Activity - Happy Friday! Today you will be drawing your own setting based on your descriptive paragraph from yesterday!</p> <p>Make sure you use your writing to help you add all the details to your design :) Have fun!</p>	★ ★ ★	<p><u>Mrs Danyadi-Elliott's maths group</u></p> <p><u>LO: I am learning to find percentages of amounts</u></p> <p>To find 50% and 10% of given numbers.</p> <p>To find 50%, 25%, 10% and 1% of given numbers</p> <p>To find 50%, 75%, 25%, 10%, 1% and begin to combine these to find other percentages eg 60%.</p> <p><u>Video links: https://vimeo.com/497642809</u></p>

RE - 45 mins

Design Technology - 45 mins

- LO: I am learning to talk about the influential people in my life.
- ★ I can describe how people have influenced me in different ways and say why I think this happened.
- ★ I can explain how the influence people have had on me has affected what I see as important.
- ★ I can explain how I would like to be a positive influence on others.
- Complete the tasks in your printed work pack or on Google Classroom assignments :)

- LO: I am learning how to use research to inform my plans and ideas.
- This term we are going to be building Anderson Shelters in design technology. Your task this week is to **research** Anderson shelters and create a fact file of information about them! You can add images from the internet and be as creative as you like!
- Do not make a shelter! This will be done when we are back at school :)
- NOTE:** Start collecting cardboard whilst you are at home ready to bring to school with you when we get back!

VIPERS

Text Week 6

'Danny the Champion of the World' - Roald Dahl Extract - 'The Big Friendly Giant.'

You might think, if you didn't know him well, that he was a stern and serious man. He wasn't. He was actually a wildly funny person. What made him appear so serious was the fact that he never smiled with his mouth. He did it all with his eyes. He had brilliant blue eyes and when he thought of something funny, his eyes would flash and if you looked carefully, you could actually see a tiny little golden spark dancing in the middle of each eye. But the mouth never moved.

I was glad my father was an eye-smiler. It meant he never gave me a fake smile, because it's impossible to make your eyes twinkle if you aren't feeling twinkly yourself. A mouth-smile is different. You can fake a mouth-smile any time you want, simply by moving your lips. I've also learned that a real mouth-smile always has an eye-smile to go with it, so watch out, I say, when someone smiles at you with his mouth but the eyes stay the same. It's sure to be bogus.

My father was not what you would call an educated man and I doubt if he had read twenty books in his life. But he was a marvellous story-teller. He used to make up a bedtime story for me every single night, and the best ones were turned into serials and



went on for many nights running.

One of them, which must have gone on for at least fifty nights, was about an enormous fellow called The Big Friendly Giant, or The BFG for short. The BFG was three times as tall as an ordinary man and his hands were as big as wheelbarrows. He lived in a vast underground cavern not far from our filling-station and he only came out into the open when it was dark. Inside the cavern he had a powder-factory where he made more than a hundred different kinds of magic powder.

Occasionally, as he told his stories, my father would stride up and down waving his arms and wagging his fingers. But mostly he would sit close to me on the edge of my bunk and speak very softly.

'The Big Friendly Giant makes his magic powders out of the dreams that children dream when they are asleep,' he said.

'How?' I asked. 'Tell me how, Dad.'

'Dreams, my love, are very mysterious things. They float around in the night air like little clouds, searching for sleeping people.'

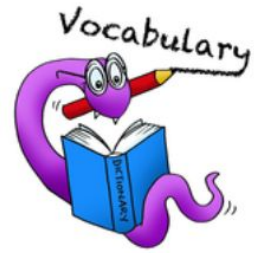
'Can you see them?' I asked.

'Nobody can see them.'

'Then how does The Big Friendly Giant catch them?'

'Ah,' my father said. 'That is the interesting part. A dream, you see, as it goes drifting through the night air, makes a tiny little buzzing-humming sound, a sound so soft and low it is impossible for ordinary people to hear it. But The BFG can hear it easily. His sense of hearing is absolutely fantastic.'

I loved the far intent look on my father's face when he was telling a story. His face was pale and still and distant, unconscious of everything around him.

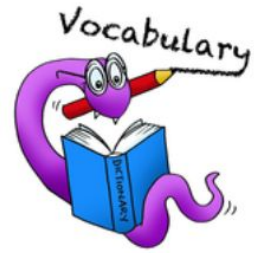


Bronze and Silver

Word from the text: _____

Meaning: _____

My new sentence with this word.



Bronze and Silver

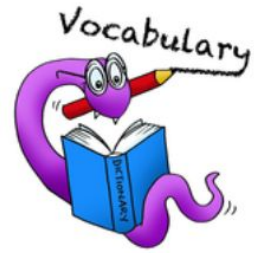
Word from the text: _____

Meaning: _____

My new sentence with this word.

Monday VIPERS Task

Gold



Word from the text: _____

Meaning: _____

Synonym: _____

My new sentence with these words.

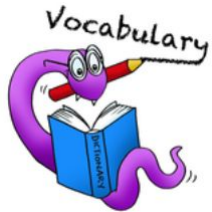
Tuesday VIPERS Task

I am learning to explain why the writer has chosen specific words and language to create mood, atmosphere or feelings.

Your Turn. (Bronze, Silver and Gold)

What words does the writer use to help create the feelings of Danny when his father was telling a story ?

What does this tell us about the way Danny's father was feeling whilst telling the story?



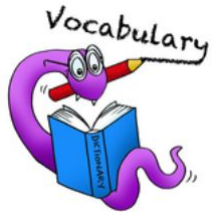
Tuesday VIPERS Task

I am learning to explain why the writer has chosen specific words and language to create mood, atmosphere or feelings.

Your Turn. (Bronze, Silver and Gold)

What other words does the writer use to create the atmosphere of dreams '*drifting through the night air*'?

Why has the writer decided to use these words ?

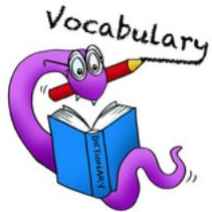


Tuesday VIPERS Task

I am learning to explain why the writer has chosen specific words and language to create mood, atmosphere or feelings.

Your Turn. (Bronze, Silver and Gold)

In this text we get a strong feeling of love between Danny and his father - yet the word 'loved' is only used once. What other words or language has the writer used to create this feeling in the text.



What is Empathy?

The ability to understand and share the feelings of others.



Your turn. (Bronze, Silver and Gold)

'Dreams, my love, are mysterious things. They float around in the night air like little clouds, searching for sleeping people.'

In this sentence, Danny's father is filling Danny's head with wondrous ideas and images to help him sleep.

How do you think Danny is thinking/feeling?

Would you like to fall asleep listening to a story like this?

Why?

Wednesday VIPERS Task

Dreams, my love, are mysterious things. They float around in the night air like little clouds, searching for sleeping people.'

What is Empathy?

The ability to understand and share the feelings of others.



Your turn. (Bronze, Silver and Gold)

'He had brilliant blue eyes and when he thought of something funny, his eyes would flash and if you looked carefully, you could actually see a tiny little golden spark dancing in the middle of each eye.'

How is Danny feeling when he looks in his father's eyes ?

Whose eyes have you looked at that make you feel the same?

Why ?

Wednesday VIPERS Task

'He had brilliant blue eyes and when he thought of something funny, his eyes would flash and if you looked carefully, you could actually see a tiny little golden spark dancing in the middle of each eye.'

Thursday VIPERS Task

Which part of the text was the most interesting/exciting part?

Now tell me why? Don't forget to include quotes from the text to help evidence your answer if you can.



★ **BRONZE** - To talk through your ideas about which section of the text you thought was the most interesting/exciting part and to note down some ideas together.

Thursday VIPERS Task

Which part of the text was the most interesting/exciting part?

Now tell me why? Don't forget to include quotes from the text to help evidence your answer if you can.



★ **SILVER** - In full sentences explain which section of the text you thought was the most interesting/exciting part and why ?

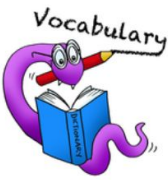
Thursday VIPERS Task

Which part of the text was the most interesting/exciting part?

Now tell me why? Don't forget to include quotes from the text to help evidence your answer if you can.

★ **GOLD** - In a paragraph, using full sentences, explain which section of the text you thought was the most interesting/exciting part and why? Don't forget to add quotes from the text of your favourite parts or to help evidence your answer.

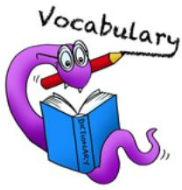




Today's Challenge then..... Bronze and Silver

Try and make sense of the the following quotes from the text. Explain what YOU think they mean. Find them in the text and see if the surrounding sentences or context help you to understand what they might mean.

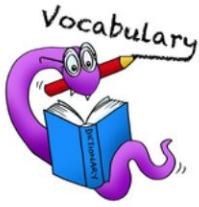
1. *'it's impossible to make your eyes twinkle if you aren't feeling twinkly yourself'*



Today's Challenge then.....Bronze and Silver

Try and make sense of the the following quotes from the text. Explain what YOU think they mean. Find them in the text and see if the surrounding sentences or context help you to understand what they might mean.

2. *'I loved the far intent look on my father's face when he was telling a story'*



Today's Challenge then.....Bronze and Silver

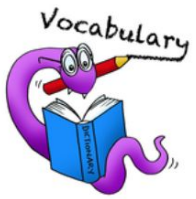
Try and make sense of the the following quotes from the text. Explain what YOU think they mean. Find them in the text and see if the surrounding sentences or context help you to understand what they might mean.

3. *'the best ones were turned into serials and went on for many nights running.'*

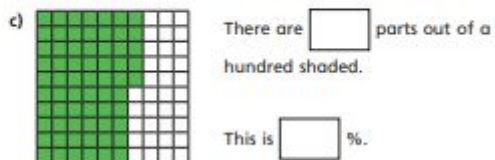
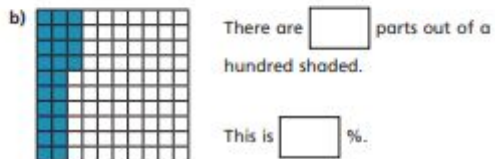
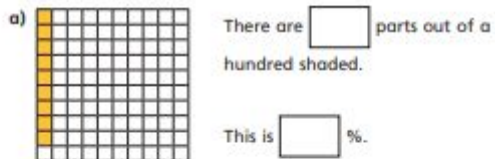
Friday VIPERS Task

Today's Challenge then.....

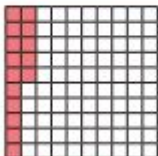
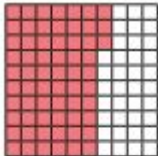
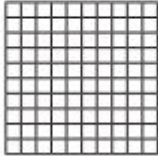
GOLD - finding my own quotes with unfamiliar words.



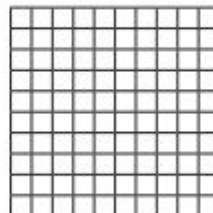
1 Complete the sentence for each diagram.



2 Complete the table.

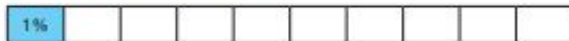
Hundred square	Percentage
	
	
	82%

3 Shade 15% of the hundred square red.
Shade 32% of the hundred square blue.



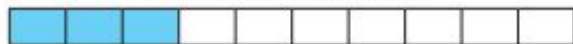
What percentage of the hundred square is **not** shaded? %

- 4 a) Is 1% of this bar model shaded? _____



Explain your reasoning.

- b) What percentage of each bar model is shaded?



%



%

- 5 Passengers are boarding a plane.
The plane has 100 seats.

- a) 10% of the seats are already full.

How many passengers are already on the plane?

- b) 15% of the seats have not been booked.

How many seats have been booked?

- c) How many passengers still need to board the plane?

- 6 Dexter has £1 to spend.
He buys some stickers.



I got 35p change.



What percentage of his money did Dexter spend?

%

- 7 Aisha and Brett have been selling tickets for the school play.

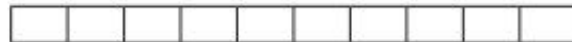
There are 100 seats available.

- On Monday they sold 34% of the tickets.
- On Tuesday they sold 42 tickets.
- By the end of Wednesday, 95% of the tickets had been sold.

How many tickets did they sell on Wednesday?

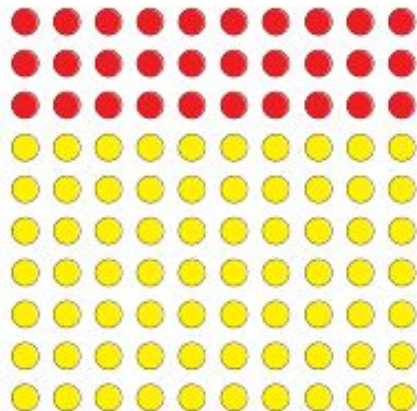
On Wednesday they sold tickets.

- 8 Shade 85% of this bar model.



Compare answers with a partner.

1



a) What fraction of the array of counters is red?

b) What fraction of the array of counters is yellow?

c) What percentage of the array of counters is red?

 %

d) What percentage of the array of counters is yellow?

 %

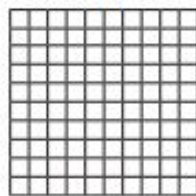
e) What do you notice about the two percentages?



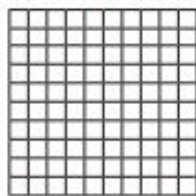
2

a) Shade the hundred squares to represent the fractions.

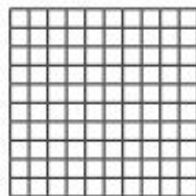
$$\frac{40}{100}$$



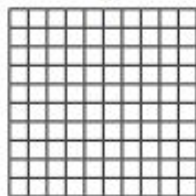
$$\frac{65}{100}$$



$$\frac{1}{2}$$



$$\frac{7}{10}$$



b) Write the fractions as percentages.

$$\frac{40}{100} = \boxed{} \%$$

$$\frac{65}{100} = \boxed{} \%$$

$$\frac{1}{2} = \boxed{} \%$$

$$\frac{7}{10} = \boxed{} \%$$

c) Compare your shaded grids with a partner's.

What is the same and what is different?

3 Fill in the missing numbers.

a) $\frac{9}{10} = \frac{\square}{100} = \square\%$

c) $\frac{9}{50} = \frac{\square}{100} = \square\%$

b) $\frac{9}{20} = \frac{\square}{100} = \square\%$

d) $\frac{9}{25} = \frac{\square}{100} = \square\%$

4



$\frac{1}{10}$ is 10%, so $\frac{1}{20}$
must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = \square\%$

5 Convert the fractions to percentages.

a) $\frac{1}{4} = \square$

b) $\frac{1}{5} = \square$

$\frac{1}{2} = \square$

$\frac{2}{5} = \square$

$\frac{3}{4} = \square$

$\frac{4}{5} = \square$

c) $\frac{16}{20} = \square$

d) $\frac{45}{50} = \square$

$\frac{8}{20} = \square$

$\frac{9}{10} = \square$

$\frac{4}{20} = \square$

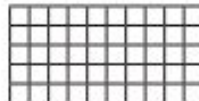
$\frac{18}{20} = \square$

e) What do you notice?

6

a) Shade the grid in the given proportions.

- $\frac{3}{5}$ green
- 14% red
- $\frac{4}{20}$ blue
- the rest yellow



b) What percentage of the grid is yellow?

$\square\%$

7

a) Use each digit card once to make the statements correct.



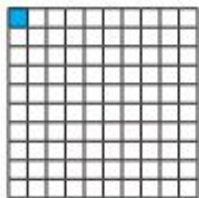
$\frac{\square}{\square} > \square\%$

$75\% = \frac{\square}{4}$

$\frac{3}{\square} < 65\%$

b) Are there any other solutions?

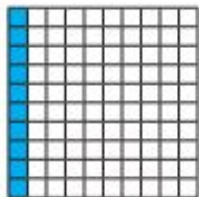
- 1 What fraction, decimal and percentage of each grid is shaded blue?



fraction =

decimal =

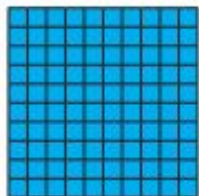
percentage =



fraction =

decimal =

percentage =



fraction =

decimal =

percentage =

- 2 Match the equivalent fractions, decimals and percentages.

$\frac{15}{100}$

0.05

5%

$\frac{1}{20}$

0.5

15%

$\frac{1}{5}$

0.2

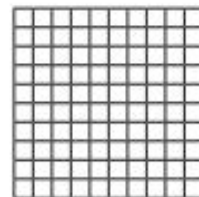
50%

$\frac{1}{2}$

0.15

20%

- 3 a) Shade the grid in the given proportions.



- $\frac{3}{10}$ green
- 0.03 red
- 13% blue
- 0.3 yellow

- b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

fraction = decimal = percentage =

4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
		12%
$\frac{2}{10}$		
	0.4	
	0.44	
		4%
$\frac{3}{4}$		
	0.99	

5 Amir was asked to complete the statement using $<$, $>$ or $=$.

14% $>$ 0.4



14 is greater
than 4

What mistake has Amir made?

6 Match the decimal cards to the people.



My decimal is $\frac{4}{10}$
less than 100%.

0.65



My decimal cannot be
simplified when it is
written as a fraction.

0.57



My decimal is 10%
less than $\frac{3}{4}$

0.61



My decimal is greater
than 60%.

0.6

7 Use the digit cards to write a decimal greater than $\frac{1}{5}$ but less than 40%.

You may not use a card more than once in each number.



.

How many other answers can you find?

1a. Frankie wants to compare her spelling scores for the last 4 weeks.

Week 1 Week 2 Week 3 Week 4

75% 0.55 65% $\frac{4}{10}$

Put her scores in ascending order.



VF

2a. Complete the comparison statements below using the $<$, $>$ or $=$ symbol.

A. 35% $\frac{2}{4}$

B. 75% 0.6



VF

3a. Which percentage is needed to complete the sequence below?

0.05 0.45 $\frac{5}{10}$

75% 30% 100%



VF

4a. Insert the values provided below in order to make the statement correct.

$<$ $<$

0.5 $\frac{3}{4}$ 45%



VF

1a. Deborah has put these fractions, decimals and percentages in order from smallest to largest.

$\frac{1}{2}$ $\frac{3}{10}$ 20% 0.45

Is she correct? Explain your answer.



VF

2a. Complete the calculation using a decimal and a percentage.

$\frac{3}{4} > 70% > \text{} > \text{$

Find 3 possibilities.



VF

3a. Joe says,



If I buy 45% of the cards and Jack buys two quarters, I will have the most.

Is he correct? Explain your answer.



VF

Thursday - Mrs Danyadi-Elliott's maths. - Silver

5a. Rita wants to compare her arithmetic scores for the last 4 weeks.

Week 1 Week 2 Week 3 Week 4

62% 0.71 0.8 $\frac{5}{8}$

Put her scores in ascending order.



VF

6a. Complete the comparison statements below using the $<$, $>$ or $=$ symbol.

A. 0.85 $\frac{7}{8}$

B. 62.5% $\frac{5}{8}$



VF

7a. Which percentage is needed to complete the sequence below?

0.09 0.35 $\frac{8}{12}$

8% 5% 23%



VF

8a. Insert the values provided below in order to make the statement correct.

$>$ $>$

20% $\frac{3}{8}$ 0.6



VF

4a. Frankie has put these fractions, decimals and percentages in order from smallest to largest.

22% $\frac{1}{8}$ 0.25 0.4

Is she correct? Explain your answer.



R

5a. Complete the calculation using a decimal and a percentage.

$\frac{3}{12} < 82\% < \text{ } < \text{ }$

Find 3 possibilities.



PS

6a. Maaria says,

If I eat 37.5% of the pizza and Paul eats three eighths, I will have eaten the most.



Is she correct? Explain your answer.



R

Thursday - Mrs Danyadi-Elliott's maths. - Gold

9a. Gabi wants to compare her profit figures for the last 4 weeks.

Week 1	Week 2	Week 3	Week 4
0.35	0.65	65.2%	$\frac{2}{5}$

Put her profits in descending order.



VF

10a. Complete the comparison statements below using the <, > or = symbol.

A. 0.45 $\frac{5}{8}$

B. 0.399 39.8%



VF

11a. Which percentage is needed to complete the sequence below?

$\frac{12}{30}$ 0.48 0.85

89%	70.5%	25.4%
-----	-------	-------



VF

12a. Insert any of the values provided below in order to make the statement correct.


> <

0.375 $\frac{6}{8}$ 42.2% 72.9% $\frac{24}{64}$



VF

7a. Hannah has put these fractions, decimals and percentages in order from largest to smallest.

0.781 $\frac{3}{8}$  0.373

She has spill paint on a percentage to 1 decimal place.

What could it be? Explain your answer.



VF

8a. Complete the calculation using a decimal and a percentage.

$\frac{14}{16}$ > 82.1% < >

Find 3 possibilities.



VF

9a. Suzanne says,

If I use 30 sheets of paper in a pack of 80, and Jim uses 37.5%, Jim will use more because his percentage is greater than the number of sheets that I will use.



What mistake has been made? Explain your answer.



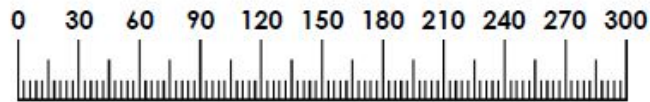
VF

Friday - Mrs
Danyadi-Elliott's
maths.
(Fluency).

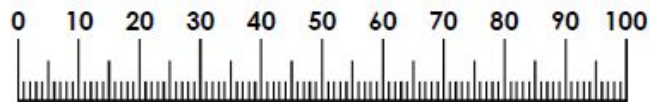
Everyone can
try these
questions

Percentage of an Amount 1

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



Total



Percentage



VF

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

VF

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

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



VF

8a. Complete the calculations.

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

$$50\% \text{ of } 390\text{g} = \underline{\quad\quad} \text{ g}$$

$$25\% \text{ of } 680\text{cm} = \underline{\quad\quad} \text{ cm}$$



VF

Friday - Mrs
Danyadi-Elliott's
maths.
(Reasoning and
problem solving)

Bronze

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

<u>Person</u>	<u>Amount given</u>
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?



PS

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?



PS

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.



R

Friday - Mrs
Danyadi-Elliott's
maths.
(Reasoning and
problem solving)

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:

<u>Person</u>	<u>Amount given</u>
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?



PS

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?



PS

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.



R

Friday - Mrs
Danyadi-Elliott's
maths.
(Reasoning and
problem solving)

Gold

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:

<u>Person</u>	<u>Amount given</u>
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?



PS

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 1.67km 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?



PS

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.

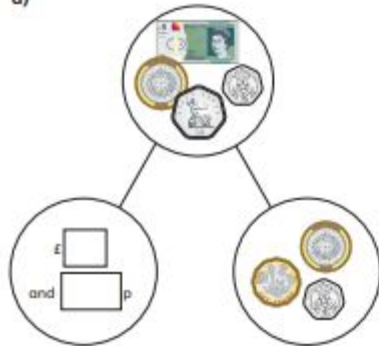


R

Subtract money

1 Complete the part-whole models.

a)



b)



2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.
How much is left in his pocket?

£ and p

3 Whitney has £4 and 80p.

She buys this pair of socks.



How much money does Whitney have left?

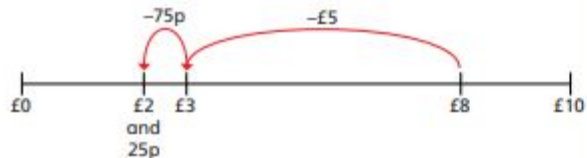
£ and p

Monday - Miss Hinds' Maths Group

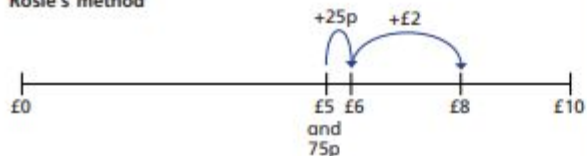
- 4 Complete the statements.
- a) £8 and 65p - £5 and 25p = £ and p
- b) £8 and 65p - £5 and 65p = £ and p
- c) £8 and 65p - £8 and 30p = £ and p

- 5 Amir and Rosie use a number line to subtract £5 and 75p from £8

Amir's method



Rosie's method



Amir and Rosie both get £2 and 25p as their answer.

- a) Explain each of these methods to a partner.
- b) Whose method do you prefer? _____
Explain why.



- 6 Complete the number sentences.
- a) £3 and 50p - £1 and 20p = £ and p
- b) £3 - £1 and 50p = £ and p
- c) £6 and 15p - £2 and 85p = £ and p
- d) £8 and 7p - £3 and 54p = £ and p

- 7 Complete the bar models.

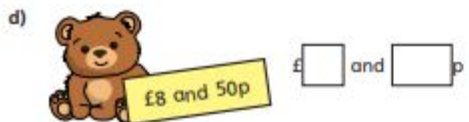
a)

£8 and 99p	
£8 and 96p	

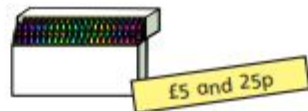
b)

£9 and 15p	
	62p

1 How much change would you get from a £10 note?



2 Annie buys some crayons.



She pays with this money.



She gets this change.



Has Annie been given the correct amount of change?

Explain your answer.

3 Huan buys a hot chocolate for £2 and 60p.

He pays with a £5 note.

How much change does he get?

£ and p

- 4 Dani buys a milkshake.
She pays with a £5 note.
She gets £2 and 60p change.
How much did the milkshake cost?

£ and p

- 5 Ms Hall has £9 to buy breakfast.
She gets £4 and 25p change.

Waffles	£4 and 75p
Omelette	£5 and 75p

Which breakfast does Ms Hall buy?
Use a number line to explain your answer.



Ms Hall buys the _____ for breakfast.



- 6 A train ticket costs £3 and 60p.
A bus ticket costs £2 and 85p.
Mr Khan buys a train and a bus ticket.
He pays with a £10 note.
How much change does he get?

£ and p

- 7 Mrs Dean buys a T-shirt.
She pays with a £10 note.
She gets four coins in change.
Each coin is different.



a) What is the lowest possible price of the T-shirt?

£ and p

b) What is the highest possible price of the T-shirt?

£ and p

Compare answers with a partner.

Make tally charts

1 Draw tally marks to represent each number.

a) 5

c) 4

b) 10

d) 16



2 There are some socks on a washing line.

The socks are spotty, stripy or plain.



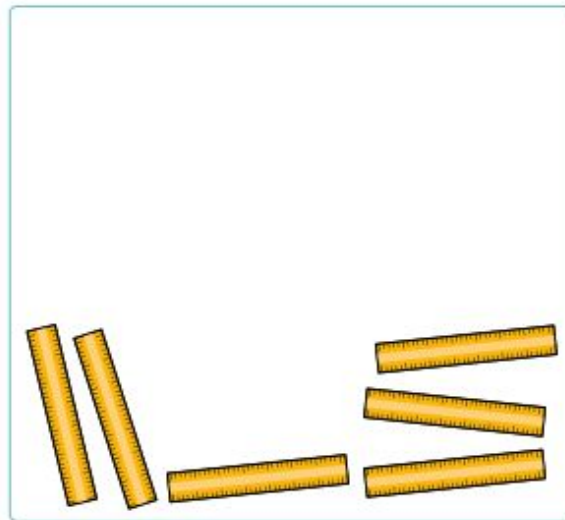
Complete the tally chart.

Sock	Tally
spotty	
stripy	
plain	

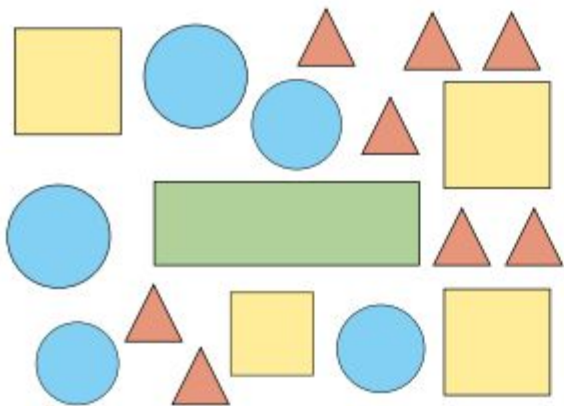
3 Class 2 tally the number of pencils, rubbers and rulers they have.

Item	Tally
pencils	IIII
rubbers	IIII IIII
rulers	IIII I

Draw the items. The rulers have been drawn for you.



4 Here are some shapes.



a) Complete the tally chart to show how many of each shape there are.

Shape	Tally	Total

b) How did you do the tallying?
Compare with a partner.

5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

Jumps	Tally	Total
Whitney	JH I	
Teddy	IIIIIIII	
Jack	IIII	

a)



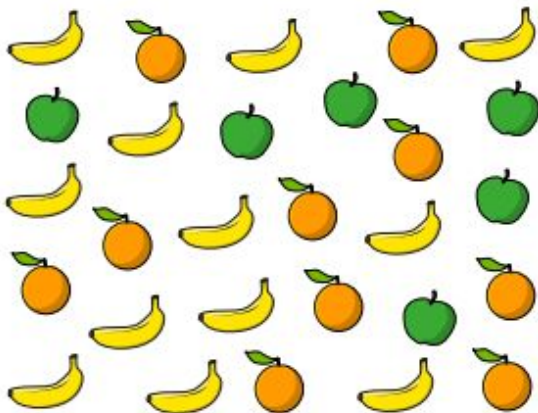
Do you agree with Whitney? _____
Explain your reasons.

b) How could Teddy's tallying be improved?

6 Make a tally chart for a topic of your choice.
Compare answers with a partner.

Draw pictograms (2, 5 and 10)

1 Here is some fruit.



a) Complete the tally chart.

Fruit	Tally	Total
Apples		
Oranges		
Bananas		

b)



I will use a circle for each piece of fruit.

Draw Dora's pictogram. **Key**

 = 1 piece of fruit

Fruit	
Apples	
Oranges	
Bananas	

c)



I will use a circle for every 2 pieces of fruit.

Draw Tommy's pictogram. **Key**

 = 2 pieces of fruit

Fruit	
Apples	
Oranges	
Bananas	


d) Whose pictogram do you prefer? Why?


- 2 Class 2 vote for whether they would like to play tennis, football or netball.

The tally chart shows the votes.

Sport	Tally	Total
Tennis		5
Football		20
Netball		10


- a) Complete the pictogram.


Sport	
Tennis	
Football	
Netball	

Key
 = 5 votes



- b) Complete the pictogram.

Sport	
Tennis	
Football	
Netball	

Key
 = 10 votes



- 3 The tally chart shows the weather for 55 days.

Weather	Tally
Sun	
Cloud	
Rain	

- a) Draw a pictogram to show this information
Choose your own key.

Weather	




Key


- b) Compare pictograms with a partner.
What is the same? What is different?

Interpret pictograms (2, 5 and 10)

- 1 Dora, Dexter and Jack play basketball at break time.

They record the goals they score in a pictogram.

Name	Goals
Dora	
Dexter	
Jack	

Key
 = 2 goals

- a) Complete the sentences.

Dora scores goals.

Dexter scores goals.

Jack scores goals.





- b) How many goals do they score altogether?


- c) How many more goals does Jack score than Dexter?

- d) How many ways could you work out the answer to part c)?

- 2 Two classes go on a trip to the zoo together.

There are two coaches to take both classes.

	Coach 1	Coach 2
Boys		
Girls		

Key
 = 10 children

Tick the correct answer.

- a) Which coach has more boys?

Coach 1 Coach 2 They have the same

b) Which coach has more girls?

Coach 1 Coach 2 They have the same





c) How many girls are there in total?


d) How many more girls than boys are there on Coach 2?

e) How many more girls than boys are there on the trip to the zoo?

f) How did you work out the answer to part e)?

3 At the zoo, Mo keeps a record of how many big cats he sees.

Big Cat	
Leopard	
Cheetah	
Lion	
Tiger	

Key  = 2 big cats

a) Choose a word to complete the sentence.

more

fewer

There are _____ leopards than lions.

There are _____ lions than cheetahs.

b)





If I add the number of cheetahs and lions together then it will be equal to the number of tigers.

Is Rosie correct? _____

How do you know?

c)



Each  represents 2 big cats so I can just double the amount of  and that will be how many big cats there are.

Is Alex correct? _____

How do you know?



The Cave of Curiosity

In the cave of curiosity, I created
an angry ant ambling along,
a terrified tarantula tickling a tornado
and a curious computer calling cautiously to the King.

In the cave of curiosity, I created
the sound of silence closing its lips,
a hummingbird's wings flickering,
as the sea silently scrapes the pebbles and ten tired lorries trundle by.

In the cave of curiosity, I created
the touch of smooth stones from the summer beach,
the stickiness of honey on a fingertip
and the heat from a teaspoon as it stirs my morning tea.



In the cave of curiosity, I created
the coldness of frost as it freckles the windowpane,
the sharpness of a saw as it crunches through wood
and the sadness of a tear as it trickles down a cheek.

In the cave of curiosity, I captured
the moon's cold gleam imprisoned in a box,
the joy of a merry-go-round as it spins like a feral ferris wheel
and the force of a rainbow as it dazzles the sky with a smile that stuns.

Task 1 - Exploring different nouns

Below are the different types of nouns we use in our writing!
Can you think of some more examples? How many can you find in the model text? Let's write them down on the next slide!

- **Concrete nouns:** the general names for people, places and things that you can see/touch/taste/smell etc. e.g. *ball, table, grass, pony, child*
- **Proper nouns:** special names starting with capital letters e.g. *Sarah, Dr Foster, Spain*
- **Collective nouns:** a word for a group of animals, people or things e.g. *gang, swarm, crowd, pair*
- **Abstract nouns:** something that exists but you cannot see/touch e.g. *love, dream, fear, hope*

Your Turn - list as many different examples of each type of noun from the text!

Concrete Nouns - names for people, places & things	Proper Nouns - special names that start with a capital letter	Collective Nouns - a word for a group of animals, people, things	Abstract Nouns - something that exists but you cannot touch/see it

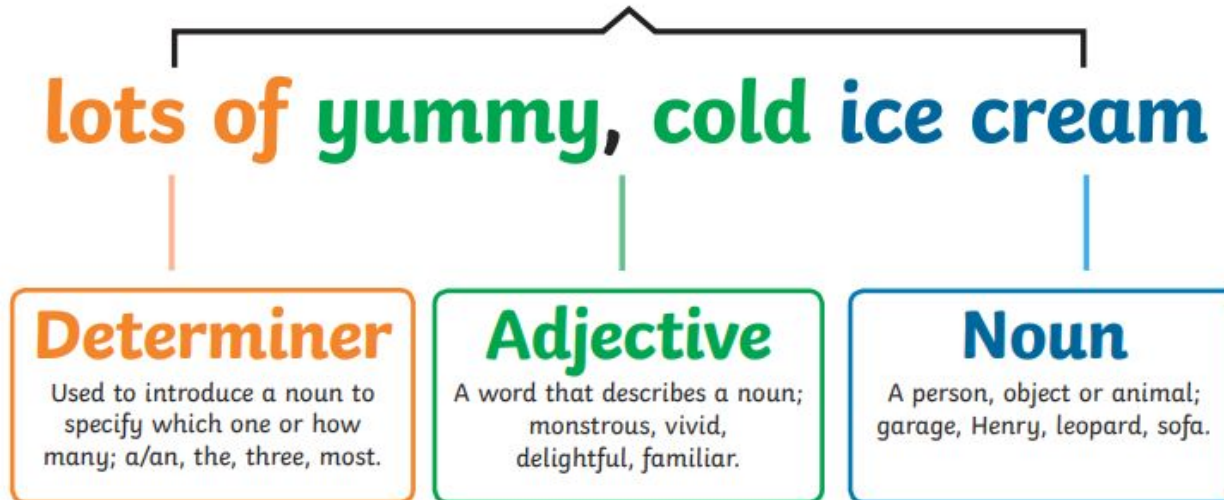


Today we are going to be looking at expanded noun phrases.

What is an expanded noun phrase? Have a think!

Expanded Noun Phrase

An expanded noun phrase is a phrase made up of **a noun** and **at least one adjective**.
If you list more than one adjective to describe the noun, you should add a **comma** to separate them.





1a. Rewrite the sentence below using expanded noun phrases. Use the word bank to help you.

The scientist panicked when his experiment started to go wrong.

intelligent dangerous creative

cool difficult tricky

Write your sentence again using different adjectives.



A

1b. Rewrite the sentence below using expanded noun phrases. Use the word bank to help you.

The astronaut put on her space suit and sat down, ready for take-off.

calm bulky brave

excited warm heavy

Write your sentence again using different adjectives.



A

Blank writing area for task 1a

Blank writing area for task 1b



5a. Underline the expanded noun phrase in the sentences below.

A. The old car with the rusty door had been left abandoned in the carpark.

B. The ravens soared majestically in the clear, cloudless sky.

C. The over-excited, friendly dog circled my legs before pouncing onto my lap.

5b. Underline the expanded noun phrase in the sentences below.

A. The large, over-grown garden was full of weeds and wild flowers.

B. The injured athlete that was sat with the medics watched over the race enviously.

C. The ancient city of Rome is home to attractions such as the Trevi Fountain and St. Peter's Basilica.



The rabbit ran across the road.

>

Slowly, the sun rose in the sky.

>



Today we are going to be writing a short paragraph to describe the Cave of Curiosity using relative clauses.

Let's have a go at some of our own!

Relative Clause

A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.

- **James, who never does his homework, is very lazy.**

[the extra clause tells us more about James]

- **All the chocolate pudding was gone by the time I got in to lunch, which really annoyed me.**

[this refers to the whole previous clause about chocolate pudding]



Let's have a go at adding a relative clause to each of these sentences!

Miss Hinds stormed into the classroom.

>

The supermarket was very busy.

>

I threw the clothes into the washing machine.

>



Your Task - Use relative clauses to add more detail about what is in the Cave of Curiosity. Write your sentences below!

A large, empty rectangular box with a black border, intended for students to write their sentences.

The Cave of Curiosity

In the cave of curiosity, I created
an angry ant ambling along,
a terrified tarantula tickling a tornado
and a curious computer calling cautiously to the King.

In the cave of curiosity, I created
the sound of silence closing its lips,
a hummingbird's wings flickering,
as the sea silently scrapes the pebbles and ten tired lorries trundle by.

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In the cave of curiosity, I captured
the moon's cold gleam imprisoned in a box,
the joy of a merry-go-round as it spins like a feral ferris wheel
and the force of a rainbow as it dazzles the sky with a smile that stuns.

The Cave of Curiosity sounds
so interesting but I bet we can
think of another wonderful,
mysterious place to write
about!

Let's think of some places and some abstract nouns to try and think of a name for our new and exciting place!

Places	Abstract Nouns
-	-

Which one do you like the best?
Do our new places sound like nice places to be? Why?



Your Task -

Your going to be writing a short descriptive paragraph about your own place!



TalkforWriting

Your Task - Use your setting description from yesterday to draw your own setting!





Talk for Writing

Insert your drawing below or send it in on Class Dojo!

A large, empty rectangular box with a black border, intended for students to draw or submit their work.

History - 22.02.2021

Today's challenge is to create a timeline of events from WWII

You can use the images on the slides to help you create your own timeline of the events of WWII.

There are also three examples for you to have a look at on the next slides - you can magpie ideas from these - or use your imagination and create your own in your own unique style.

Dojos will be awarded for the best ones submitted.

There is a blank slide at the end of this presentation for you to put your timeline together on and then submit it.

World War 2 Timeline

1939
3rd September 1939, Britain and France declare war!



1st September 1939, Germany invades Poland.



Under the threat of German bombing, thousands of children are evacuated from major cities.



Japan bombs Pearl Harbour. **1941**

1940



Blitz on London begins.



America joins the war. The first troops arrive in Europe.

1943

1942

D Day - Britain, USA and Canada invade.



6th June 1944

1944

8th May 1945
Victory in Europe!



1945



Japan surrenders.

Here you can see a 'road map' of the events of WWII.

Look how they have included important dates and then inserted pictures that relate to the date/event.

It covers the whole war from outbreak to victory with some key dates/events in between.

History - 22.02.2021

Here is another example of timeline.

This time they have used a background and used a horizontal timeline.

It has lots of dates of key events during the time frame from outbreak to victory.

Could you make something like this ?



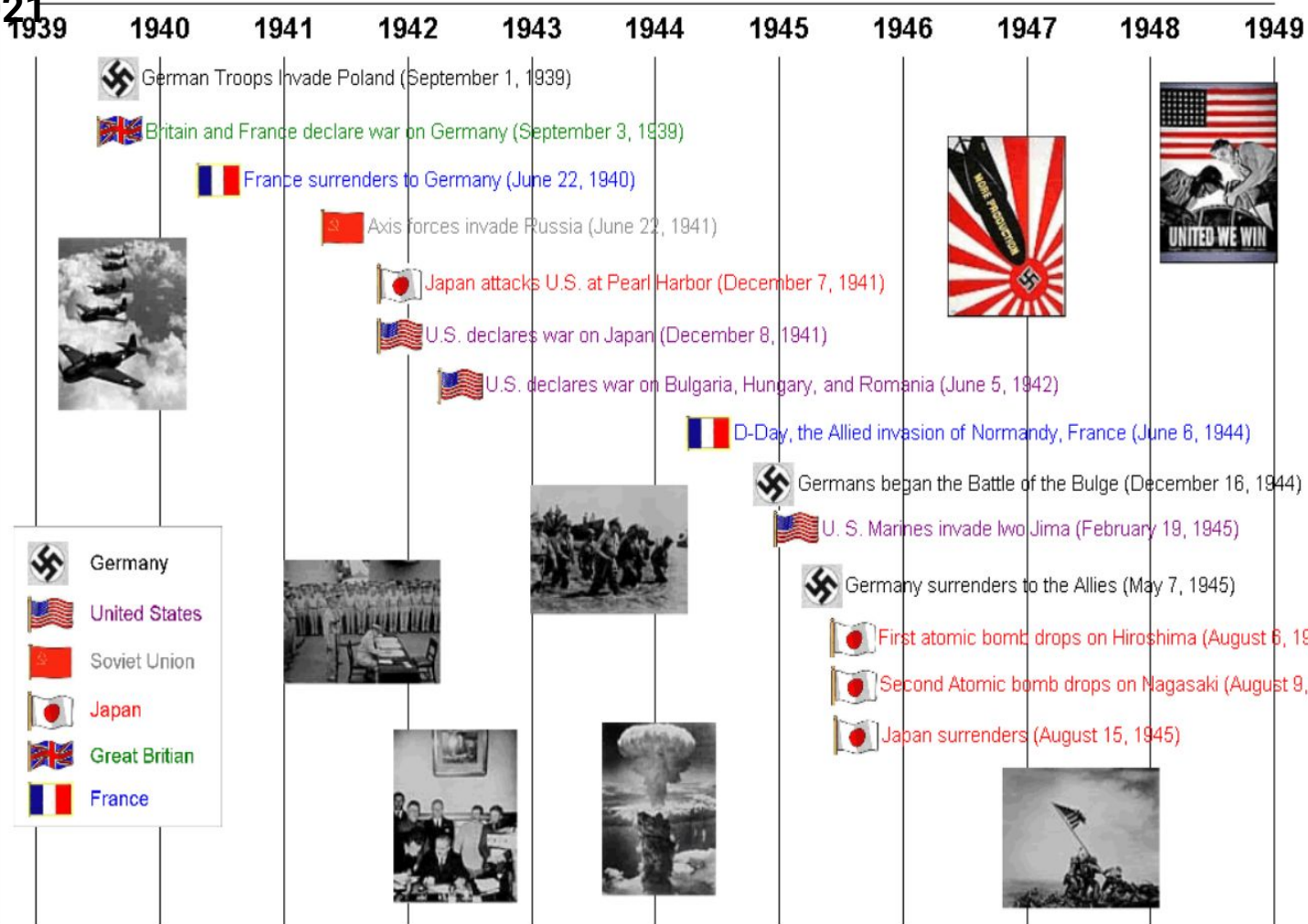
World War II

History - 22.02.2021

Here is another different timeline - just so you can see there are many ways you can look at drawing a timeline.

You can see when the events occurred from the dates along the top.

Pictures and dates have been added to highlight key dates and events.



10th May 1940

Winston Churchill

Replaces
Neville
Chamberlain as
British Prime
Minister.



7th September 1940

The Blitz

Nearly 2000
Brits killed or
injured in
London on the
first night
alone.



10th June Italy

Join forces with Germany and
enter the war.



1940

10th July Battle of Britain

The Luftwaffe
(German air force)
attempt to destroy
the British RAF
(Royal Air Force).



1940

21st September

Underground stations used
as public air raid shelters.



1940

November Coventry

10 hours
500 enemy aircraft
1000 casualties
4330 homes destroyed



1940

March

Morrison Shelters



Introduced
for people
without
gardens.

1941

10th May 1941

House of Commons

German air
raid destroys
the House of
Commons
and the
Holborn theatre.



28th September

Italy Surrenders



1943

10th October 1943

Italians swap sides

Italy declares
war on
Germany.



16th December 1944

Battle of the Bulge

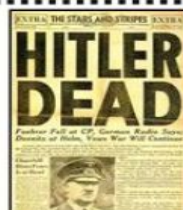
Germany launches
a final offensive on
the west, officially
called The
Ardennes
Offensive.



30th April

Hitler
commits
suicide

1945



6th June 1944

D-Day

Allied troops
land in
Northern
France for
the Battle of
Normandy.



11th September
US troops enter
Germany



1944

7th May
Germany Surrenders

German General
Alfred Jodl signs
an unconditional
surrender of all
German forces.

1945



8th May 1945

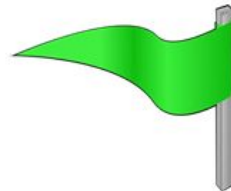
VE Day
(Victory in Europe)



My Timeline of WW1

History - 22.02.2021

Problem page: What's our starting point?



Imagine you are working for a teenager's advice column for a magazine or online forum.

Write a response to this concern:

Dear Ask Ali,

*I am really worried about starting secondary school,
what is the best thing to do?*

Nusrat, age 11



Starting secondary school/key stage 3



What feelings might a person might have?

Hopes and challenges

It's the night before Nusrat starts secondary school (KS3) and they're in their bedroom thinking about the next day. Nusrat's uniform is all laid out and their bag is packed and ready. Nusrat feels kind of excited, but a few things are worrying them too.

What might Nusrat be excited about (hopes) and worried about (challenges)?



PSHE - 22.02.2021

Parent

Eating a balanced diet that includes plenty of fruit and vegetables

Current class teacher

New Year 7 form tutor

Good friend

Friends in private chat group

Advice website
e.g. Childline or NSPCC

School social media platform

Someone they know in KS3
or 4

Family friend

Google

Family pet

School (pupils') online
chat group

How would each of these sources help Nusrat?

Managing challenges

How could Nusrat manage the worry?

What could be sources of help or support?



List your ideas here:



French - 23.02.2021

Today's French challenge..

Building on our French conversation

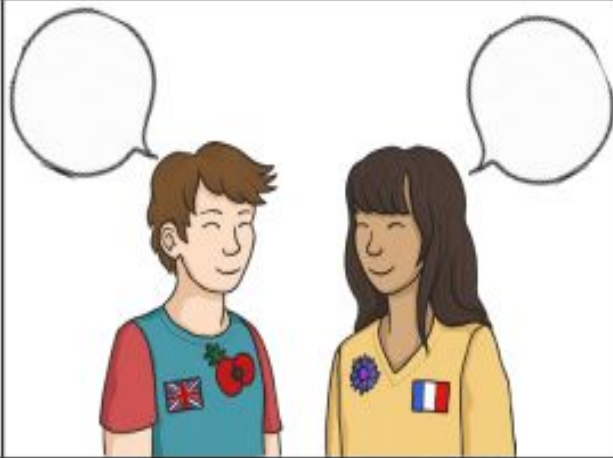
Let's revisit our friends having conversations, and this time let's use some of the questions and answers from today's lesson.

To improve your answers you may need to look back at some of the French we learned last half term; colours, food items, etc.

Use the next sheet and add in the questions and answers which the people might be asking and responding to.

Once you have finished all six boxes submit it for marking. In class you can write your answers in on the sheets provided for you.

French - 23.02.2021





Do walls divide us or protect us?



Picture News - 25.02.2021

What is happening in the news this week?



Egyptian authorities have recently completed a 22-mile (36km) wall around the tourist resort of Sharm El-Sheikh. Anyone entering the city by road will now have to pass through one of four gates equipped with cameras and scanners.

What do you know about Egypt?

Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Assembly [here](#).



sad angry happy confused excited worried shocked afraid

despondent
disconsolate
dismal
doleful
downhearted
forlorn
gloomy
melancholic
miserable
woeful
wretched

aggrieved
annoyed
discontented
disgruntled
distressed
exasperated
frustrated
indignant
offended
outraged
resentful
vexed

beaming
buoyant
cheery
contented
delighted
enraptured
gleeful
glowing
joyful

addled
baffled
bemused
bewildered
disorientated
indistinct
muddled
mystified
perplexed
puzzled

animated
elevated
enlivened
enthusiastic
exhilarated
exuberant
thrilled

agitated
anxious
apprehensive
concerned
disquieted
distraught
distressed
distracted
fretful
perturbed
troubled
uneasy

astonished
astounded
disconcerted
distressed
dumbfounded
horrified
staggered
startled
stunned
surprised

alarmed
apprehensive
daunted
fearful
frantic
horrified
petrified
terrified



Assembly Resource

*Read through the information about the resort of Sharm El-Sheikh and the new wall below.
Talk about what we think about the new wall, do we think it was a good idea?*

Where is Sharm El-Sheikh?



Sharm El-Sheikh is an Egyptian resort town between the Red Sea and the desert of the Sinai Peninsula. It is famous for year-round warm climate, clear waters and coral reefs. It is also world famous for its scuba diving due to the coral reefs there.



Assembly Resource

*Read through the information about the resort of Sharm El-Sheikh and the new wall below.
Talk about what we think about the new wall, do we think it was a good idea?*

Why was a wall built around
Sharm El-Sheikh?

For the past 5 years the holiday resort of Sharm El-Sheikh has had very few tourists due to it being considered a dangerous place to visit. The authorities there decided to build a wall around the resort to try to encourage visitors from other countries to return.



Pictured above: A popular beach resort in Sharm El-Sheikh



Assembly Resource

Read through the information about the resort of Sharm El-Sheikh and the new wall below. Talk about what we think about the new wall, do we think it was a good idea?



Pictured above: A section of the new wall around Sharm El-Sheikh showing a peace symbol.

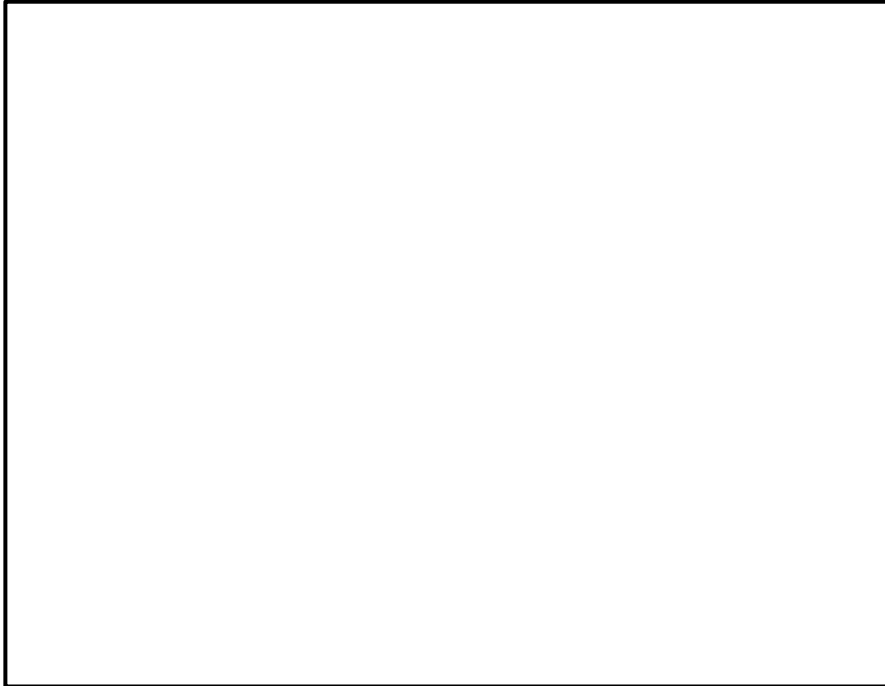
Who will the new wall affect?

The new wall has taken 3 years to build. It is 6m high, 37km long and made of concrete and wire. It's emblazoned with peace signs every 50m. Its aim is to ensure the safety of tourists, who will fly in and out through the local airport, and not to segregate the people living on the outside of the wall.



Resource 1

Look at the resource below, which shares examples of some walls we might find.



**What do you think
each of these walls is
used for?**

Resource 1

Look at the resource below, which shares examples of some walls we might find.

A stone wall
surrounding a field



A wall at a zoo



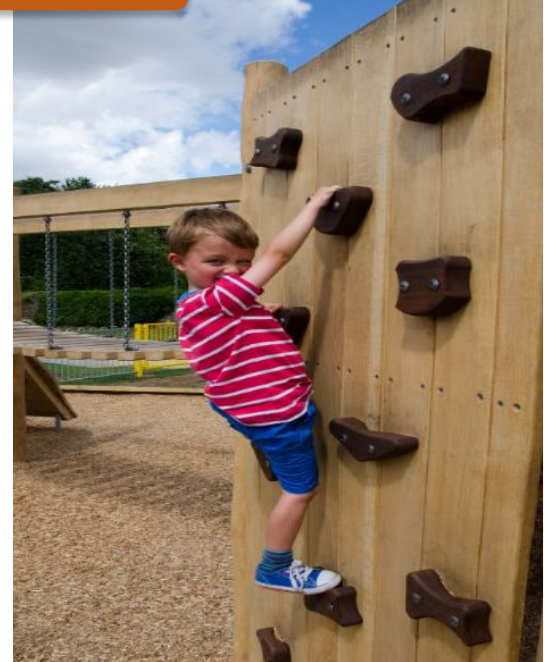
Resource 1

Look at the resource below, which shares examples of some walls we might find.



A flood defence wall

A climbing wall





Resource 1

Look at the resource below, which shares examples of some walls we might find.



A wall surrounding a school

Hadrian's Wall





Resource 2

Look at the resource below, which explores the benefits of tourism for some places.

Tourism

Tourism is an industry where people travel for pleasure. Often people select the area they travel to based on their interests e.g. a beach holiday, a holiday to learn about the history or culture of an area, an outdoor adventure holiday.





Resource 2

Look at the resource below, which explores the benefits of tourism for some places.

Tourism can benefit an area. Some of the positive impacts can be:

- more jobs created
- more money and wealth for the area
- more demand for local food and crafts
- local traditional shows are more popular meaning local customs can be kept alive
- new facilities built for tourists such as roads or swimming pools can also benefit locals
- historical, cultural and environmental preservation



Resource 2

Look at the resource below, which explores the benefits of tourism for some places.



**Can you think of any
other benefits?**

A large, empty rectangular box with a black border, intended for the user to write their answer to the question in the thought bubble above.



Resource 2

Look at the resource below, which explores the benefits of tourism for some places.

Do you think there are any negative impacts tourism might bring to an area?

A large, empty rectangular box with a black border, intended for the user to write their response to the question in the thought bubble.

Reflection

Walls can both protect us and separate us. It is important for us to consider the purpose of walls that are built and how they may affect those either side of it.

What do you think? Write on the bubbles on the next slide!

What do you think?

Write here..

Write here..

Write here...

Write here...

Write here...

Evolution and Inheritance Key Vocabulary

Read the words and then write one or two sentences explaining what the word means.

Key Vocabulary	Meaning (Start of Unit)	Meaning (End of Unit)
Variation		
Parent		
Fossils		
Identical		
Evolution		
Offspring		
Adaptation		
Non-identical		
Environment		
Inheritance		

Sort into inherited and acquired!

Inherited Characteristics Cards



Singing



Tongue rolling



Hair colour



Eye Colour



Playing a musical instrument



Swimming



Drawing



Dimples



Cleft chin



Reading



Riding a bike

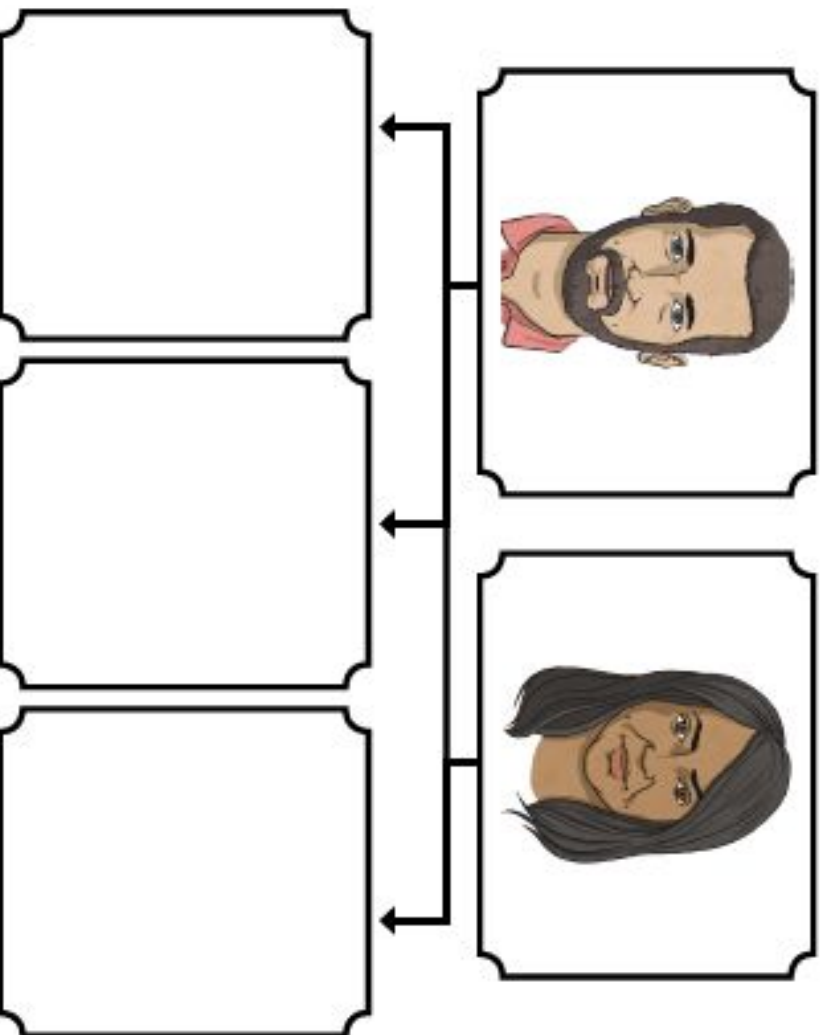


Freckles

How Might Offspring Vary?

While all siblings may share both parents and inherit the same characteristics, it does not mean that they are identical. There are many ways that the inherited characteristics can combine which explains why there is such variation.

Look at the parents below and then draw three different combinations of inherited characteristics. Remember to use characteristics from both parents!



Inherited Characteristics from Dad:

Inherited Characteristics from Dad:

Inherited Characteristics from Dad:

D&T - 26.02.2021

This term we are going to be building Anderson Shelters in design technology.

Your task this week is to **research** Anderson shelters and create a fact file of information about them! You can add images from the internet and be as creative as you like!

Friday 26th February

RE - 26.02.2021

LO: I am learning to talk about the influential people in my life.

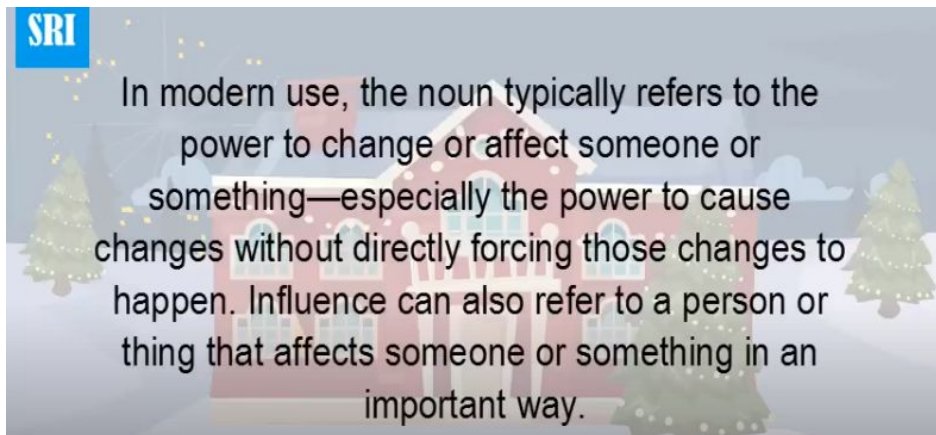
★ I can describe how people have influenced me in different ways and say why I think this happened.

★ I can explain how the influence people have had on me has affected what I see as important.

★ I can explain how I would like to be a positive influence on others.



People and our surroundings can influence our thoughts, feelings and actions!



Your activity...create your own map of people and events that have influenced the things in your life that are important to you.

My parents - loved me and this allows me to love others, including my own children.

My home - makes me feel warm and safe.

My best friend Michelle - introduced me to some amazing cake recipes.

Mrs Kadriu

Miss Parry, my GCSE maths teacher who believed in me and helped me gain the qualifications I have today.

My sisters - who are always introducing me to new experiences and making me more outgoing.

Being a teacher - makes me committed to others and work.

The hundreds of pupils that I have taught over the last 17 years

How have you influenced others?