

6MB Virtual Wonder Wall

THE BLUE DRAGON

Do you know what the magic power of the dragon? There are a lot of interesting facts to find out. The dragon is a mythical creature that has been around for a long time. It is said to be a mix of a lion, a snake, and a eagle. It is very fierce and can breathe fire. It is also very smart and can talk. It is a very powerful creature and is often found guarding treasure. It is a very interesting creature and is a great topic to write about.

What are the blue dragon abilities?

Blue dragons have special abilities like their back. They can fly in the sky and they can breathe fire. They can also breathe ice. They can also breathe lightning. They can also breathe fire. They can also breathe lightning. They can also breathe fire. They can also breathe lightning.

Where does the blue dragon live?

They live in the mountains. They live in the mountains. They live in the mountains. They live in the mountains. They live in the mountains. They live in the mountains. They live in the mountains. They live in the mountains. They live in the mountains. They live in the mountains.

What do they eat?

They eat fish, birds, and other animals. They eat fish, birds, and other animals. They eat fish, birds, and other animals. They eat fish, birds, and other animals. They eat fish, birds, and other animals. They eat fish, birds, and other animals. They eat fish, birds, and other animals. They eat fish, birds, and other animals. They eat fish, birds, and other animals. They eat fish, birds, and other animals.

Blue dragon

The blue dragon is a very powerful creature. It is a very interesting creature and is a great topic to write about. It is a very powerful creature and is often found guarding treasure. It is a very interesting creature and is a great topic to write about.



Write and improve and make a neat copy to put in a class book. Make sure it is presented with your neatest handwriting, that you have included images and captions to help the reader and that it is colourful.

Snow Dragon

This blood thirsty beast with turquoise blue scales, jet black eyes and carries as sharp as razor teeth and lurks around the enchanting, misty Himalayan mountains. This species of dragon usually lives in ice cold shadows and caves in the mountains. Their caves are hidden in the sides of freezing mountains concealed from other dragons or predators. His cave is full of bones and skulls of his victims as he is a bone-muncher a life-drainer, blood-sucker and a spine snapper!!! If you ever dare venture into this deathly den be sure to turn around instantly, even that might be too late... He could come for you next. Warning!!!!!!!

This powerful, life-drainer or a's Some would say (if they were still alive) a skull-crusher gives icy special spears out of a hole in the back of this machine's throat! Beware!

Its scales have a Snowy, Sapphire blue pattern making it easy to camouflage. **STAY AWAY**

Beware of this beast!!!!!!

By Harry Plumb
6MB



THE SECOND WORLD

The truck pulled up on the driveway of Alex's new house. "There is a surprise in the garden for you" said Mum. "Really?" Alex said excitedly. "Yes, quick, go and look!" said Mum happily while men around her hugged heavy moving boxes with all sorts inside. Alex slowly made his way to the back door of his new (and very huge) house. "Wow" Alex screamed. It was his very own treehouse with an extra long oak wooden ladder. He ran towards the ladder and began climbing up, up and up. When he got to the top, he opened the door - it was a new, wooden, well-looked after huge epic treehouse! He decided to invite his friends over. Although he had moved an hour's drive away from his old house, some of his friends were close enough to visit - he was so happy.

A time portal

Millie shook her long, brown hair into what resembled a ponytail. She always had trouble with her hair, it just didn't stay. 24-7 she'd be tucking strands behind her ear or blowing it out of her eyes. It's so weird, she thought, tucking a lock behind her ear, "why can't I have a ponytail of my own?" "Oh I know it's because I was born with brown hair a speckle of freckles across my nose and anyway, who'd want to read about a farm girl?"

As the world welcomed the first rays of sunlight, Millie was already out-feeding the sheep. As she turned round the sheep she had just fed started chomping. Immediately, Millie spun round and rooted around in the sheep's mouth. Inside the living room, Millie picks up what was in the sheep's mouth. It was a key. A key with intricate carvings. It looked old but well-looked after. Millie tucked it away for closer inspection later.

When she returns to her room, she finds that it's locked. How weird! She pondered, "I can't remember it ever having a lock. She remembered about the key that she had threaded with a ribbon and hung round her neck."

Dragon Fact File	
Some adapted Crimson Clouds have ice breath due to the ice they eat off mountains!!!!	
Name:	Crimson Cloud
Species:	Fire Eaters
Powers:	Fire and ice breath
Rarity:	Very unusual
Diet:	Anything hot
Habitat:	Volcanoes
Fun Fact:	They have recently been spotted on mountains eating ice!
Lifespan:	From 25-50 years

The Moseley children were excited. Lucy, Peter and Susanna were packing. While they were packing, Lucy got a key from her mother. But she didn't know what it was for. Once they had finished packing, they got on the train to their uncle's house. Once they reached their stop they got off and got a taxi to their uncle's house. Once at the house they introduced themselves. "I'm Peter, that's Tilly and that's Lucy," Peter said. After they introduced themselves, Mr Big told them to not open the door next to their bedroom. But Lucy was still curious what her key was for so she put the key in the lock of the door next to their bedroom. The key fitted, it turned and the door opened. Inside she found 3 glittery coats. It was very strange because above the hooks where their names. So Lucy got the others and they put on the coats and went through the portal.

The world was different, very different. It was full of rainbows and snowing glitter. Lucy liked the colour and the glitter. But Tilly and Peter thought it was too colourful and strange. Also Peter found a strange, glowing sword stuck in the stone.

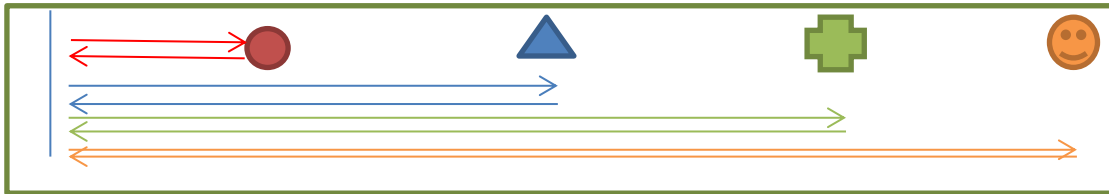
Then Tilly found a house covered in glitter that had a sign on saying Mr Popwell's house. Then a centaur (half man, half horse) came out of the mist of glitter. The centaur said, "My names Mr Popwell come and have

Physical and Emotional Well Being

- **Exercise**

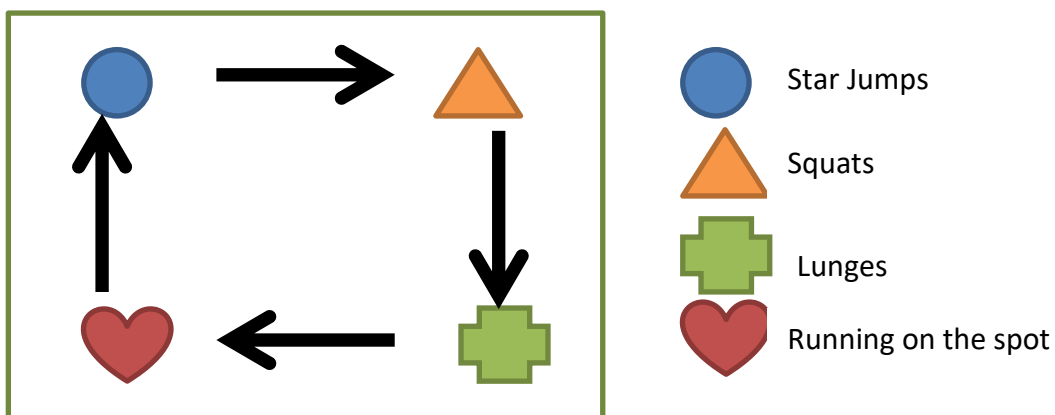
From what we gather, many of you have been joining in with the Joe Wicks workout which is brilliant. We wanted to post a few other ideas too.

- 1) **Shuttle runs** – using any equipment or markers in the garden (or any appropriate outdoor space) set out four different running points which are at different lengths from the starting position.



Run to the first marker, then back. Then the second then back and so on. Use a timer to measure how long it takes you to complete it. Can you improve on your times? Can you increase the distance in between each marker?

- 2) **Circuit training** – Create circuit, this will include a different challenges at each station. For example



You might like to create your own circuit or exercise. If so, let us know, we would love to have a look and share some of them with the rest of the class.

- **PSHE**

Over the past few weeks we have suggested discussion tools that you could use during this time being spent at home. This week we wanted to offer a few suggestions for things you could try individually. The hope is that these could be reflective tools to learn more about yourself.

Activity 1 – How do I Feel?

- What do you notice about your body? Do you feel well? Do you ever have stomach pains or a headache? When would you say you feel like this? Would you like to write something about it, discuss it or make a drawing about it?
- How does your body feel when you wake up? Do you feel well rested or tired?
- Here is a thermometer. Copy one out seven times to represent every day of the week. Each day fill in the thermometer to indicate how you feel (tired at the bottom, well at the top). What do you notice?



Activity 2 – Mindful Walking

- When you run up the stairs really fast, are only your legs running? Is anything else running too? Please note exactly which muscles are getting in on the action.
- When you suddenly stop running, what do you notice about your body? What about your breathing, your muscles, your heartbeat?
- Please note how often you automatically break in to a run and see if you can walk at a regular pace instead?

Remember – there are other lovely activities on the ELSA website to support with emotional well-being:

<https://www.elsa-support.co.uk/roll-a-positive-question/>

Suggested Daily Activities

Maths

Times Tables Rockstars

Keep up the great work on here – we can see that more of you are logging on and hopefully you are noticing an improvement in your personal recall speed. Here is our ‘heat map’ for our recall time (as a class) on the different multiplication facts since last week. *Notice – we recommend that you allow a maximum of 20 minutes a day*



White Rose Maths Lessons – Angles (cont.)

Some of you may be at different stages with the White Rose resources due to various reasons. **Please note** – information in our letter is based on **Summer Term Week 2**.

Summer Term Week 2 (27.04.20) on White Rose will continue to build on your work last week linked to angles and will progress to some problem solving activities. You can find the link to the suggested daily lessons here: <https://whiterosemaths.com/homelearning/year-6/>

Mr Beard and Mrs Allen’s Top Tips

- There are different types of quadrilaterals (parallelogram, rhombus, trapezium etc.) – it may be worth double checking what these are and discussing their properties.
- All of the internal angles in a quadrilateral add up to 360°
- Make sure you use what you know when finding missing angles. E.g. If I have 3 angles I can add them together to find the difference from 360° to give you the angle.
- Polygon – remember it is any 2D shape with straight edges.
- Some shapes you are able to split in to triangles – remember all the interior angles in a triangle add together to make 180°
- Exterior angles is the number of degrees around the vertex.

Optional tasks:

Below are also some extra activities you can complete if you wish. Please feel free to contact us if there are any areas you would like a Maths challenge based around. If so, we will try our best to include them next week.

Activity 1 – [Translations](#)



In the Past

Mosaics are pictures or designs made with small pieces of coloured material such as glass or tile stuck onto a surface. Ancient Romans, Greeks and Egyptians, and many other ancient civilisations all produced elaborate mosaics to decorate large homes and important buildings.

Look at these examples of mosaic border patterns.

They all show examples of translations.



Investigate mosaic border patterns.

Draw and colour your own mosaic border pattern involving translations.



Activity 2 – [Puzzle pack](#)

MATHS PUZZLE BOOK

VOLUME TWO

Here is the second volume of challenges were created and adapted by Douglas Buchanan. The link to Volume 2 is below

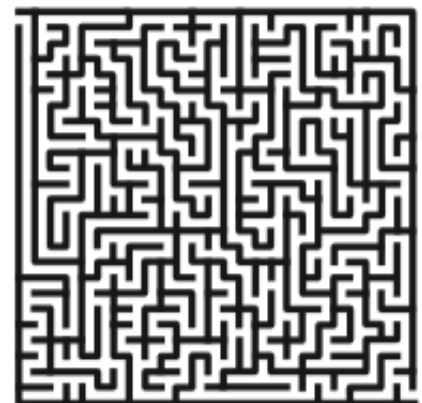
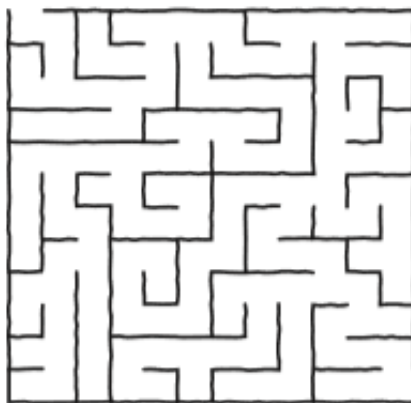
<https://dcbeagle.com/Maths%20Puzzle%20book%20Vol%202.pdf>

Activity 3 – [Position and Direction](#)



Construct

A maze is an area of interconnected paths that it is hard to find a way through. They are usually designed in a garden with hedges between the paths.



Design your own maze.

Swap your maze with someone else who has designed a maze.

Find your way out of their maze!

What makes a good maze? Write some rules for designing a good maze.

English

Spelling

Well done for continuing to work hard on the set Spelling Shed words. This week's school league results are as follows:

6NA – 2nd

6MB – 8th

Next week's words - Challenge Words List 6: amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth

Remember that just 10 minutes practice a day can make a huge difference!

Reading

It's so good to hear that many of you are continuing to read a wide range of genres by a variety of different authors. If you have particularly enjoyed a book and think that your classmates would also like to read it, feel free to let us know and we can recommend these in next week's newsletter.

Books can be accessed at <https://readon.myon.co.uk/index.html> and you can complete the associated Accelerated Reader Quiz once you have finished it.


Creative Writing Task – The Monsters' Alphabet

Read the poem below, 'The Monsters' Alphabet', by Pie Corbett. What do you notice about the structure, layout and rhythm?

The Monsters' Alphabet

A is for alligator, loose in the sewer,
B is for boggart, clutching a skewer,
C is for cat burglar, chasing a cat,
D is for Dragon, now how about that,
E is for elf, stealing the hour,
F is for fairies, hidden in flowers,
G is for ghost, almost unseen,
H is for Hag, queen of the scene,

I is for ice bear, roaring aloud,
J is for jealousy, spoiling the crowd,
K is for King Kong, climbing a tower,
L is for long-lost souls, draining your power,
M is for minotaur, prowling the maze,
N is for nuisance, lost in a haze,
O is for Ogre, up with the lark,
P is for prince, lost to the dark,
Q is for queen, holding a comb,
R is for robber, inside your home,
S is for sprite, alone in the night,
T is for troll, afraid of the light,
U is for unicorn, prowling the city,
V is for vampire, without any pity,
W is for werewolf, all hair and teeth,
X is for X-ray, unveiling the grief,
Y is for yeti, deep in the snow,
Z is for zealous, the deadliest foe.



This week, you will have an opportunity to write your own 'alphabet poem' around a theme of your choice. You might want to keep to Corbett's monster theme and create your own monster alphabet, or create an alphabet poem of gruesome snacks a monster might want to eat. You could also adapt this style of poem to your own theme – maybe sports, music or food! The choice is yours.

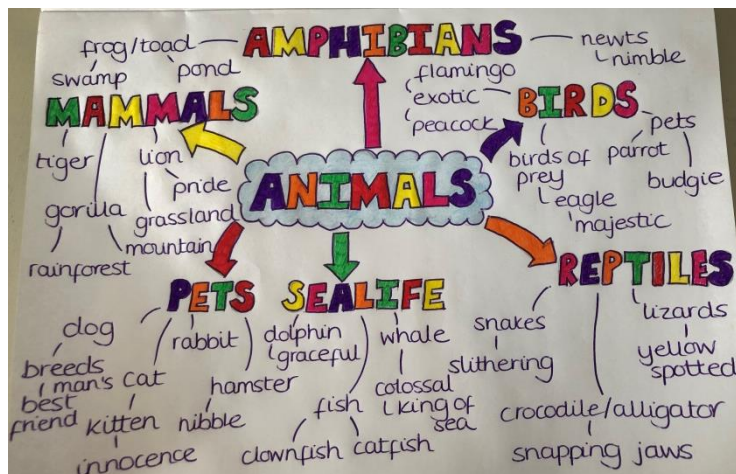
Session 1 – Mind-mapping

Mind-map your initial ideas for the theme you want your poem to be based around. You could include words, phrases and illustrations to record your thoughts. As your mind-map comes together, consider how you might be able to use a range of words beginning with different letters of the alphabet.

The following website has some nice examples of alphabet poems which might help inspire you. Themes include aliens and even World War II:

<http://angelaspoeems.com/category/poem-forms/alphabet-poems/>

Here is an example of how you could set out your mind-map:



Session 2 – Forming Lines

Using the ideas from your mind-map in Session 1, have a go at listing opening lines that you could use in your poem. You could play the 'Alphabet Game' with a partner at home to get your inspiration flowing: work your way through the alphabet taking it in turns to name something linked to the theme of your poem taking notes of good ideas as you go.

E.g. The Animals' Alphabet

A is for alligator...

B is for bear...

C is for clownfish...

D is for dog...

Remember –you don't need to include every letter of the alphabet if a letter doesn't fit with your theme. You might want to focus on one half of the alphabet or even just random letters.

Session 3 – Exploring Rhymes

Activity 1: For each of the following words, find as many words as you can that rhyme with it:

score - _____ play - _____ land - _____ sweet - _____

cloud - _____ home - _____ ball - _____ game - _____

Activity 2: Create as many pairs of rhyming words for the theme you have decided on as you can.

E.g. Animals

bite – flight

snap – flap

howl – growl

squeak – beak

wood – stood

roar – adore

crawl – tall

glide – wide

This online rhyming dictionary is a great tool if you are stuck for ideas: <https://www.poetry4kids.com/rhymes/>



Extra Challenge – In Pie Corbett’s ‘The Monsters’ Alphabet’, he almost doesn’t repeat the same rhyming sound in any other couplet. Can you have a go at doing the same in your poem?

Remember – your alphabet poem can rhyme like Pie Corbett’s but it doesn’t have to. Make sure your ideas make sense rather than rhyme two random words together that don’t quite work! If you can’t find a rhyme that works, focus on the rhythm of the lines instead.

Session 4 – Forming Couplets

Use your ideas from Session 2 and 3 to put together your couplets (groups of two lines in a poem).

Tip – Look at the rhythm of ‘The Monsters’ Alphabet’. Each line has four ‘beats’ as you read it aloud adding to the overall effect of the poem. Can your lines fit with the same rhythm?

E.g. The Animals’ Alphabet

A is for alligator, snapping its jaws,

B is for bear, licking its paws,

C is for clownfish, brightening the sea,

D is for dog, chasing a bee,



Session 5 – Final Production

Have a read through your poem. Are there any words that you could find more ambitious synonyms for using a thesaurus? Are there any spellings you are unsure of that you could check using a dictionary?

Now you can produce a final version of your poem. You could write or type your final draft in a font of your choice, illustrate it or even record yourself performing it. We look forward to seeing your creativity!

Finally...



A little message from us... **(Please meet Miss Sopp too☺)**

Take care, keep safe and we hope to speak soon.

Best Wishes

The Year 6 Team

Contact Details

mike.beard@bridge.kent.sch.uk

natalie.allen@bridge.kent.sch.uk