



Key Stage 2 Weekly Learning Guide

Year: 6, Elm and Oak	Theme: The Leaders of WW2	Week beginning: 18.5.20
Daily Activities		
Wake up & Shake up 20 - 30 mins	Exercise with Joe Wicks, go for a walk, run or dance, practise your football skills in the garden. Keep a skills diary e.g. how many keepy-uppies can you do over the course of a week or how many seconds you can hold a plank for.	
Reading - 20 mins	Read a reading book from home, school or online. Complete the "Take 5" comprehension sheet, using good quality reading comprehension techniques. This week is 'Cosmic'.	
Maths - 30 mins	Log on to Mathletics or PurpleMash and practise a key skill listed below. Have a look on Google Classroom for the extended maths projects: https://nrich.maths.org/1070	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness.	
Times Tables - 10 - 15 mins	Log on to Time Tables Rock Stars or Mathletics to hone your times tables and arithmetic skills. Lower your TTRockstars speed to under two seconds per question.	
Spelling - 5 - 10 mins	Practise your weekly spelling list and put your spellings into sentences. Challenge: can you write a silly short story using ALL your spelling words?	
Writing - 30 mins	As lots of us were due to go on school journey this week, we would like you to write a diary entry about your thoughts and feelings on a journey of your choice. See the writing prompt worksheet for some ideas.	

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> Understand how to add, subtract, multiply and divide fractions Understand simple algebraic equations and how to find unknowns Understand how to convert between different metric measurements Understand how to convert between key metric and imperial measures e.g. km - miles Confidently convert between fractions, decimals and percentages Multiply and divide by 10, 100, 1000 confidently and quickly 	<ul style="list-style-type: none"> Be able to decode increasingly complex texts Understand how to infer meaning from texts (reading between the lines) Ask questions about the author's motivations for using certain words or sentence structures Be able to answer a range of different comprehension questions related to texts that you have been reading Understand how to write short summaries of fiction and non-fiction texts 	<ul style="list-style-type: none"> Using simple SPaG conventions consistently and correctly i.e. capital letters, full stops or other ending punctuation Writing developed noun phrases with ambitious vocab Use varied sentence structure, thinking about sentence openers to excite the reader e.g. fronted adverbials Use interesting punctuation to engage your audience e.g. semi-colons, brackets and exclamation marks

Weekly Activities

Geography/History For your history task this week, we would like you to write a news article about one of the most important events of the war: D-Day. D-Day was an incredible feat of cooperation from the Allies and involved people from all the Allied nations working together for the common goal of toppling the power of Nazi Germany in Europe. You can use this video as a starting point: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf49rj6 Other useful websites to use for this assignment are Ducksters History, Kiddle Encyclopaedia and Swiggle.	PSHE This week in PSHE, we would like you to create a presentation on the SMARRT Internet guidelines that you have been learning about in Jigsaw. Your audience for this presentation are adults that are perhaps confused about how the Internet works and how we can best navigate the Internet safely. You are the experts in this area! Present what you know about Internet Safety in an engaging and interesting way. Remember to make sure to include all the information about what each of the parts of SMARRT are and why they are important. You may even want to include your own diagrams to organise your ideas.
Science and Art This week we would like you to combine your science and artistic skills. Last week you looked at how an animal has adapted to live in its particular environment. Now we would like you to choose an environment and invent a new animal that could survive there. Choose from a desert, tropical rainforest, the ocean, the arctic or the English woodland. Then use your artistic skills to invent and draw an animal and your scientific skills to label its features that allows it to survive there. For example, to live in a desert, I would draw an animal with large feet so it can walk on the sand easily.	

Imagine you are going on a journey...

Write a diary entry on the start of your journey, maybe you are travelling in a car or on a train. What emotions are you feeling? Who are you with? Where are you going?

Are you...

- Scared
- Anxious
- Confused
- Excited
- Apprehensive
- Eager

Could you link it to a place or character in the book you are reading?





Mystery Matrix

x						
	32			40		
					49	
			22			
		15				27
			24			
					42	

x						
	32			40		
					49	
			22			
		15				27
			24			
					42	

Group 1

heel

heal

weather

whether

multiples

polygon

thousands

hundreds

hundredths

numerator

Group 2

heel

heal

weather

whether

multiples

polygon

thousands

hundreds

hundredths

numerator

Group 3

borough

plough

drought

doubt

doubtful

island

solemn

thistle

knight

lamb

Y3 -Y6 Spanish Work Summer 1 Wk 5 - 18.05.20

I need your help to complete the work for our international project. **You can do this work in any language you like.**

I'm looking for traditional recipes from the different cultures at Cherry Tree to share with our Spanish friends.

I was hoping for things like, homemade fish and chips, Lancashire hot pot, Toad in the Hold, Yorkshire puddings, Shepherd's pie, cottage pie, Full English breakfasts...I am also looking forward to recipes I do not know like...

Scottish Haggis, Indian Daal or Saag Aloo, Kenyan Irio, Polish Barszcz, Romania Sarmale, Jamaican Bammy bread, In fact anything you would like to share internationally.

If you could include any ingredients we grow on our school allotment that would be even better but not essential. The vegetables or herbs we are growing are...

Broccoli	cucumber	tomatoes	garlic
Chives	courgette	onions	spring onions
Beetroot	sweetcorn	wheat	lettuce
Carrots	beans	French beans	

I want to put recipes into a book and print two copies one for our school and one for the Atalia. So if you would like to include photos of yourself cooking the food you can. (You

must have permission from your parents for photos to be published or you could just take photos of the equipment used and your hands doing the cooking.)

Send your photos and recipes to
gcocks@cherrytree.herts.sch.uk

Here are two examples I have prepared.



Ingredients

400g strong white
bread flour
3.5g dried yeast
1/2 tsp salt
1/2 tsp sugar
250ml warm water
2 tsp olive oil
400g tinned plum
tomatoes
100g mozzarella
cheese
Some black olives
Fresh basil



Method

Put flour salt sugar
and yeast in a bowl,
add the warm water
and olive oil slowly.
Mix together until
the dough becomes
sticky.

Knead the dough and
then set aside for
half an hour in a
warm place to rise.

Preheat the oven to gas mark 220°C
After the dough has risen it can be divided into two to make two pizzas.
Stretch and flatten the dough.
Drain the tomatoes, chop and spread them over the base.
Then sprinkle chopped olives and mozerella cheese.

Ask an adult to put it in the oven for 10 mins.

Enjoy!

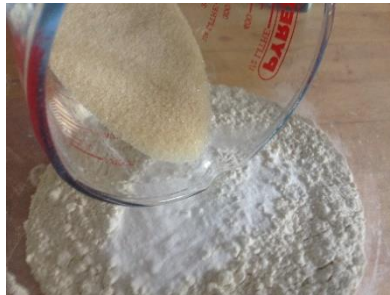


Miss Cocks' English Tea Scones



Ingredients

225g/8oz self
raising flour
pinch of salt
55g/2oz butter
25g/1oz caster sugar
150ml/5fl oz milk
1 free-range egg,
beaten, to glaze
(alternatively use a
little milk)



Method

1. Heat the oven to 220C/200C Fan/Gas 7 and lightly grease a baking tray.
2. Mix together the flour and salt and rub in the butter. Stir in the sugar and then the milk to get a soft dough.
3. Turn on to a floured work surface and knead very lightly. Pat out to a round 2cm/ $\frac{3}{4}$ in thick. Use a 5cm/2in cutter to stamp out rounds and place on the baking tray. Lightly knead together the rest of the dough and stamp out more scones to use it all up.
4. Brush the tops of the scones with the beaten egg. Bake for 12-15 minutes, or until well risen and golden-brown.
5. Cool on a wire rack and serve with butter and good jam and maybe some clotted cream.



Take 5: Ideas for Independent/Home Learning

Cosmic by Frank Cottrell Boyce (Macmillan)



1. Explore it

Read the extract from the book below, thinking about what is happening and the characters you meet:

On my very first day at Waterloo High, I was the tallest person on the lower-school site.

The new uniform Mum had bought at the beginning of the summer didn't fit any more and they had to send off for an extra-large lower-school blazer. I got a special dispensation to wear my own clothes for the first half-term.

When we went to get my travel pass for the bus to school, the woman in the office wouldn't believe I was school age so we had to go home and get my birth certificate. And then the next morning, when I showed it to the bus driver, she wouldn't believe it was mine, and I had to get off the bus and text Mum, and she came down and explained to the driver of the next bus that I was unusually tall for my age.

'It's not the height, love,' said the driver 'It's the stubble.'

Mum said, 'Am I going to have to do this every morning?'

'Only till we all get used to him.'

In the end, Mum sent off for a passport for me. I kept it in my pocket in case I got questioned again. Dad said, 'That'll keep you out of trouble.'

How wrong can a person be, by the way?

Dad also gave me his old mobile phone, so that if he ever lost me again he would be able to find me. His phone's got DraxWorld on it. In case you don't know, that's this cosmic application that shows you your present location, directions to anywhere from anywhere, and also live satellite photographs of anything in the world. You can use it to look at

volcanoes erupting. Tidal waves. Forest fires. Anything. Dad uses it to make sure the traffic is flowing smoothly on the bypass.

That first day at Waterloo High, I was on DraxWorld all the way to school on the 61. I used it to look at theme parks and thrill rides. I found Oblivion in Alton Towers, Space Mountain in Eurodisney, the Terror in Camelot, Thunder Dolphin, Air... all of them. As the bus was crawling along Waterloo Road I typed in Waterloo, wondering if I'd be able to get a satellite view of me on the bus. Instead the screen filled up with ten thousand options. There were Waterloos everywhere. Waterloo Station in London. Waterloo the port in Sierra Leone. Waterloo in Belgium. You could go round the whole world from Waterloo to Waterloo.

I found Waterloos with waterfalls, Waterloos in the jungle, Waterloos in snowy mountains and Waterloos with sandy white beaches. I couldn't figure out why anyone who wanted to live in a Waterloo would think — yes, Waterloo, but not the one with the big beach, or the limitless white wastes of Siberia; no, the one with the flyover, handy for the New Strand Shopping Centre.

DraxWorld gives you directions to anywhere, so it's not like it would be hard. If you were a proper grown-up and not just a stubby boy — if you were my dad, for instance - all you'd have to do is fill your car with petrol, turn left, turn right, go straight on and next thing you know: white beaches, snowy mountains, coral reefs. Truly, grown-upness is wasted on grown-ups.

What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences? Now, think about how this extract makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How? Think about how it is written. Do any parts of the extract really stick in your mind? Which words and phrases do you like best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind?

Think about Liam, the central character whose voice we hear. What do you think you know about him, his start to secondary school, his family situation? What can you tell about his life from the words that you see? What kind of personality do you think he might have? How would you describe him? What clues do

you get to the time and place the story might be set? Does it remind you of real life and the present day, or are there things that suggest the way the story might develop?

2. Illustrate it

Re-read the passage, or ask someone to read it to you, or maybe record it for yourself so you can play it over again. After you have read the extract a few times, think about what you can see in your imagination – people, places, objects or events; whatever stood out most to you. Then take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope, letter or cereal packet; whatever is to hand if you don't have paper. Draw what you see in your imagination; anything that captures the place and the mood of this story opening. It might be interesting to share the passage with a friend or family member and see what they draw, then compare it with what you have drawn: did you draw Liam alone, or with his mum and dad, or on the bus, or maybe you drew the DraxPhone screen? Remember, everyone has their own ideas and imagines things their own way. This is a good thing! Add any words and phrases that have helped you make your picture, which might come from the passage or from your own imagination.

3. Talk about it

- How do you think Liam feels to be starting a new school? How did you feel when you started a new school, or a new year group with a new teacher?
- How do you think these feelings might be affected by the fact Liam feels different from other boys his age?
- How do you think Liam and his mum and dad all get on? What clues do you get about their different interests and personalities? How does this compare to your own family or to other families you know?

4. Imagine it

Liam looks old for his age. In the story, this has some very interesting consequences. As he says, '**grown-upness is wasted on grown-ups**'. Imagine that, like Liam, you can also pass for someone older. How do you think this would affect you? Are there things that you might do although you're not supposed to do them until you're older? What kind of things would you want to do? Do you think you'd feel the same doing them – for example, driving a car – when you were 10 or 11 as when you were say 17 or 18? Why? Why not?

Why do you think there are restrictions on the age at which you can do certain things? Maybe you could make a 'bucket list' of things you'd like to do when you are old enough to do them. Or you could imagine things from a different viewpoint, as a grown-up (or someone like Liam who people think is a grown-up) and make a list of things you might miss doing when you are seen as too old to do them any more?

5. Create it

Liam has a DraxPhone, which sounds like an amazing device. Do you think Liam thinks his dad is making the most of it? Why? Why not? Think about the DraxPhone, and create a full-page advert for all of the incredible features you'd like your dream smartphone to have. Then write a letter to your family explaining why you absolutely have to have one before you start secondary school. What are the features that would appeal to them and let you have one? Are there any features you wouldn't want them to know about? How will you persuade them? You could share your advert and letter with friends or family and see what impact it has on them: can your friends suggest improvements? Would your family be persuaded?