



Key Stage 2 Weekly Learning Guide

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| Year: 6, Elm and Oak | Theme: The Leaders of WW2 | Week beginning: 11.5.20 |
| 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 'The Last Wild'. | |
| 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/1005 | |
| 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 | Have a look at the picture provided. Can you start a story for this picture? Try and leave your story start on a cliffhanger. | |

| 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 work this week, we would like you to look at the use of propaganda in different nations during WWII. Then, we would like you to select one propaganda poster that you find interesting and design your own WWII propaganda poster. Remember: a propaganda poster must have a short and strong message. For example, "make do and mend", "careless talk costs lives." You can use some of your persuasive writing skills to make your poster persuasive and impactful. Examples will be posted on the school website and Google Classroom to help you with some ideas. | PSHE For PSHE this week, your task is to look at the online safety scenario cards and write a response as to what would be the best way to manage these situations. For this activity, it is important that you remember the SMART Internet safety guidelines, as these will help you when responding to these scenarios. EXTENSION Imagine that your teacher has asked for you to create a safe chatroom for your class at school for homework help. As the admin of the chatroom, it is your job to set the rules and to make sure that people are following them. What would your set of rules be? How would you enforce these rules? What would the consequences be of not following these rules? |
| Science http://www.primaryhomeworkhelp.co.uk/adaptation.htm https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zxg7y4j Choose three animals and research how they have adapted to live in their environment. Try and be original and imaginative with your animal choice. | Art Zentangle art is a way of using repeated patterns to colour/shade a picture in. Draw the outline of one of the animals you chose for science. Then copy the attached zentangle designs or make up your own to colour it in. You can use colours or just black and white. |

Group 1

rain

reign

scene

seen

stairs

stares

tail

tale

which

witch

Group 2

rain

reign

scene

seen

stairs

stares

tail

tale

which

witch

Group 3

roughest

tough

toughest

cough

enough

though

although

dough

through

throughout

The SMARTT rules

- S** Stay safe by not posting or sharing private information or pictures
- M** Meeting someone you have met online can be dangerous. It is best not to do this at all but if you must, take a parent or carer with you.
- A** Accepting messages and emails or opening files, pictures or links sent by someone you don't know can be risky. They might contain viruses or have nasty messages or images meant to upset you.
- R** Reliable information is important. People online can be whoever they want to be and say whatever they like. Many things on the internet are fake. Check things out to make sure they are true or real by asking an adult you trust. If you like chatting online only do this with friends and family who you know in REAL life, and use your privacy settings.
- R** Rights and Responsibilities. Remember we have the right to be treated with respect online and we have a responsibility we do the same for others. If you are going to be unkind to someone online (because you feel you want to, or because others are encouraging you to), stop and think if this is the right thing to do.
- T** Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.

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1

Tomika has fallen out with Shima in her friendship group. Later that day Tomika receives messages from all her friends asking why she has been horrible to Shima and lying about her. Tomika is really annoyed because Shima is the one telling lies. She tries to speak to her friends in between classes, but they ignore her. Another girl called Violet says that Shima deserves to get trolled and encourages Tomika to send loads of abusive texts. Shima shares the texts with the rest of the group so they can all see Tomika's messages about her, and then she tells a teacher about it.

2

Mohammed is so excited as he has just got back from buying the latest videogame where you can play as a team with people online and run around shooting aliens and zombies. After setting up his profile and going online he gets a friend request from another player. He doesn't recognise the username but he checks out the profile and it's a boy about the same age as him. Mohammed accepts the request and puts on his headset to talk. The man on the other end threatens to hurt him.

3

Ethan is doing some research for his homework online when a message comes up on the screen saying 'Congratulations, you're our 1 millionth visitor! Click here to claim your prize.' Ethan wonders what it could be so he clicks on the link. It asks him to put in his personal details to claim the prize. He fills in the online form and clicks to send it. Nothing happens. Over the next few days he receives thousands of emails that block up his email account. Then his laptop crashes and he can't get it to switch on again. He has to get the laptop repaired. The lady in the shop tells him he has downloaded a virus and the only thing she can do is to wipe his laptop clean. She also says he needs to set up a new email account because his old one has been hacked.

Scenario 1

Type your answer here.....

Scenario 2

Type your answer here.....

Scenario 3

Type your answer here.....

EXTENSION - Class Homework Chatroom Task

Rules for **[insert your class here]** homework chatroom

Y6 Spanish Home Learning Spanish - Week 4 Summer 1 (11.05.20)

Los deportes

¿Qué deportes sabes practicar?



practicar

el ciclismo
el atletismo
la gimnasia
la natación

Sé

jugar

al fútbol
al tenis
al hockey
al rounders



¿Qué deportes te gustan?



me encanta



me gusta mucho



me gusta bastante



no me gusta



odio



Hint: Sports. In Spanish you can say you practise certain sports or that you play certain sports.

Se = I know

Practicar = to practise

Jugar = to play

La natación = horse riding

¿Qué deportes te gustan? =
What sports do you like?

You need to know the days of the week and then use the first sentence as your model.

These words will also be useful.

Climbing - escalar

Skiing - esquiar

Golf - golf

Running - correr

Los deportes

Alicia is very sporty. Write a sentence to describe what she does each day. Write in the 1st person (as if you are Alicia).

L



M



Mi



J



V



S



D



1 Los lunes juego al fútbol y practico la gimnasia.

2

3

4

5

6

7



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HERE!***



***-UNLESS WE
KEEP 'EM
FIRING!***



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DIG for Victory



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YOUR OWN
VEGETABLES**



WALTER DUNTON/FLAGG

**I WANT YOU
FOR U.S. ARMY**

NEAREST RECRUITING STATION

LOOSE LIPS



MIGHT Sink Ships

THIS POSTER IS PUBLISHED BY THE HOUSE OF SEAGRAM AS PART
OF ITS CONTRIBUTION TO THE NATIONAL VICTORY EFFORT

WINSTON CHURCHILL 1941, 1942

*"you buy 'em
we'll fly 'em!"*



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BONDS
STAMPS





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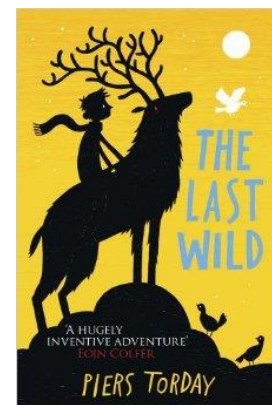


**MAKE-DO
AND MEND**

Take 5: Ideas for Independent/Home Learning

The Last Wild by Piers Torday (Quercus)

1. Explore it



- Look at the map from the beginning of the book. What do you notice about the map? What can you see? Do you think it is somewhere real or imagined? Does it remind you of anything you have seen before? What questions does it raise for you?
- Using your knowledge of other stories, you have read, or films or television programmes you have seen, consider what kind of story this might be. What predictions do you have? What do the words and visual details in the map suggest about the likely shape and content of the story? Where do you think the story might take place? Who do you think the characters might be? Why?

2. Illustrate it

Read this story opening. You might want to hear it read aloud as well as reading it for yourself.

My story begins with me sitting on a bed, looking out of the window.

I know that doesn't sound like much. But let me tell you where the bed is, and what I can see from it. This bed is right in the corner of a room only just big enough for it, and the bed is only just big enough for a kid my age. (Twelve – just about to be thirteen – and skinny.)

The window is the size of the whole wall, made of special tinted glass that means the room stays the same temperature all the time. The room is locked shut and you need an electronic keycard to open the door. If you could open it, you would be in a long corridor with absolutely *nothing* in it apart from cameras in the ceiling and a fat man in a purple jacket and trousers sitting opposite on a plastic chair. Sleeping, most likely.

This fat man is called a *warden*. And there are lots of them here. But I think he is probably the fattest.

The corridor with the cameras and the fat warden is on the seventh floor of a building which is like a big upside-down boat made of glass and metal. Everywhere you look there are reflections – of you, other faces, the storm clouds. The curved glass walls stretch all the way down to the edge of some very high cliffs – only grass and mud for miles around, with rocks and sea below. The cliffs are in the north of the Island, in the middle of the Quarantine Zone – far away from the city and my home.

The name of this building is Spectrum Hall.

Or in full: Spectrum Hall Academy for Challenging Children.

It's just like a big school mainly. Only the most boring school in the world, that you can never, ever leave.

And as for what I can see out of the window?

I know that what is really there is sea and sky and rocks, but the light in the ceiling bounces off the glass into my eyes. So when I look out into the dark sky all I can actually see is my reflection. That and the hairy grey varmint

- What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?
- Talk about how this story opening 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. What parts of this really stick in your mind? Which words and phrases do you like the best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind? What do other people think?

After you have read it a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. Maybe other people, your friends or in your family want to draw what they imagine as well. Remember, everyone has their own ideas and imagines things their own way. This is a good thing! To get started, ask yourself: *Where does this story begin? What happens? How do you know? How does it make me feel? How can I show this in a drawing?*

Re-read the opening and write some words and phrases that have helped you make your picture. Share what you have drawn with someone else: *Why have you chosen to draw it this way? Which words and phrases helped you make a picture?*

3. Talk about it

Re-read the text again and think more deeply about the narrator and the situation they find themselves in.

- *Where are they? What is it like there? How do you know?*
- *What does the name of the building ‘**Spectrum Hall Academy for Challenging Children**’, suggest about the narrator? Does this come across in their character from what you have read so far?*
- *What do the use of the words ‘**warden**’ and the phrases ‘**locked shut with an electronic keypad**’ and ‘**cameras on the ceiling**’ suggest about this place?*
- *Why do you think the narrator might be in this place?*
- *What do you understand by the phrase ‘**Quarantine Zone**’? What might this suggest about the action that might take place in the story?*

4. Imagine it

Think about the scene that you have read. What do we know about the narrator’s room? What do you think twelve and thirteen year olds usually like to do? What feels missing from the room of a regular twelve or thirteen year old? How do you think it might feel for the narrator to be held in this place? Have you ever been in a place where you have felt bored, trapped and unstimulated? What was it like? What suggestions would you give to the narrator to keep their mind occupied while stuck in this place?

5. Create it

Think back to the extract you read. Can you imagine what would happen if the boy in the story managed to break out of his room? What do you think would happen? Where might he go? What challenges might lie in his path? What adventures might he have? Draw and write your story ideas, trying out different ideas. Remember to use stories you already know and like for ideas. You could even publish your story in a handmade book by folding a piece of paper or on the computer, ready to share it with your teacher or your friends and family.

You can read the whole of chapter one from the book on Piers Torday’s website if you are able:

<https://www.pierstorday.co.uk/book/the-last-wild/>

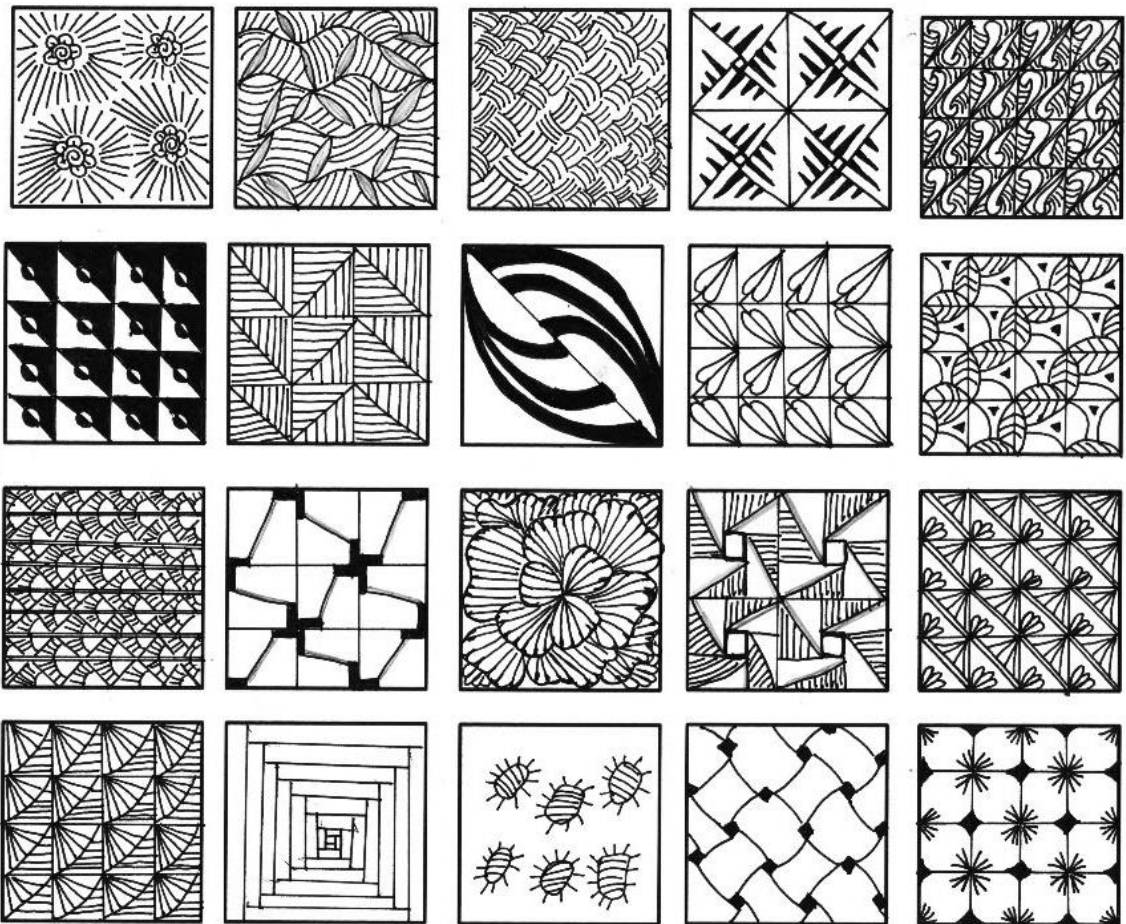
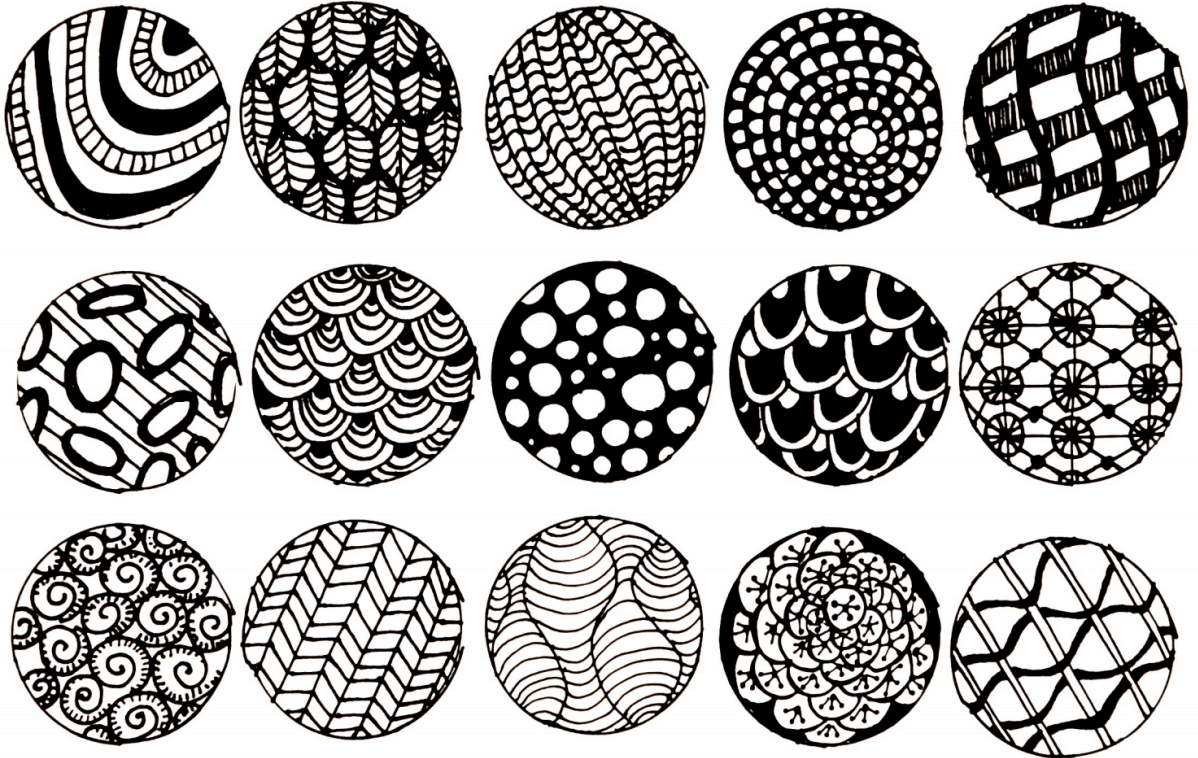
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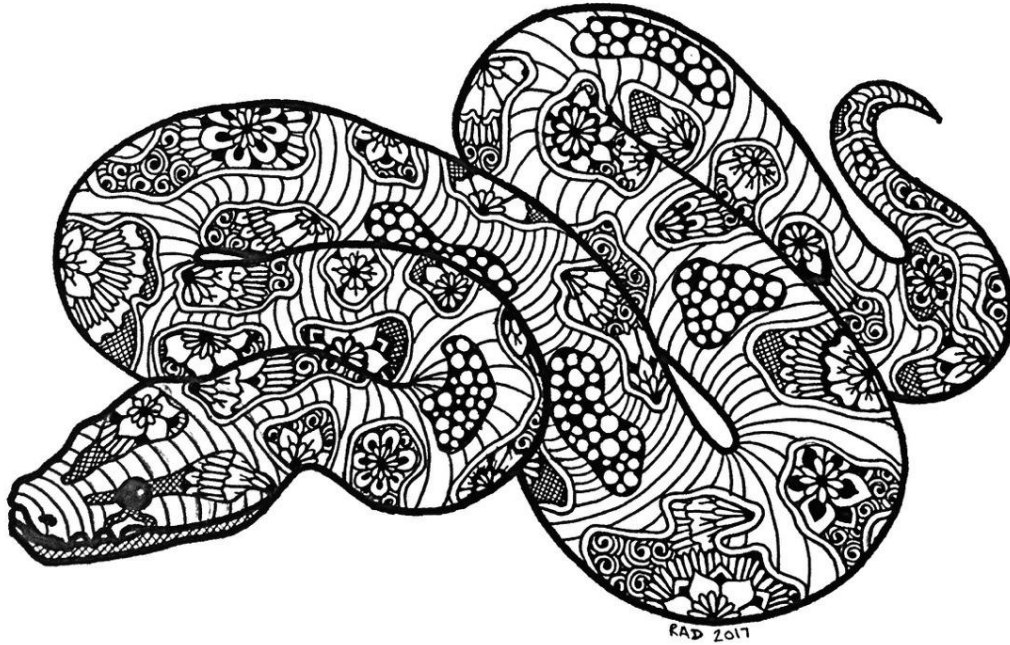
Write the beginning of this story and leave it on a cliffhanger.

Think about who? Where? How?





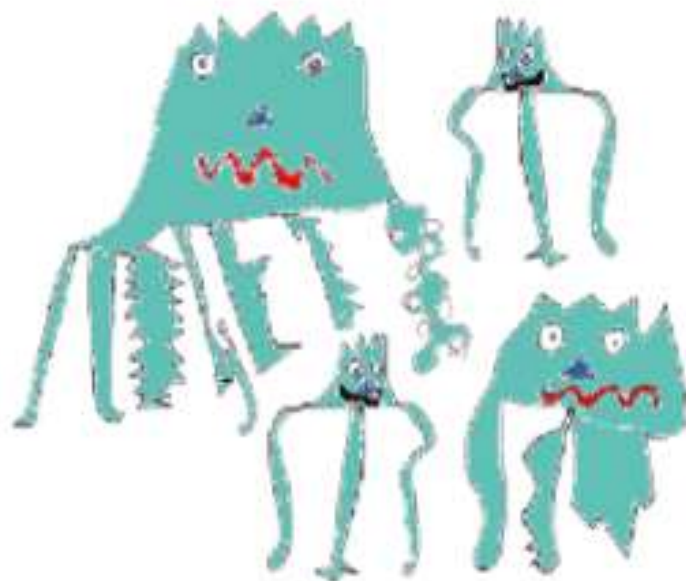
Examples



Zios and Zepts

Age 7 to 11 ★

On the planet Vuv there are two sorts of creatures. The Zios have 3 legs and the Zepts have 7 legs.



The great planetary explorer Nico, who first discovered the planet, saw a crowd of Zios and Zepts. He managed to see that there was more than one of each kind of creature before they saw him. Suddenly they all rolled over onto their backs and put their legs in the air.

He counted 52 legs. How many Zios and how many Zepts were there?
Do you think there are any different answers?