



## Key Stage 2 Weekly Learning Guide

<b>Year:</b> 6, Elm and Oak	<b>Theme:</b> The Leaders of WW2	<b>Week beginning:</b> 27.04.20
<b>Daily Activities</b>		
<b>Wake up &amp; Shake up</b> 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.	
<b>Reading</b> - 20 mins	Read a reading book from home, school or online. Complete the "Take 5" comprehension sheet, using good quality reading comprehension techniques.	
<b>Maths</b> - 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 project: investigating angles and shapes.	
<b>BREAK</b>	Eat a healthy snack, exercise or relax with some mindfulness.	
<b>Times Tables</b> - 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.	
<b>Spelling</b> - 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?	
<b>Writing</b> - 30 mins	Can you write an explanation text (non-fiction) on how to stay happy and healthy whilst at home? Check the school website and Google Classroom for a list of techniques to include.	

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

Weekly Activities	
<p><b>Geography/History</b></p> <p>This week in your history learning, we would like you to focus on the German WW2 leader Adolf Hitler. Specifically, we want you to focus on Hitler's motivations for invading other countries in Europe. For this research, you may want to look into the Nazi idea of Lebensraum, meaning a homeland for the German people. Once you have researched his motivations for invading different countries in Europe, produce a research piece about one of the Nazi invasions of a country in Europe. For example, you may want to focus on the Nazi German invasion of Poland or France. Focus on the military aspects of the invasions and the effects that these invasions had on the peoples of these countries. Use resources such as Kiddle to get your information for your research.</p>	<p><b>PSHE</b></p> <p>In Jigsaw this week, you will be looking into how we can help each other when things get "too much." Have a look at all of the scenario cards and write a response to each of these scenarios. What is each person in the scenario experiencing? Why are they feeling this way? Most importantly for this week's activity:</p> <p><b>What can they do to improve their mental health given their scenario?</b></p> <p>For instance, if a person in one of the scenario is struggling with their body image, what could they do to improve their mental health? Who could they turn to in order to help? How can they help themselves?</p>
<p><b>Science</b></p> <p>We inherit some of our physical characteristics (what we look like) from our family. Look at some photos of your family, what characteristics have you inherited and from who? Are your siblings the similar or different?</p>	<p><b>Art</b></p> <p>Practise some shading to bring your drawings to life. Choose one colour and use this to copy the dark shadow and light highlights of an object you would like to draw. Ideas - a piece of fruit, a flower or a leaf.</p>



## Group 1

allowed

aloud

accept

except

affect

effect

berry

bury

brake

break

## Group 2

allowed

aloud

accept

except

affect

effect

berry

bury

brake

break

## Group 3

deceive

perceive

conceit

deceit

protein

seize

diesel

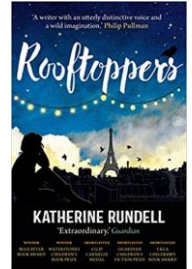
hygiene

pierce

retrieve

## Take 5: Ideas for Independent/Home Learning

### Rooftoppers by Katherine Rundell (Faber & Faber)



#### 1. Explore it

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

On the morning of its first birthday, a baby was found floating in a cello case in the middle of the English Channel.

It was the only living thing for miles. Just the baby, and some dining-room chairs, and the tip of a ship disappearing into the ocean. There had been music in the dining hall, and it was music so loud and so good that nobody had noticed the water flooding in over the carpet. The violins went on sawing for some time after the screaming had begun. Sometimes the shriek of a passenger would duet with a high C.

The baby was found wrapped for warmth in the musical score of a Beethoven symphony. It had drifted almost a mile from the ship, and was the last to be rescued. The man who lifted it into the rescue boat was a fellow passenger, and a scholar. It is a scholar's job to

notice things. He noticed that it was a girl, with hair the colour of lightning, and the smile of a shy person.

Think of night-time with a speaking voice. Or think how moonlight might talk, or think of ink, if ink had vocal chords. Give those things a narrow aristocratic face with hooked eyebrows, and long arms and legs, and that is what the baby saw as she was lifted out of her cello case and up into safety. His name was Charles Maxim, and he determined, as he held her in his large hands – at arm's length, as he would a leaky flowerpot – that he would keep her.

The baby was almost certainly one year old. They knew this because of the red rosette pinned to her front, which read, '1!'

'Or rather,' said Charles Maxim, 'the child is either one year old, or she has come first in a competition. I believe babies are rarely keen participants in competitive sport. Shall we therefore assume it is the former?' The girl held on to his earlobe with a grubby finger and thumb. 'Happy birthday, my child,' he said.

Charles did not only give the baby a birthday. He also gave her a name. He chose Sophie, on that first day, on the grounds that nobody could possibly object to it. 'Your day has been dramatic and extraordinary

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?
- What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?

#### 2. Illustrate it

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. It can be shapes or shading - anything that captures the place and the mood of this story opening.

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

- Return to the opening of the book think about the character Chares Maxim. What do you think about him so far? Why do you think that?
- Why do you think the author has described him in the way in which she has: 'Hair the colour of lightning.' Or 'Think of night-time with a speaking voice. Or think of how moonlight might talk, or think of ink, if ink had vocal chords.'
- What do you imagine when you hear these phrases? Is this similar or different to other character descriptions you have heard before? Do you like these descriptions? Why? Why not?
- If you were to describe someone you know in this way, what phrases might you use? What could you compare their hair to? How might you describe their voice? Are they more like daytime or night-time? Why?

### 4. Imagine it

The novel this extract comes from is called *Rooftoppers*.

- From what you have read so far, and what you can see on the cover, where you think the book may be set? What gives you this idea?
- When do you think it is set? Why do you think that?
- What do you think a 'rooftopper' might be?
- What do you predict will happen in the story?
- Who could the other character be that features on the front cover?



### 5. Create it

The majority of the story takes place in Paris, France. What do you already know about this city?

Depending on how much you already know, you could either create a guide to Paris for someone else or plan a series of questions that you would like to find out about this city. For example, what language do they speak? What currency do they use? What are the most famous sites in Paris? What kind of food do people like to eat in Paris? How can you get around the city easily?

You can find some information about Paris in this video: <https://www.bbc.co.uk/programmes/p0114qpq>

You can also find information on this website:

<https://www.natgeokids.com/uk/discover/geography/countries/facts-about-france/>

If you are able to, you might go to the library or look in books you have at home. This book list might help you: <https://clpe.org.uk/library-and-resources/booklists/paris-booklist>

## Y6 Spanish Home Learning Spanish - Week 2 Summer 1 (27.04.20)

We have learnt lots of Geography and History about Gijon and Watford.

Think of three things that is similar about Gijon and Watford and three things that is different about them. Write a description or draw/paint a poster that explains the similarities and differences. This is the sort of work that we could include in our cultural shoebox project.