



## Key Stage 2 Weekly Learning Guide

<b>Year:</b> 6, Elm and Oak	<b>Theme:</b> The Leaders of WW2	<b>Week beginning:</b> 5.5.20
<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. This week is 'Street Child'.	
<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 angle properties.	
<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	Have a look at the image attached. Can you write a setting description that shows the atmosphere of the picture? We will give you some hints of what 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>On Friday 9<sup>th</sup> May 2020 it is 75 years since VE Day. For your theme project this week, we would like you to research what the first VE day was like back in 1945. How did the Allied nations celebrate? What were they celebrating and why? For this research, please use the links that have been provided by Miss Wylie.</p> <p>To extend this further, you will then write a short diary entry in role as someone that is witnessing the first VE day celebrations in a location of your choice. You may want to define your role further, for example, a soldier returning from France to London on VE day. How would he feel? What would the first thing he would want to do?</p>	<p><b>PSHE</b></p> <p>For Jigsaw this week we are returning to the topic of bullying and looking specifically about power and control. This week, look at the scenario cards that you are given and think about what you would do in that scenario. How would you stand up for yourself? What would you do to stand up for yourself? Is it appropriate to stand up for yourself in that moment or should you perhaps wait?</p> <p>A second task to complete relating to those scenario cards is to think about the keywords of power and control. In these scenarios, who has the power and how to they use that power to control the person or people in the scenario? You could also reflect on how that power and control may make it difficult for a person to stand up to someone in a scenario.</p>
<p><b>Science</b></p> <p><a href="https://www.bbc.co.uk/cbbc/search?q=fossils">https://www.bbc.co.uk/cbbc/search?q=fossils</a>  <a href="https://www.dkfindout.com/uk/dinosaurs-and-prehistoric-life/fossils/">https://www.dkfindout.com/uk/dinosaurs-and-prehistoric-life/fossils/</a></p> <p>Can you conduct some research on fossils? What are they? What have we/can we learn from them? Display your research on a poster or a PowerPoint on Google Slides.</p>	<p><b>Art</b></p> <p>Try drawing a fossil that you have found a picture of whilst researching your science topic. Again, use shading and highlights to bring your drawing to life and make it look 3D.</p>





## Relationships

### Power and Control Scenario Cards - Ages 10-11 - Piece 4

A group of girls are bullying one of their classmates. Every time Ellie makes a new friend the group persuades the friend to join them and not be Ellie's friend any more. Ellie is lonely and doesn't understand why they are doing this.

Ben joined a gang but now he doesn't want to be part of it any more. The gang are always getting into fights and in trouble with the police. Some of the gang carry knives and sell illegal drugs. Ben has been told he is part of the gang now and if he leaves, he will be disrespecting them.

Faye and Alisha posted a photo of themselves in their prom outfits on social media without using their privacy settings. A man who they didn't know has liked their photo and has been private messaging with them ever since. He seems really friendly and is always saying things that make them feel grown up. The man has asked them if they would like to meet up so he can take them shopping. He has promised to buy them clothes and an iPhone each.

Jasper has recently arrived in this country from Eastern Europe. He doesn't speak good English just yet but is trying to learn fast. Some of the older boys are exploiting him by trying to teach him swear words instead of the correct words for things he needs at school.

Poppy and Argent's friendship group have been watching videos on YouTube that challenge or dare people to do different things. All of the challenges have been easy so far. Everybody in the group has done them and shared pics or videos online. Just lately one of the group has been encouraging them to look at videos of people doing more extreme challenges. These show people hurting themselves or doing something risky.



Write a setting description based on this place.

- Where/what is it?
- What can be seen, smelt, heard, felt?
- How long has it been here?
- What does it feel like to be standing in front of it?

Techniques to create an atmosphere

- Different length sentences (long sentences for description, short sentences for building tension)
- Impressive language to describe what is seen and felt
- Personification (e.g the windows stared like eyes)
- Ellipses (...)
- Mysterious ideas that make the reader ask questions (e.g Inside, a dark shadow glided past the glass)

## Group 1

flower

flour

grate

great

groan

grown

hole

whole

medal

meddle

## Group 2

flower

flour

grate

great

groan

grown

hole

whole

medal

meddle

## Group 3

siege

shriek

yield

ought

bought

thought

nought

brought

fought

rough

## Take 5: Ideas for Independent/Home Learning

### Street Child by Berlie Doherty (HarperCollins)

#### 1. Explore it

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

*Jim Jarvis hopped about on the edge of the road, his feet blue with cold. Passing carriages flung muddy snow up into his face and his eyes, and the swaying horses slithered and skidded as they were whipped on by their drivers. At last Jim saw his chance and made a dash for it through the traffic. The little shops in the dark street all glowed yellow with their hanging lamps, and Jim dodged from one light to the next until he came to the shop he was looking for. It was the meat pudding shop. Hungry boys and skinny dogs hovered round the doorway, watching for scraps. Jim pushed past them, his coin as hot as a piece of coal in his fist. He could hear his stomach gurgling as the rich smell of hot gravy met him.*

*Mrs Hodder was trying to sweep the soggy floor and sprinkle new straw down when Jim ran in. 'You can run right out again,' she shouted to him. 'If I'm not sick of little boys today!'*

*'But I've come to buy a pudding!' Jim told her. He danced up and down, opening and closing his fist so his coin winked at her like an eye.*

*She prised it out of his hand and bit it. 'Where did you find this, little shrimp?' she asked him. 'And stop your dancing! You're making me rock like a ship at sea!'*

*Jim hopped on to a dry patch of straw. 'Ma's purse. And she said there won't be no more, because that's, the last shilling we got, and I know that's true because I emptied it for her. So make it a good one Mrs Hodder. Make it big, and lots of gravy!'*

*He ran home with the pie clutched to his chest, warming him through its cloth wrapping. Some of the boys outside the shop tried to chase him, but he soon lost them in the dark alleys, his heart thudding in case they caught him and stole the pie.*

If there are words you don't know or understand in this context, like shilling or pudding (not a dessert in this case) you could look them up in a dictionary, if you have one or use an online version, e.g., <https://www.oxfordlearnersdictionaries.com/>.

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

Think 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. 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 Jim. What do you think you know about him and the reasons he has gone out to buy the pie? What can you tell about his life from the words that you see? How can you tell? How would you describe him? How do you think Mrs Hodder treats Jim, and why do you think she behaves like this? What clues do you get to the time and place the story might be set?

#### 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



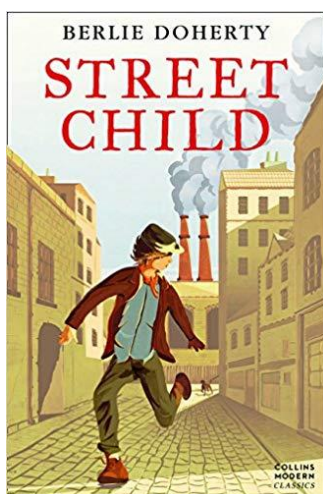
scrap paper. You can use the back of an old envelope, letter or cereal packet; whatever is to hand if you don't have paper. Draw what you see in your imagination; anything that captures the place and the mood of this story opening. Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

Add to your illustration 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

- Why do you think Jim's mother has sent him out to buy the pie? Who do you think will eat it?
- Jim himself has counted out his Ma's last coins to pay for the pie: do you think this is significant? Do you think it would be usual for him to look in his Ma's purse? Do you think Jim knows what the significance might be? What is the impact of the word 'last'? Why is this adjective important?
- What emotions do you think Jim might feel as he looks through his Ma's purse, as he asks for the pie, as he rushes it home?

### 4. Imagine it



The novel this extract comes from is called *Street Child*. From what you have read so far, and what you can now see on the cover, when do you think the book may be set? What gives you this idea?

What do you think a 'street child' might be? Does the cover give you any clues? What do you think life might be like for a street child? What might the challenges be? What might they need to think about, in order to survive?

The cover calls the book a 'modern classic'. What do you think this description means? What do you think makes a book a 'classic', and what might make it a 'modern classic'? Can you think of other stories you have read or seen on TV or the cinema that can be called classics?

If you have books or access to the internet, you might wish to find out more about what life was like for poor children in Victorian times, when Jim lived.

### 5. Create it

It sounds as if Jim is being sent out to buy what might be the family's last good meal. Imagine that you have to choose the last good food you and your family are going to share for some time: what would you choose?

- Would it be a healthy balanced and filling meal or a treat? Would it be sweet or savoury?
- Who would you want to share it with? How would you make sure everyone invited had something they enjoyed?

You could talk with family and friends about your choices. Write out a menu for this final feast, describing each of the dishes in detail, and drafting an invitation to all the people you would like to eat this with you.

## **VE Day Diary Task**

Here are some useful links provided by Miss Wylie that will help you understand the significance of VE day and what it may have been like to experience firsthand. These links also provide good additional information related to VE Day and its historical significance.

[VE Day in London 1945](#)

[BBC VE Day Video](#)

[VE Day video lesson with Mr T](#)

[What You Need To Know About VE Day](#)



### Y6 Spanish Home Learning Spanish - Week 3 Summer 1 (04.05.20)

1] This work is intended for the international cultural project. All of the foods below are growing in our school allotment. Think of a recipe that uses one or more of the following ingredients:

brocoli	cucumber	courgette	lettuce	sweetcorn
chives	spring onions	peas	beans	turnips
tomatoes	beetroot	onion	potato	garlic

2] Write it down for a book or if you prefer make a cooking programme for TV, YouTube or Radio in any language you choose. (Don't forget to send me the links or files to [gcocks@cherrytree.herts.sch.uk](mailto:gcocks@cherrytree.herts.sch.uk))