



Key Stage 2 Weekly Learning Guide

Year: 6, Elm and Oak

Theme: The Leaders of WW2

Week beginning: 20.04.20

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.
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 project: investigating angles and shapes.
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	Continue writing a chapter of the book you are reading. Think about the characters and their personality - what would they say and do?

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

<p>Geography/History</p> <p>Our new theme is World War Two. Though you have done a lot of work on this theme in Y5, in Y6 we are going to spend more time focussing the war on the international stage. We would like to you to produce a fact file about a world leader during The Second World War. For example, you may write a fact file on Adolf Hitler or Winston Churchill. Examples will be posted to make sure that you understand the kind of information that you will need to include. If you would like to extend yourself, why not focus on the early life of one of these figures? For example, did you know that Hitler was an aspiring painter in Vienna? Or did you know that Churchill was a decorated war hero in the late 19th century?</p>	<p>PSHE</p> <p>In our new unit of work in Jigsaw, we are going to be focussing on relationships. The first week's piece of work reflects on your understanding of mental health. This is something that you should already be very familiar with from our work during the Watford F.C. Positive Minds sessions. Write a reflection piece on the statement below:</p> <p style="color: red; text-align: center;"><i>"Mental health is a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community."</i> - WHO</p> <p>Your second activity is to look at the red and green situation cards. Which situations match up with each positive mental health step?</p>
<p>Science</p> <p>To prepare for our new science topic next term: Adaptation, we would like you to produce a piece of research on your favourite animals. You must focus on how that animal has adapted to the habitat that they live in.</p>	<p>Art</p> <p>Have a go at the perspective art activity. This will allow you to practise the key skill of showing perspective in your sketching. This is a brilliant skill to master, as it really can bring your artwork to life!</p>

Group 1

vein
weight
children's
men's
boys'
girls'
babies'
members'
suspects'
teachers'

Group 2

vein
weight
children's
men's
boys'
girls'
babies'
members'
suspects'
teachers'

Group 3

forcible
gullible
inedible
arguably
noticeably
regrettably
reliably
comfortably
collectible
convertible

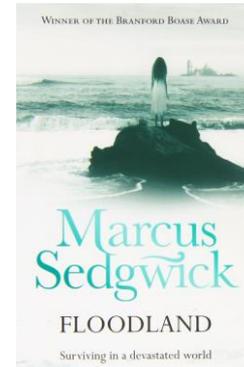
Take 5: Ideas for Independent/Home Learning

Floodland by Marcus Sedgwick (Orion)

1. Explore it

Look at this image from the opening of the novel:

- What do you notice about this image? What can you see in the picture? Where might it be?
- What do you like about the image? What don't you like? Does it remind you of anything you have seen before, in real life or in other books, or on TV and in film? Do you have any questions about the image?
- What do you think about the word 'before' that accompanies this image? What do you think this refers to? What does this make you think about? How does this connect to the ideas you have about the story?
- Why do you think the novel opens with this image? What does this suggest to you about the story that will unfold? What impression is made on you by this image? From whose viewpoint may this image be taken?
- Now look at the front cover and title of the book. What does this make you think about? What is a flood? What do you think the title, Floodland means? How does this relate to the image you have looked at? Does it confirm or challenge any of the initial ideas you had?



before

2. Illustrate it

Read the opening to this novel:

'Zoe ran. Harder than she had ever run in her life. Her feet pounded through the deserted streets of derelict buildings. Somewhere, not far behind, she could hear the gang coming after her. It felt as if her heart would burst, but she didn't slow down. She'd been planning to leave the island for a long time, but had been putting it off. It was a big decision to set out to sea in a tiny rowing boat. Now she had no choice.

Before, no one had bothered her. Zoe was a loner. Most of the people left on Norwich hung around together in groups. But she preferred to be on her own. It was safer that way, because you never knew whom you could trust. Somehow, someone had found out about the boat she'd been hiding. A boat was an escape route, a way to get away from Norwich, which got smaller every year, as the sea kept on rising. It didn't matter that there could only be room for two people at most in her boat. Others had joined in the chase, and now a mob of about fifteen people was hot on her heels. There was only one way out; to get to her boat before they got to her.'

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. What do you feel or think when you read or hear this?

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

- Think about the text again. How has the author created a sense of drama and intrigue in this opening? What do you notice about the way in which the paragraphs are structured? What is the impact of the mix of long and short sentences? How do these make you feel?
- How did you imagine the events as you read the passage? What helped you to imagine this? Does it remind you of anything you have read before? Or anything you may have watched? What do you predict will happen in the story?
- Think about the adjectives used by the author to describe the place, '*deserted*' and '*derelict*'. What do these mean? Use a dictionary to look these up or an online dictionary, such as: <https://www.oxfordlearnersdictionaries.com/>. What do these words make you think about this place?
- Now think about the text and the illustration together. Was this what you expected to accompany this picture?

4. Imagine it

Think about this line in the text: ***A boat was an escape route, a way to get away from Norwich, which got smaller every year, as the sea kept on rising.***

Have a look at the map of Norwich below. Does it make sense, given what you can see, that Zoe would need a boat to escape Norwich? Why do you think she refers to Norwich as an Island? What does this suggest to you about what has happened in the book?

Looking at this map, what do you notice about the geography of this location? Can you imagine what could have happened to the sea levels to create such devastation that Norwich has become surrounded by water?



5. Create it

Marcus Sedgwick was inspired to write this novel in response to climate change.

Can you plan some small ways in which you can help prevent climate change? For example, record what items you use on a daily basis that use single use plastic such as a plastic cup. Can you think about possible alternatives that you could use instead? Are there other ways in which you can reduce, reuse or recycle the items you use on a daily basis to limit your impact on the planet? Once you have discovered these you may want to share these ideas with other people you know.

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Relationships

Situation Cards - Ages 10-11 - Piece 1

Losing a friend or family member

Being bullied

Getting stressed about school work

Having an argument with someone

Worrying about the way you look or your popularity

Stop talking myself down and comparing myself with others

Spending time doing something you enjoy

Enjoying time with friends and family

Talking to someone about how you feel

Using a 'calm me' time