

Year 6
Home Learning
Pack
25/1/21



Hello Year 6,

We hope you are all ok and staying safe in this new lock down. We miss you all lots and can't wait to see you all soon!

In this learning pack you will find:

- X5 English Lessons
- X5 Maths Lessons
- X3-4 Foundations Lessons (e.g. Art, History, Geography, Science etc.)
- X3 RE Lessons
- A basic skills Maths Lesson and basic skills Literacy lesson.
- There may also be a French activity and online you will find a Music Loom and activity.
- Online there will also be x5 Reciprocal Reading Lessons

Please complete 1 English Lesson and 1 Maths Lesson daily. They are numbered in the order you should complete them in (1-5). So, complete lesson 1 on Monday and lesson 5 on Friday.

There are 3 Foundation and 3 RE lessons you can choose to complete on whichever days you like but please do not try to do them all on the same day, they are also numbered.

We will also be uploading a daily reading lesson to class dojo every day.

Additionally, you should be logging into Times Table Rockstars and Spelling Shed for daily revision of your times tables and spellings. If you have lost your passwords please contact us or the school office.

Furthermore, please visit Oxford Owl eBook library for some daily reading. Mrs Coleman and Miss Tracey will be communicating with you via dojo about the progress of your reading. ☺

6P Oxford Owl Login		6B Oxford Owl Login	
Username:	class6parry	Username:	class6brooks
Password:	stmatthews	Password:	stmatthews

(all lowercase letters!)

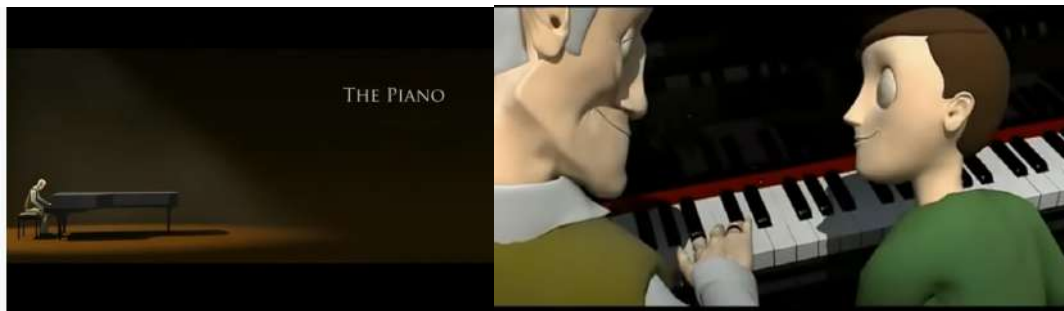
There is a timetable below of what your week *could* look like. But please note that this is only an EXAMPLE and you can adapt it to suit your home learning as long as all work is completed!

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
AM	Literacy -1	Literacy -2	Literacy -3	Literacy -4	Literacy-5
	Maths -1	Maths -2	Maths -3	Maths -4	Maths -5
Break					
	Reading Lesson-1	Reading Lesson-2	Reading Lesson-3	Reading Lesson-4	Reading Lesson-5
Lunch					
PM	RE Lesson -1	Foundation -1	Foundation -2	Foundation -3	RE Lesson-3
	French	Extra Literacy SPaG-6	RE Lesson -2	Extra Maths Basic Skills-6	Music Activity
	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed
	Break				
	Oxford Owl eBook Reading	Oxford Owl eBook Reading	Oxford Owl eBook Reading	Oxford Owl eBook Reading	Oxford Owl eBook Reading

We are really enjoying seeing all of your home learning and staying in contact with you all. We can't wait to see you all soon! Love, Miss Parry and Mr Brooks ☺

English – 1 25/1/21

This week we are going to watch 'The Piano' by Aidan Gibbons. It is another flashback. Watch the clip following the link below and then answer the comprehension questions.



<https://www.youtube.com/watch?v=gEAnre-s4-o>

1. What is happening at the beginning of the clip? What is the old man doing?

2. Who do you think the old man could be? What has he done in his life when he was younger?

3. Who do you think the old lady is?

4. Why do you think she appears as a shadow when she kisses his cheek?

5. Who do you think the first little boy in the clip is?

6. How do we know that the first little boy is someone from the past? What clues are given?

7. When the little boy gets his toy hobby horse he looks up, who do you think he is looking at?

8. The little boy changes and we become aware that there is another change in time, how does the creator of the clip do this?

9. What emotions do you think the creator of the clip wanted you to feel as you watched it? How did they create that atmosphere? What emotions did you feel?

10. The old man's ring moves from his left hand to his right hand (beginning and end of the film), why do you think this is?

English -2 **26/1/21**

The Piano clip has also been written as a narrative. Read it below.

The Piano-Flashback

Precious memories flood my heart and pulse through my veins as I sit down to play my beloved grand piano. The very thought of the music I'm about to play invokes a river of nostalgia - the room seems to echo with my life's most vivid moments. Erupting within me, I encounter tangible visions amid the melodies.

Firstly, her ghost resonates in the corner of my eye as my fingers glide over the keys. She's here with me - in a spiritual duet - I know it! Countless moments shared while alive means I can't mistake her presence now, or the mellow feelings of serene peace she brings me.

As my tender wife fades and the warm tunes come back into sharp focus, a new, almost opposite vision consumes me.

Putrid smoke fills the air, a burst of rapid-fire surrounds us, sirens wail and low-flying planes swoop in to drop their hot destruction. We hide behind a still-standing wall and await our fate.

The next moment feels like it's happening all over again: bravely, my war time comrade moves into the open, 'crack,' a single crystal-clear shot rings out. He's hit; he's down - never to awake! Cradling him in my arms leads me to the awareness of my fingers – they continue to express the sounds of my haunted soul.

Hitting another melancholy note, I'm instantly transported - like wind flowing through an open window – back to my very own childhood.

Crouching low, spirits high, I fumbled to open the gift before me. What could it be? Finally cracking open the box; I released pure joy as I beheld a new toy horse. Its green-glass-eyes still shimmering in my mind ... I watch myself parade him around the room blissfully.

It is the very same wooden hobby-horse that my grandson now rides up to me as I continue to play this melody. His clothing may look different to mine at that age, but I know the depths of our feelings are repeated equally.

Beside me as we complete the tune together, my grandson hits the final note. Certainly I understand that the rhythms of life: love, death and birth will always go on – even after my hands have played their last.

Today we will be analysing the author's choice of words and phrases to indicate the mood and atmosphere of the text. Fill in the grid below answering the questions and analysing the text.

<u>How do you feel when you read this text?</u>	<u>How has the music been described in different ways throughout the text?</u>	<u>Are there any new words that you don't know the meaning of?</u>
<u>How does the author also show that there has been a shift in time?</u>	<u>At first we watched a video clip of this flash back, then we read the text. How do the two differ?</u>	<u>Do you think there has been a good transmission from screen to text?</u>
<u>Is there anything you would change or add in this text?</u>	<u>Find and copy a simile from the text. What does this simile describe?</u>	<u>Name three types of punctuation used in this text.</u>

English-3 **27/1/21**

We have watched a flashback from the film 'Up' last week, and we have watched the flash back 'The Piano' by Aidan Gibbons.

Use the Spider diagram to compare the two clips. Think about the following:

- Which clip is your favourite and why?
- How is the mood/atmosphere in each clip similar?
- How is the mood/atmosphere in each clip different?
- Are any of the characters similar?
- Do you think the ages of the characters contribute to the flashbacks in anyway?
- How does the music used in each clip contribute to the atmosphere? Is there a difference?



English-4 28/1/21

Writing captions in character

Imagine you are the old man at the piano. Look at the 6 images below from the flash back. Write a description in the box below each image for what you can see/remember at that part of your flashback. Be as descriptive, emotive and creative as you can!



E.g. I stood anxiously behind the crumbling brick wall with my brave comrade. I knew if I took one more step, it could be my last. My heart was pounding through my chest.



English- 5 29/1/21

Saturday 23rd January was national handwriting day!



It is really important that whilst we are doing most of our learning digitally online, we do not let our handwriting deteriorate. Use the sheets and words below to practise your handwriting today. If you do not have the sheets printed off, practise your handwriting very neatly on a piece of paper and send us a picture on class dojo! Or...we would love to see a video of you writing out some of these words in your neatest handwriting!

awkward

obstinate

desperate

frantic

disastrous

calamitous

marvellous

spectacular

advice

advise

device

devise

licence

license

practice

practise

prophecy

prophesy

observant

observance

expectant

expectancy

hesitant

hesitancy

tolerant

tolerance

relevant

relevance

innocent

innocence

decent

decency

excellent

excellence

confident

confidence

existent

existence

English-6 SpaG 26/1/21

Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.				
List: 29	Name:				
Spellings	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	5th Attempt
affect					
effect					
precede					
proceed					
draft					
drought					
dessert					
desert					
whose					
who's					

Spelling Shed

Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 29

Name:

Spellings

affect
effect
precede
proceed
draft
drought
dessert
desert
whose
who's

d	f	a	g	h	j	k	l	z	x	c	v	b	p	n	m
q	f	f	g	h	e	d	r	a	f	t	z	x	r	c	w
w	d	f	a	s	d	f	g	h	s	j	k	l	o	v	h
h	s	e	f	f	e	c	t	h	d	o	y	t	c	b	o
o	a	c	a	j	k	s	d	f	g	r	h	u	e	m	s
s	e	t	t	r	l	m	n	b	v	c	a	w	e	q	e
y	r	y	t	p	r	e	c	e	d	e	o	u	d	w	e
x	z	p	o	i	w	e	r	t	y	q	o	p	g	a	s
z	d	e	s	s	e	r	t	j	k	l	p	y	t	h	r
x	c	v	v	b	n	m	k	u	g	d	e	s	s	e	r

Can you find your spellings hidden in this word search?

Spelling Shed

Maths-1 25/1/21

Understanding the Volume of Solids

In Focus

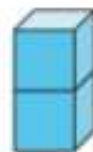
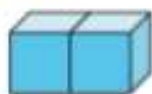
Use some or all of  to make different solids.

What can you say about the space that each solid occupies?

Let's Learn

1

 uses 2 .



Turn the solid so that it looks like the other one.



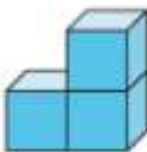
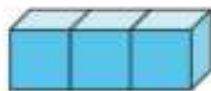
They are not really different.



Each solid occupies the same amount of space as 2 .

2

 uses 3 .



They look different.

But they occupy the same amount of space.



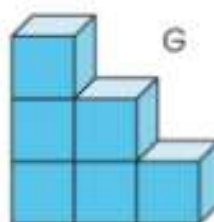
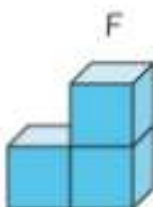
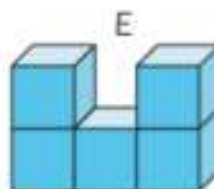
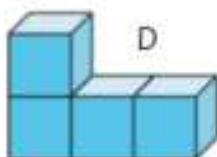
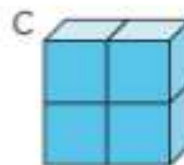
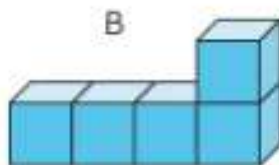
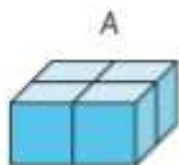
Each solid occupies 3 times as much space as .



and  have the same **volume**.

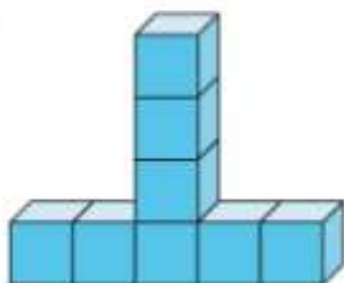
Guided Practice

1



- (a) Which solids have the same volume?
 (b) Select two solids that have different volumes. Compare their volumes.

2



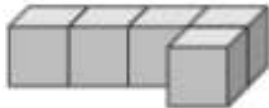
This solid occupies times as much space as .

Worksheet

Understanding the Volume of Solids



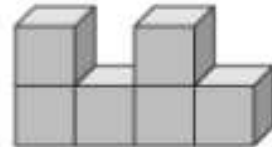
made five solids using some .



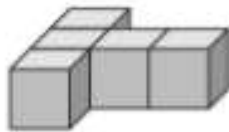
A



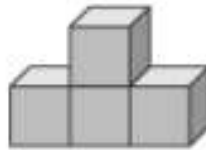
B



E



C



D

(a) Which solid occupies the most space?

(b) Which solid occupies the least space?

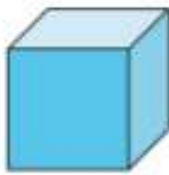
(c) Which solids have the same volume?

(d) Solid occupies 4 times as much space as  occupies.

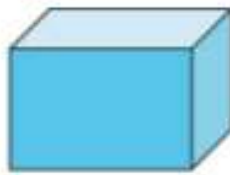
Finding the Volume of Solids

In Focus

Using no more than 12 , make a cuboid.



cube



cuboid

A cube is a special kind of cuboid. Do you know why?

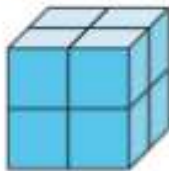


Let's Learn

1



made this.




This is a cube.



This solid occupies 8 times as much space as .

Volume = 8 cm^3

Can you make a different cube using no more than 12 ?



2



made a long cuboid.



Volume = 8 cm^3

It occupies 8 times as much space as a unit cube occupies.



3



made a cuboid too.



$$\text{Volume} = 12 \text{ cm}^3$$

It occupies
12 times as much
space as a unit
cube occupies.



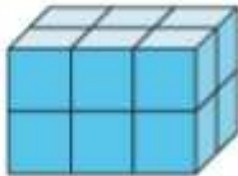
4



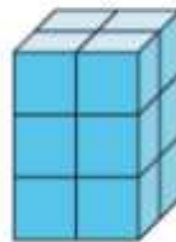
made several cuboids.



There are 6 unit
cubes in one layer.

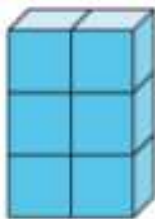


$$\begin{aligned} \text{Volume} &= 6 \text{ cm}^2 + 6 \text{ cm}^2 \\ &= 12 \text{ cm}^3 \end{aligned}$$



There are
4 unit cubes in
one layer.

$$\begin{aligned} \text{Volume} &= 4 \text{ cm}^3 + 4 \text{ cm}^3 + 4 \text{ cm}^3 \\ &= 12 \text{ cm}^3 \end{aligned}$$



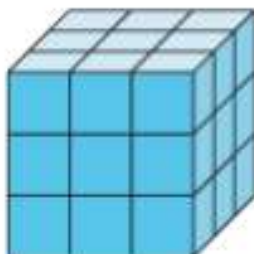
There are 2 unit
cubes in one layer.

$$\begin{aligned} \text{Volume} &= 2 \text{ cm}^3 + 2 \text{ cm}^3 + 2 \text{ cm}^3 \\ &= 6 \text{ cm}^3 \end{aligned}$$

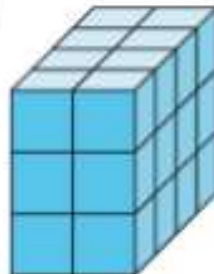
Guided Practice

1 Find the volume of each cuboid.

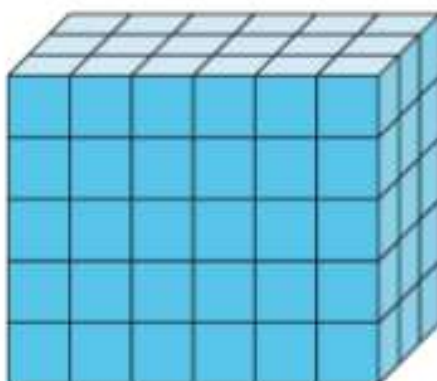
(a)



(b)



(c)



2

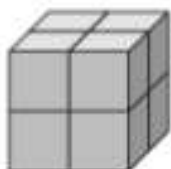


has 100 . How many cubes of different volumes can she make?

Worksheet

Finding the Volume of Solids


1  counted each layer separately to find the volume of a cube.



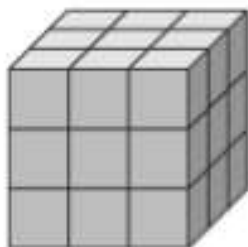
$$\begin{aligned}\text{Volume} &= 4 + 4 \\ &= 8 \text{ cm}^3\end{aligned}$$



There are 4 cubes
in each layer.

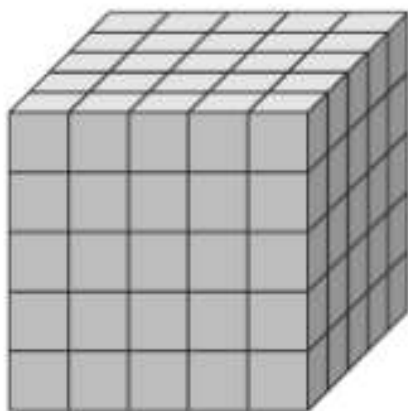
Use 's method to find the volume of each of these cubes.

(a)



Volume =

(b)

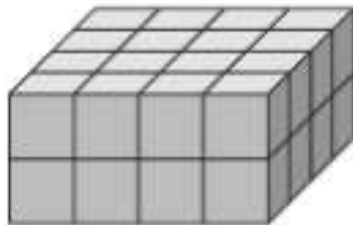


Volume =

2

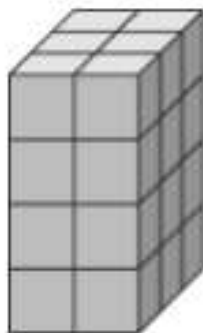
Use  's method to find the volume of each of these cuboids.

(a)



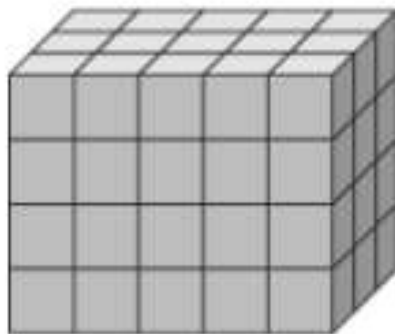
Volume =

(b)



Volume =

(c)



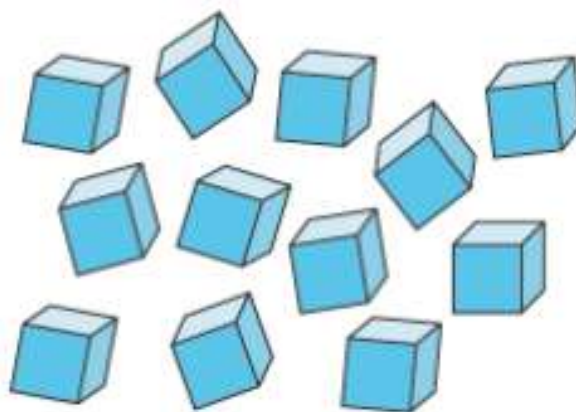
Volume =

Maths-3 27/1/21

Finding the Volume of Cubes and Cuboids

In Focus

Make a cuboid or a cube using these small cubes.

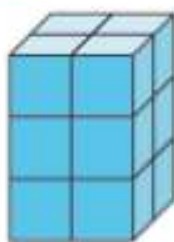


Let's Learn

1



makes this.



This cuboid takes up the same amount of space as 12 small cubes.



takes up 1 cubic centimetre of space.



's cuboid has a volume of 12 cm^3 .

1 cubic centimetre

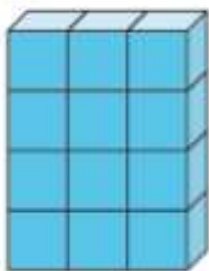


1 cm^3

2



makes this.



Volume = 12 cm^3

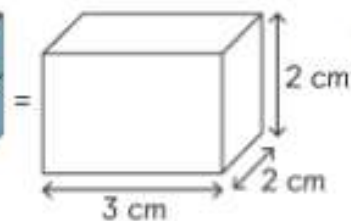
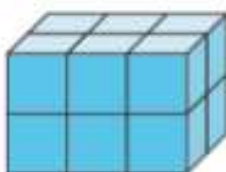


$$3 \times 4$$

3



makes this.



Volume = 12 cm^3



How many layers does it have?
How many 1-cm^3 cubes are there in each layer?

4



thinks he can make a cuboid that has the same volume as this.



Is  correct?

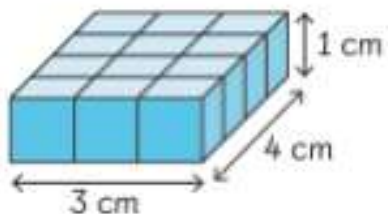
What can you say about the volumes of the solids they made?



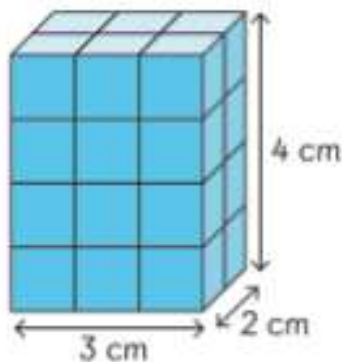
Guided Practice

1 Find the volume of each cuboid.

(a)

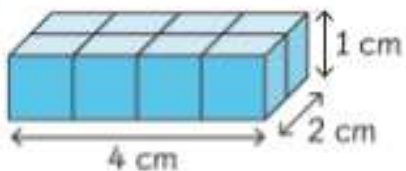


(b)

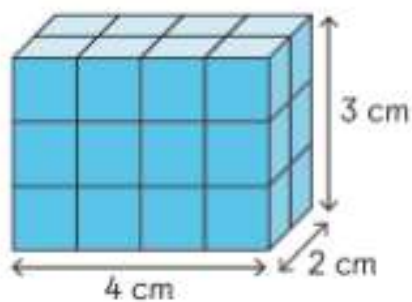


2 Find the volume of each cube or cuboid.

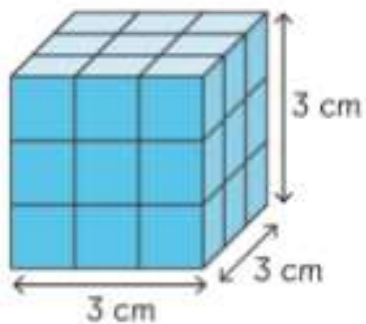
(a)



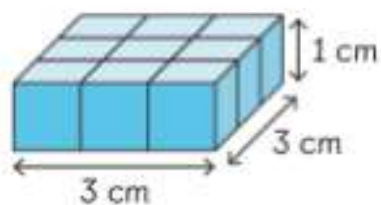
(b)



(c)



(d)



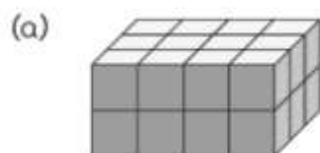
How is the volume of a solid related to its dimensions?



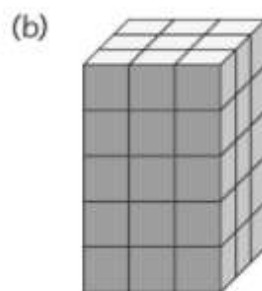
Worksheet

Finding the Volume of Cubes and Cuboids

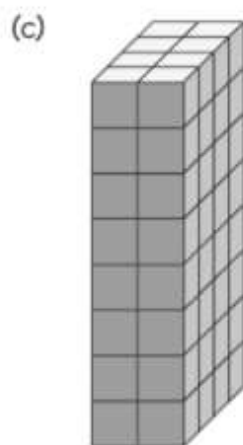
1 The volume of each small cube is 1 cm^3 . Find the volume of each cuboid.



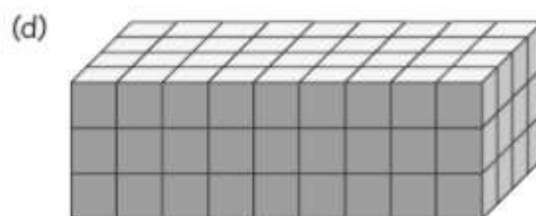
Volume =



Volume =



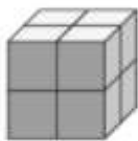
Volume =



Volume =

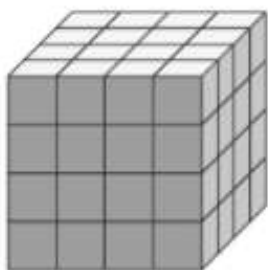
2 The volume of each small cube is 1 cm^3 . Find the volume of each cube.

(a)



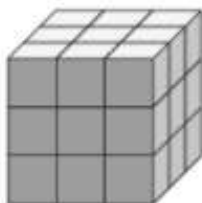
Volume =

(b)



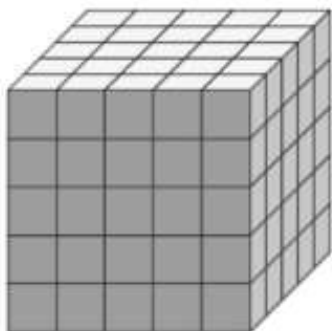
Volume =

(c)



Volume =

(d)



Volume =

Maths-4 28/1/21

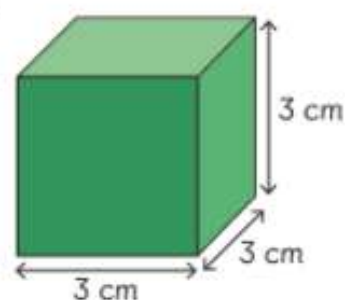
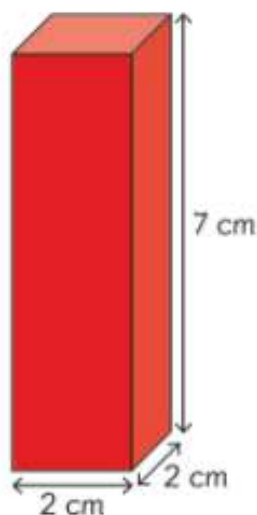
Finding the Volume of Cubes and Cuboids

In Focus



The red solid occupies much more space. It is so much taller.

Do you agree?



Let's Learn

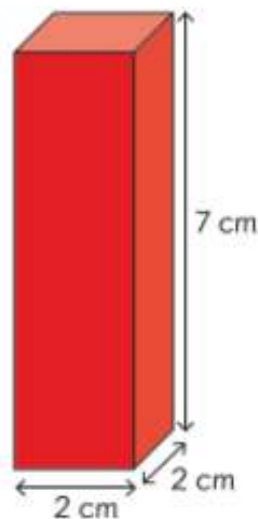
- 1 Calculate the volume of the cuboid.



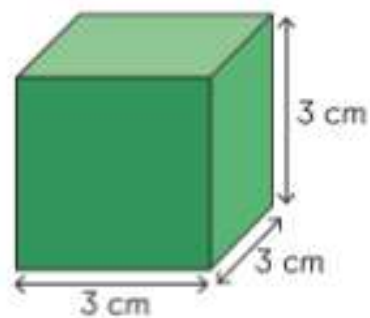
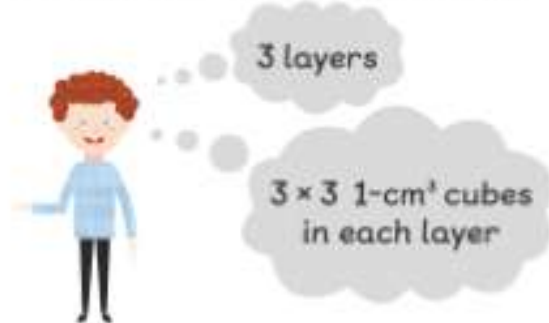
7 layers

2×2 1-cm³ cubes in each layer

$$\begin{aligned}\text{volume} &= (2 \times 2 \times 7) \text{ cm}^3 \\ &= (4 \times 7) \text{ cm}^3 \\ &= 28 \text{ cm}^3\end{aligned}$$



2 Calculate the volume of the cuboid.



$$\begin{aligned}\text{volume} &= (3 \times 3 \times 3) \text{ cm}^3 \\ &= (9 \times 3) \text{ cm}^3 \\ &= 27 \text{ cm}^3\end{aligned}$$



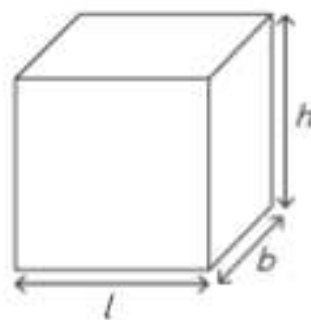
The volume of the red cuboid is very slightly larger than the volume of the green cuboid.

The red cuboid is taller, so has more layers than the green cuboid; but each red layer has fewer unit cubes than each green layer so the two volumes are almost equal.



3 Write a formula to calculate the volume of a cuboid.

Let V = volume of the cuboid.



How many 1-cm³ cubes are there in each layer?

$$V = l \times b \times h$$



Let's consider the case where l , b and h are whole numbers.

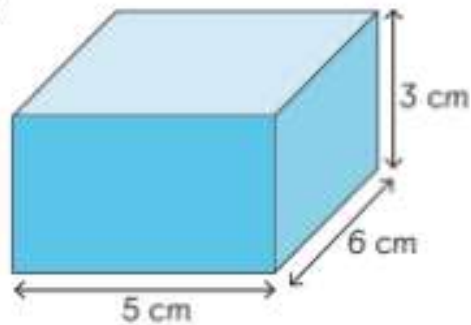
Guided Practice

1 Estimate the volume of a box that can hold:

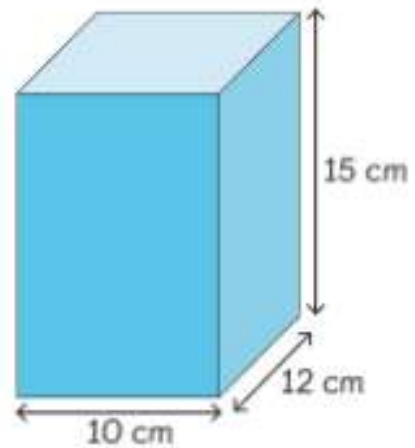
- (a) a 1-litre bottle
- (b) 50 £1 coins

2 Calculate the volume of each cuboid.

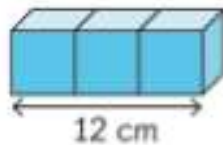
(a)



(b)



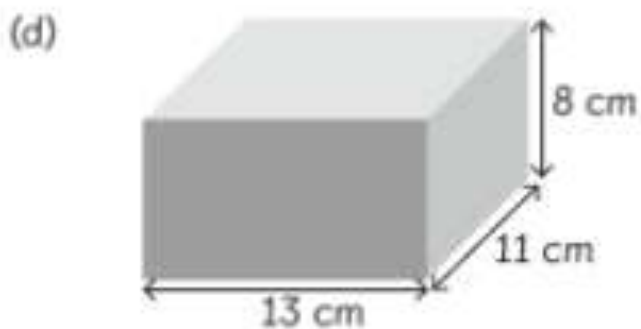
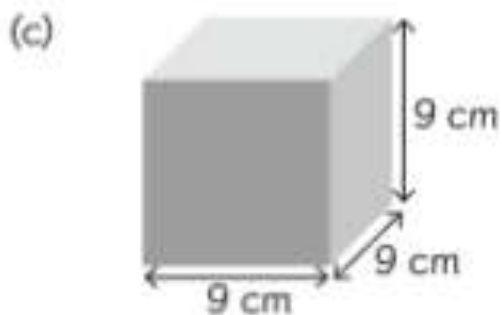
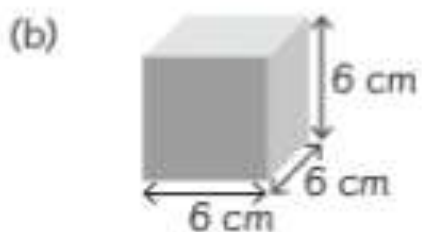
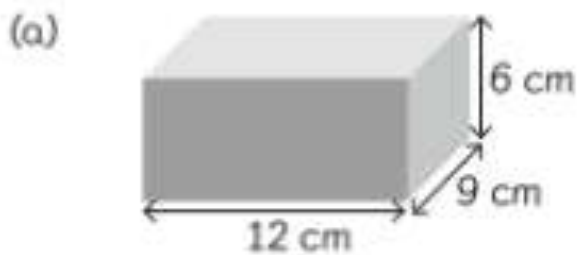
3 Calculate the volume of each small cube.



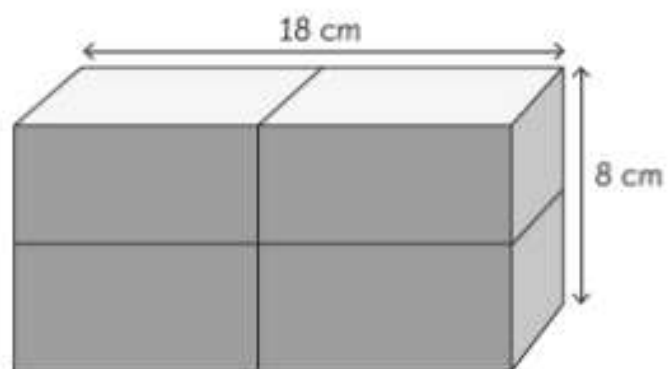
Worksheet

Finding the Volume of Cubes and Cuboids

1 Find the volume of each cuboid.




- 2 Four cuboid bricks are stacked as shown. Each brick has two square faces. Find the volume of each brick.

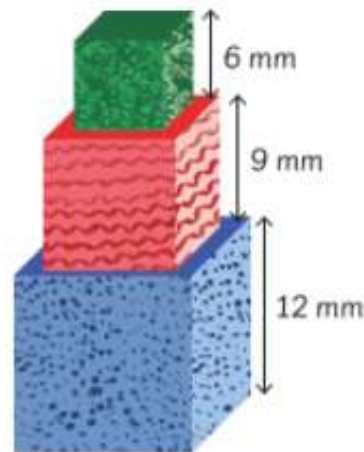


Maths-5 *29/1/21*

Finding the Volume of Cubes and Cuboids

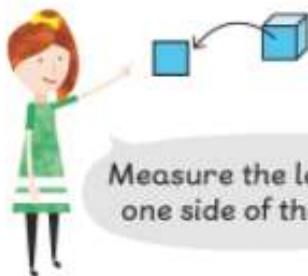
In Focus

 stacks several cubic boxes according to a rule. This is a 3-box arrangement.



Let's Learn

- 1 Calculate the volume of the smallest box in .



Measure the length of one side of the cube.


$$\begin{aligned}\text{volume} &= (6 \times 6 \times 6) \text{ mm}^3 \\ &= (36 \times 6) \text{ mm}^3 \\ &= 216 \text{ mm}^3\end{aligned}$$

$$\begin{array}{r} 36 \\ \times 6 \\ \hline 216 \end{array}$$

Six layers of 1-mm^3 cubes can fit into the box.

Each layer has 6×6 cubes.

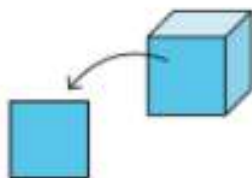


This means the box is 216 times as large as a 1-mm^3 cube .



2

Calculate the volume of the largest box in



Measure the length of
one side of the cube.


Twelve layers of 1-mm^3
cubes can fit into this box.



Each layer has
 12×12 cubes.

$$\begin{aligned}\text{volume} &= (12 \times 12 \times 12) \text{ mm}^3 \\ &= (144 \times 12) \text{ mm}^3 \\ &= 1728 \text{ mm}^3\end{aligned}$$

$$\begin{array}{r} 144 \\ \times 12 \\ \hline 288 \\ + 1440 \\ \hline 1728 \end{array}$$

This means the box is
1728 times as large as
a 1-mm^3 cube .



I thought that a cube with sides twice
as long would have a volume that is
twice as large. I was wrong!



Guided Practice

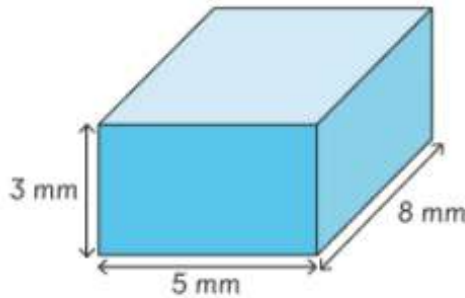
- 1 Calculate the volume of this cubic box.



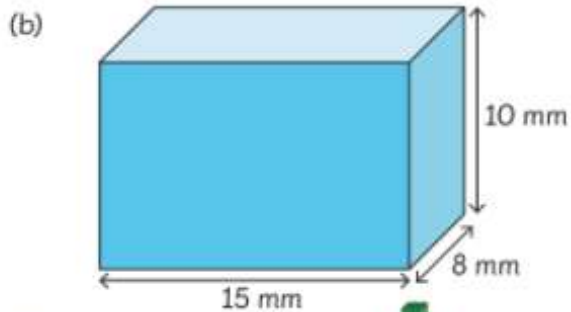
How many layers of 1-mm^3 cubes can fit in this box?



How many 1-mm^3 cubes are there in each layer?

- 2 Calculate the volume of each rectangular box.
(a)




How many 1-mm^3 cubes fill each box?



- 3  adds two more cubes to , one smaller on top and one larger at the bottom to make a tower of five cubes following the same rule.

- (a) Calculate the volume of the smallest box.
(b) Calculate the volume of the largest box.

Describe the rule that  uses.

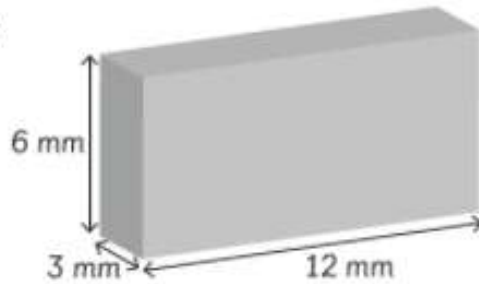


Worksheet

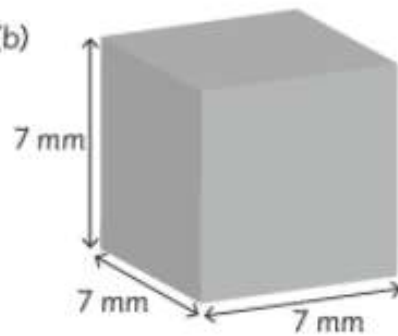
Finding the Volume of Cubes and Cuboids

Find the volume of each cuboid.

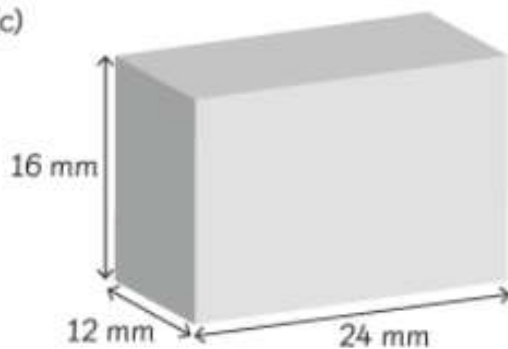
(a)



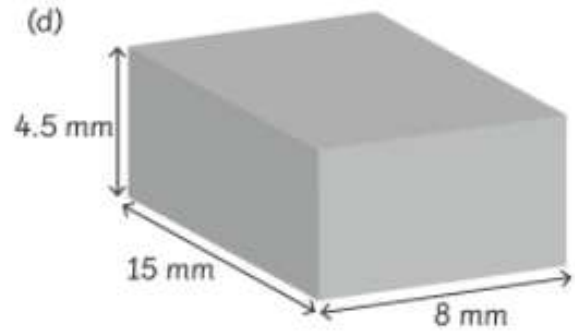
(b)



(c)



(d)




Basic Skills

1	$997 + 10 =$
---	--------------

$$2 \mid 39 + 621 =$$

3	$1,023 - 100 =$
---	-----------------

3	1,023 - 100 =	
		

4

$= 607 + 598$

☐

1 mark

5

$396 - 9 =$

☐

1 mark

6



$542 \times$ $= 542$

☐

1 mark

7	86 ÷ 2 =																			
	<div style="border: 1px solid blue; width: 150px; height: 40px; margin: 0 auto;"></div>																			

8 = 1,000 - 75

9	$79,968 + 3,403 =$	
		
		

□

Science-1 26/1/21

Today you are going to learn about periscopes and have a go at making your own periscope at home!

Make a Periscope

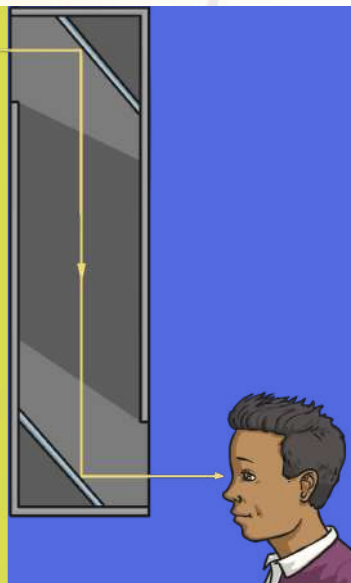


You are going to use your understanding of reflection and the angles of incidence and reflection to make a periscope.

A periscope is a device for seeing over or around something.

Periscopes were first used by sailors in around 1860, who used them in submarines to see above the surface of the water. They were also used by soldiers in the First World War, to see over the top of their trenches. They are still used today by tanks and some submarines.

A simple periscope is a tube with a mirror at either end. The mirrors need to be positioned so that the light is reflected from the mirror at one end, down the tube to the other mirror, then out of the tube to the observer's eyes.



twinkl.co.uk

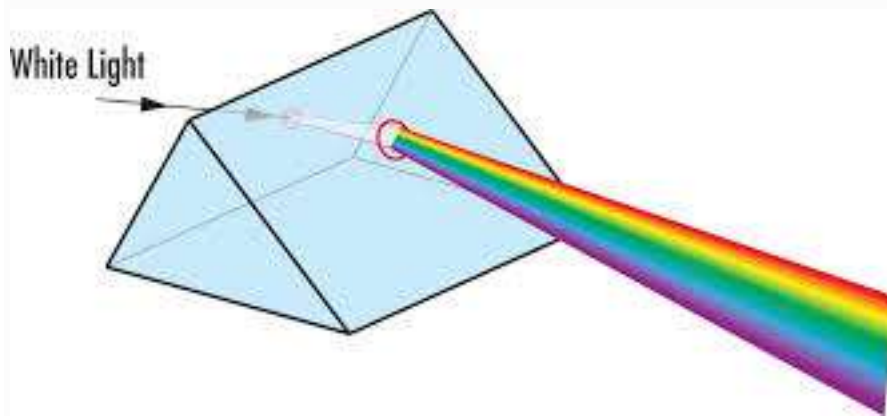
How Periscopes Work

A periscope is a device people use to look at things from a hidden position.

A periscope is a useful example of the law of reflection at work. It's important that the mirrors are placed at a 45° angle, because light always reflects away from a mirror at the same angle that it hits it.

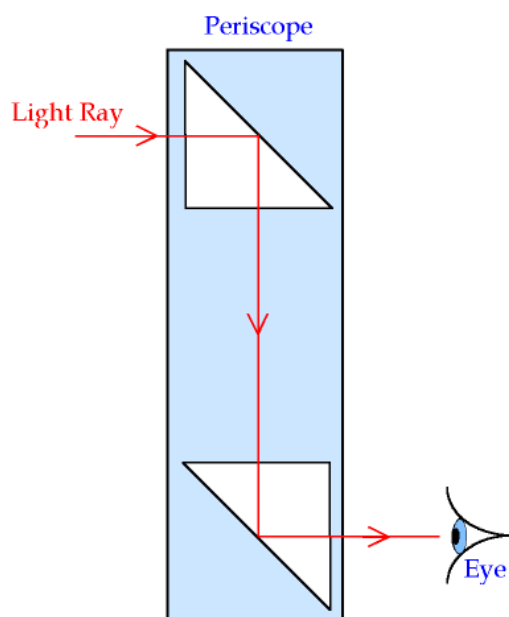
In a periscope, light from an object strikes the top mirror at 45° and bounces off at the same angle. This sends light directly down the tube and onto the lower mirror. This mirror, also at a 45° angle, reflects light directly to your eye.

However, some periscopes opt for prisms rather than mirrors, such as those in submarines. The military typically uses periscopes in armoured vehicles and gun turrets.



The word periscope comes from two Greek words. "Peri" means "around," and "scopus" means "to look." Hence, a periscope has the ability to turn around in a circular manner to view objects usually above ground or on the water's surface.

In 1854, [Hippolyte Marié-Davy](#) invented the first naval periscope, consisting of a vertical tube with two small mirrors fixed at each end at 45° . [Simon Lake](#) used periscopes in his submarines in 1902



Making a periscope at home:

If you don't have 2 small mirrors you could try some really shiny tin foil! Make sure you are with an adult if using sharp scissors!

Follow these instructions to make your own working periscope.

You will need:

A cereal box



A pair of scissors



2 safety mirrors

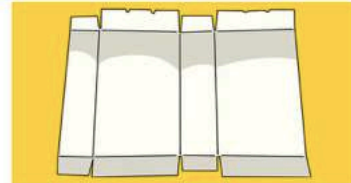


Sticky tape



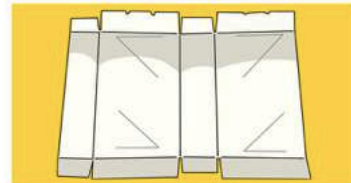
Step 1

Carefully open up your cereal box and lay it out flat.



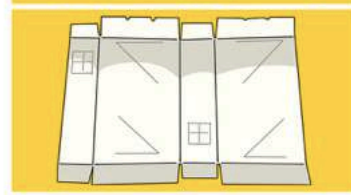
Step 2

Stick the 'mirror' templates in the centre of the wide panels of the cereal box.



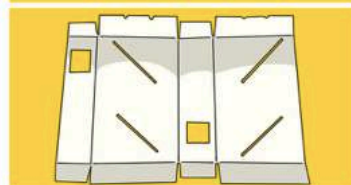
Step 3

Stick the 'window' templates in the centre of the narrow panels of the cereal box.



Step 4

Carefully cut along the lines for the mirrors, and cut out the windows.



Step 5

Use sticky tape to stick the cereal box back together.



Step 6

Push the mirrors through the mirror lines you cut, and out the other side of the box so they are held firmly in place.



You should now be able to use your periscope to look around or over things!
Look through one viewing window to see an image from the other window.

Activity- fill out the passage below using the key words to fill in the gaps.

How Does it Work?

The mirrors in the periscope reflect light to enable you to see an image of an object around a corner or over the top of another object. Explain how they do this by completing the sentences below.

Light from a light source _____ an object.

The light travels through the top window and hits the first _____.

The light _____ off this mirror down the _____, then hits the second mirror.

The light ray is _____ off this mirror, and travels out of the viewing window to my _____.

I can see an _____ of the object!

Use these words to fill the gaps.

periscope



eyes



bounces



travel

reflected



image



mirror



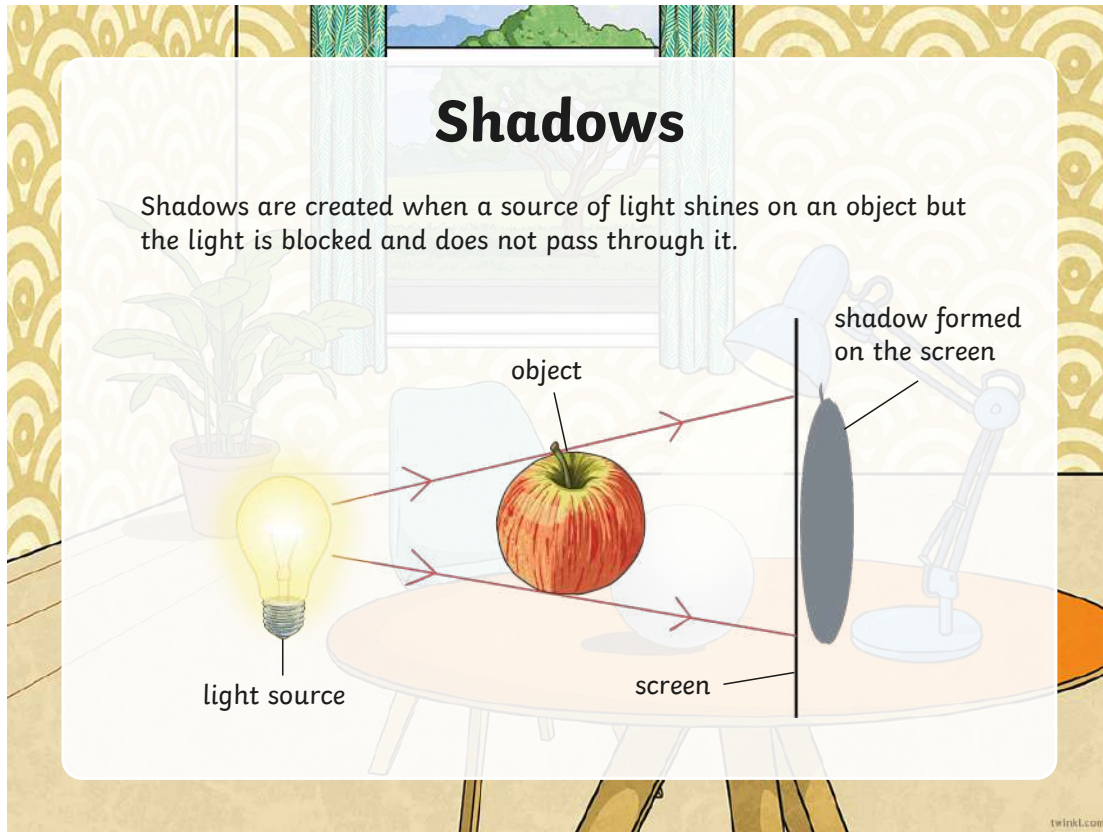
hits

Science-2 27/1/21



Shadows

Shadows are created when a source of light shines on an object but the light is blocked and does not pass through it.



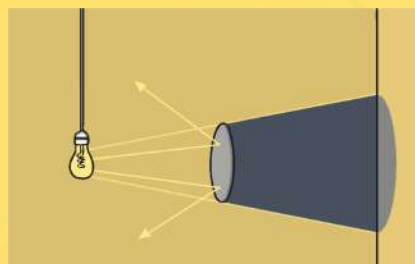
Shadows

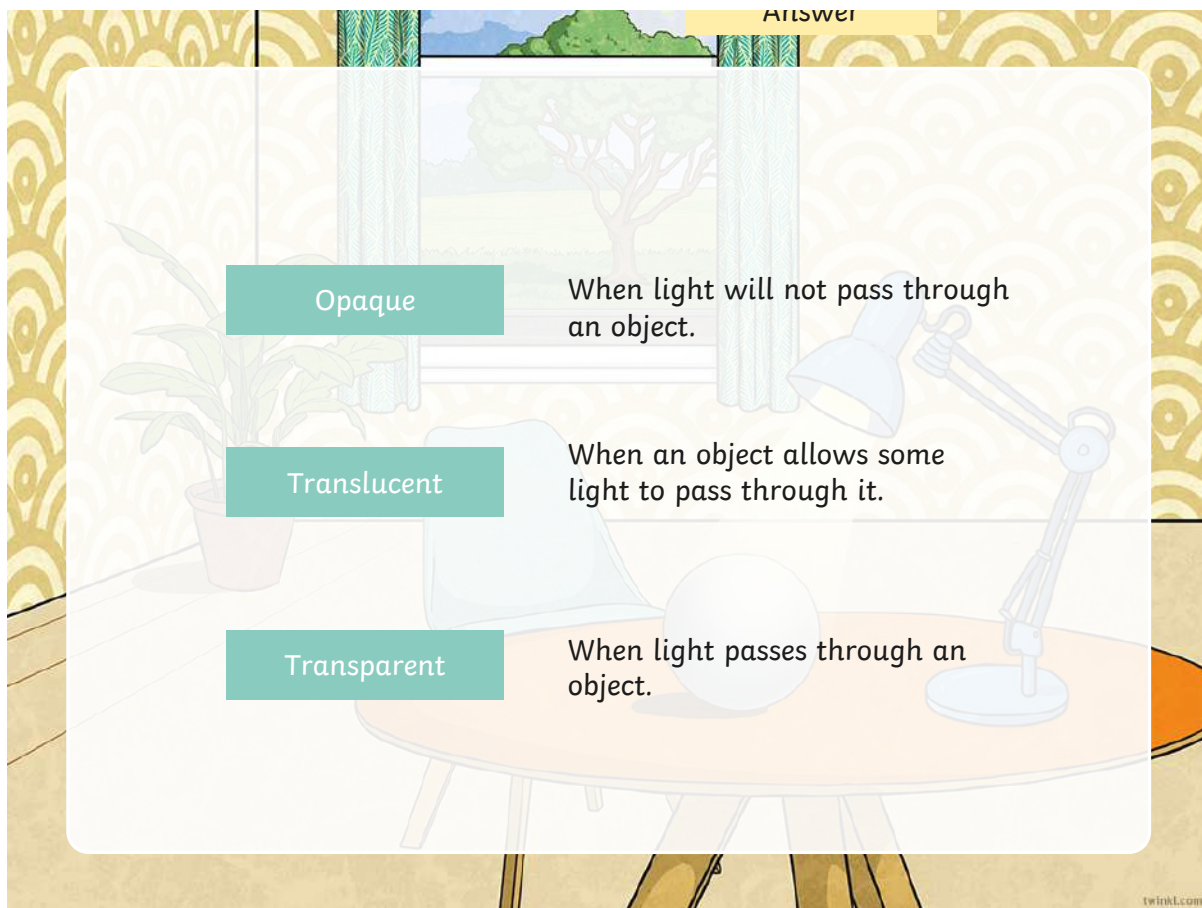
Shadows are formed when an opaque object blocks a ray of light.

Is a shadow always the same shape as the object that casts it?

A shadow can change size depending on the distance the object casting it is from the light source. Shadows can also be elongated or shortened depending on the angle of the light source.

However, a shadow is always the same shape as the object that casts it. This is because when an object is in the path of light travelling from a light source, it will block the light rays that hit it, while the rest of the light can continue travelling. Therefore, the shadow it casts is exactly the same shape.





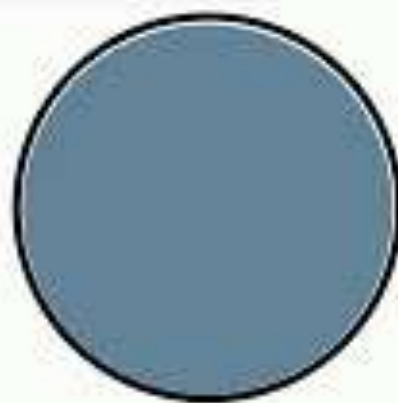
Transparent



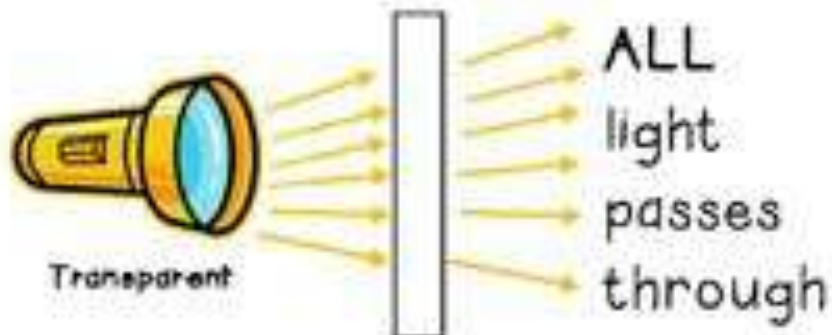
Translucent



Opaque



Translucent, Transparent & Opaque



**Are the following objects
opaque, translucent or
transparent?**



Activity- Can you find objects around your home that are opaque, translucent and transparent? Make a list below.

Opaque objects	Translucent objects	Transparent objects

Which sort of objects make the darkest shadow?

How can you change the size of a shadow?

Light and Shadow

Amazing Fact

You can buy a torch which is 20 000 times brighter than a regular torch. It can be used to start fires, melt polystyrene and even fry eggs!

Do you know how light travels?

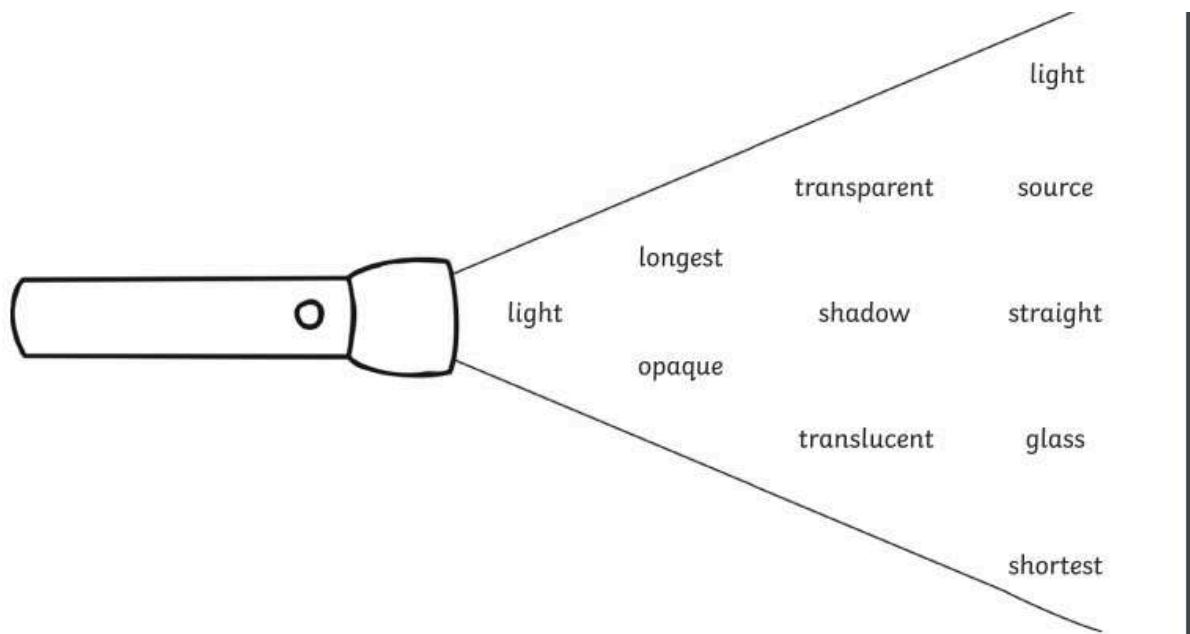
Select the missing words from the torch below and fill in the gaps.

Challenge 1

Do you know how light travels?

Select the missing words from the torch below and fill in the gaps.

Light travels in _____ lines from a _____ of light, which bounces off an object. We can see the object because the _____ enters our eyes. Wood and cardboard are _____ objects, which light cannot travel through. _____ is a _____ material which allows light to pass through. Tissue paper is _____ which will let some light travel through. When an object blocks out the _____, a _____ is formed. Shadows are _____ at midday and _____ at the end of the day.



Challenge 2

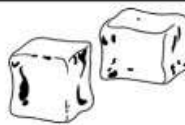
Sort the materials into 3 groups: opaque, transparent and translucent.

Transparent	Opaque	Translucent

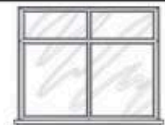
paper



ice cubes



window



pencil



sandwich bag



glass bottle



sticky tape



chair



tin can



You could also try to find out:

- what the brightest light on Earth is;
- how far searchlights can cast their beams;
- how far your torch at home will shine;
- about the relationship between light and heat.

History -3 **28/1/21**

Below are some pictures of Ancient Mayan artefacts.

This is an enquiry lesson, you are going to think about what these artefacts could have been. There are no right or wrong answers for this lesson!

In the box next to the image put your response for some of the following questions:

- What is this item?
- What was it used for?
- What do you think it is made out of?
- What could they tell us about the Mayans?
- Do we have anything similar today?
- Who would have used/bought/made it?
- What skills would have been needed to make it?







RE-1 25/1/21



Respond - Remembering, celebrating and responding to the experience of a wide variety of books and the purpose for which they were written and the Bible as the story of God's love told by the People of God.

Tasks:

How are our lives enriched (improved) by books?

What would it be like to live in a world without books?

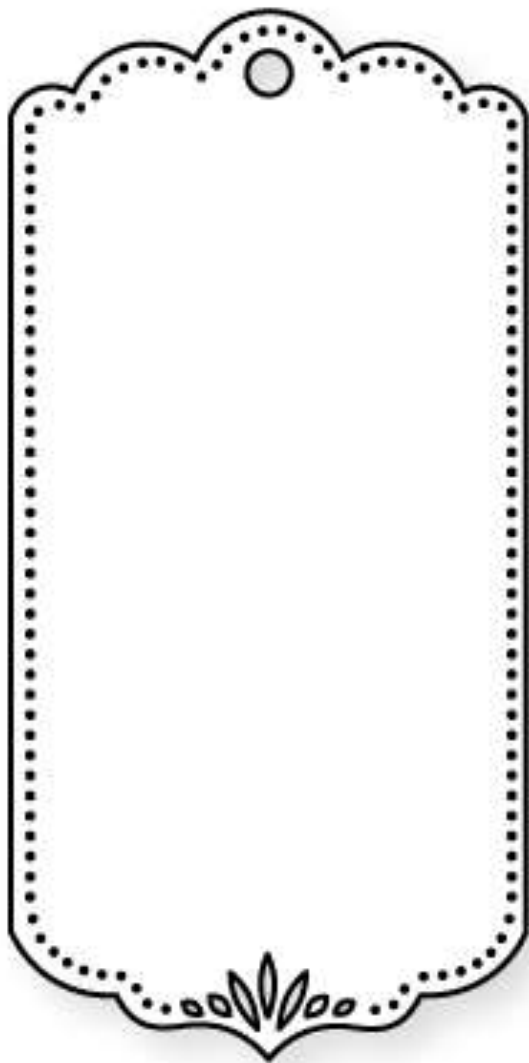
How could you persuade someone who doesn't like reading to try a book?

RE-2 27/1/21

'The presence of God is in the words of Scripture.'



Task: Choose a favourite quote from our Bible scriptures below that we have been looking at throughout this topic of 'Sources'. Design a bookmark to illustrate it:



Praise the Lord, all you nations!

Extol him, all you peoples!

For great is his steadfast love toward us, and the faithfulness of the Lord endures forever.

Praise the Lord!

Psalms 117

Whoever becomes humble like this child is the greatest in the kingdom of heaven.

Whoever welcomes one such child in my name welcomes me."

Matthew 18: 1-5
(NRSV)

Love is patient; love is kind; love is not envious or boastful or arrogant or rude.

It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrongdoing, but rejoices in the truth.

It bears all things, believes all things, hopes all things, endures all things.

based on 1 Corinthians 13: 4-7
(NRSV)

RE-3

29/1/21

Think about the wonder of books and how they take a person beyond themselves.

'Books open up new worlds' - what do you think this means? Jot down your ideas below on this word web:



French

25/1/21



Bonjour!

School Improvement
Liverpool

Les emplois

Doctor	Médecin
Teacher	Professeur
Firefighter	Pompier
Cook	Cuisinier/ière
Nurse	Infirmier/ière
Police officer	Policier/ière
Electrician	Electricien/ienne
Mechanic	Mecanicien/ienne
Hairdresser	Coiffeur/euse
Student	Etudiant/e





Bonjour!

School Improvement
Liverpool

Les emplois

<https://www.educandy.com/site/resource.php?activity-code=6b044>
<https://www.educandy.com/site/resource.php?activity-code=5fcb2>

Try the BBC Bitesize French page for new activities!

Let us know you agree to cookies

We use cookies to give you the best online experience. Please let us know if you agree to all of these cookies.

✓ Yes, I agree
✗ No, take me to settings

BBC

Your account

CBBC

CBBC player

Newsround

Bitesize

Own It

More

Search

Bitesize

Change language

Home

Learn

Support

Careers

My Bitesize

All Bitesize

KS2

French

Part of Modern Foreign Languages

Bonjour!