

Year 6
Home Learning
Pack
8/2/21



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 8/2/21

Our new Literacy topic for this week is 'Autobiographies!' By the end of this week you will have written an autobiography!

WHAT IS A AUTOBIOGRAPHY?

TODAY WE ARE GOING TO LEARN ALL ABOUT AUTOBIOGRAPHIES, THE FEATURES OF AN AUTOBIOGRAPHY AND SOME EXAMPLES.

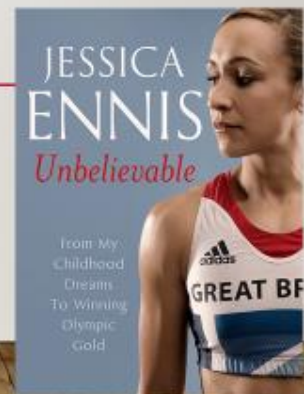
LOOKING AT AN AUTOBIOGRAPHY

WE ARE GOING TO LOOK AT PART OF THE AUTOBIOGRAPHY OF JESSICA ENNIS.

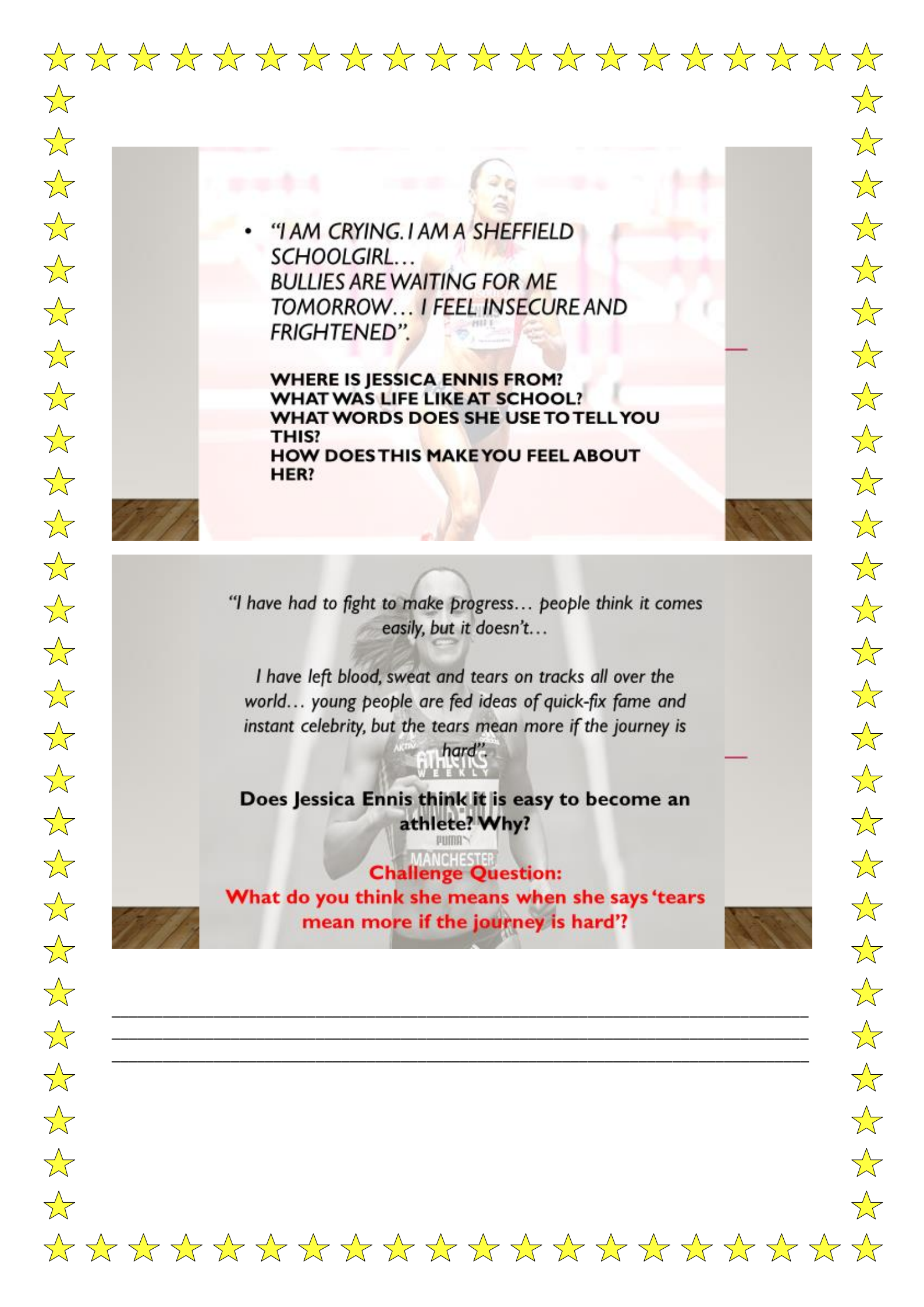
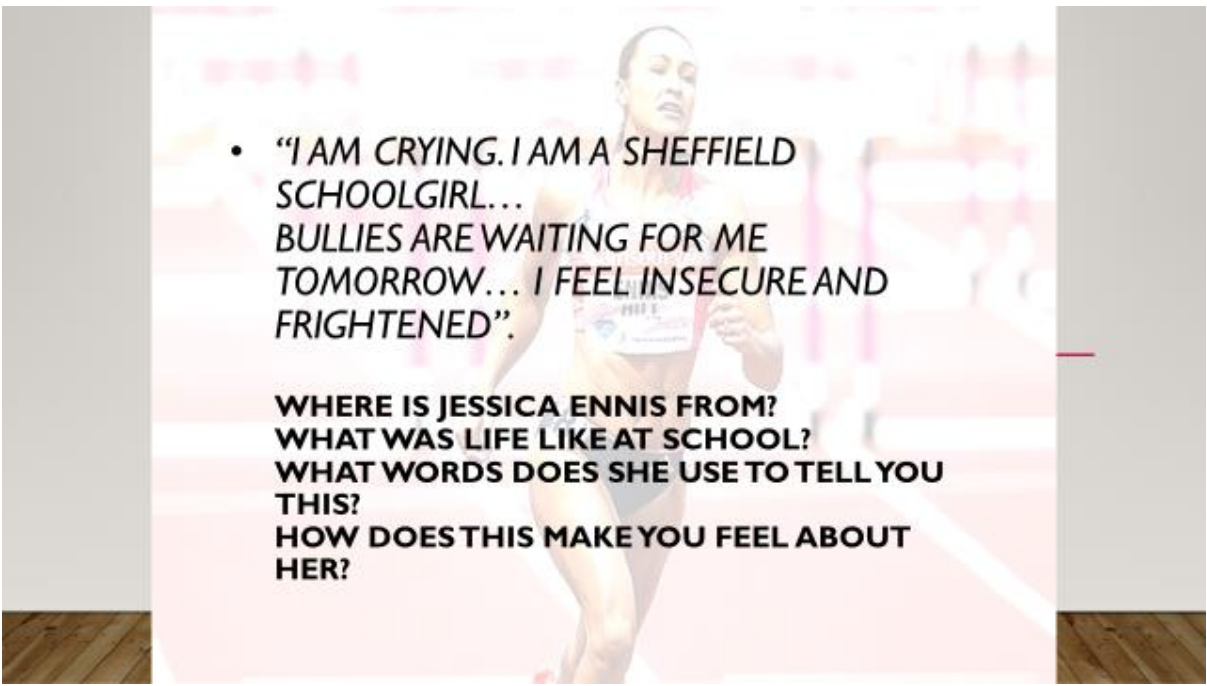
SHE IS AN ENGLISH ATHLETE WHO WON A GOLD MEDAL AT THE OLYMPIC GAMES.

WE ARE GOING TO FIND OUT MORE ABOUT HER LIFE AND HOW SHE FEELS.

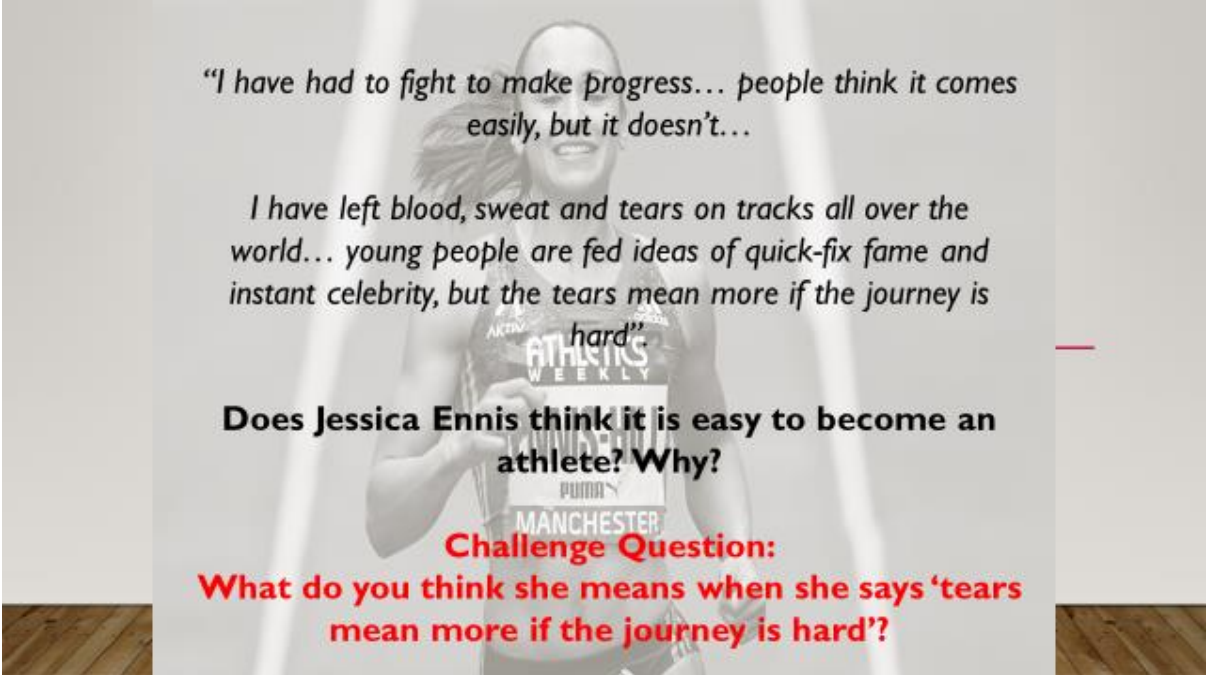
<https://www.youtube.com/watch?v=5ogwLIPajKk>



<https://www.youtube.com/watch?v=5ogwLIPajKk>

- 
- 
- “I AM CRYING. I AM A SHEFFIELD SCHOOLGIRL... BULLIES ARE WAITING FOR ME TOMORROW... I FEEL INSECURE AND FRIGHTENED”.

**WHERE IS JESSICA ENNIS FROM?
WHAT WAS LIFE LIKE AT SCHOOL?
WHAT WORDS DOES SHE USE TO TELL YOU THIS?
HOW DOES THIS MAKE YOU FEEL ABOUT HER?**



“I have had to fight to make progress... people think it comes easily, but it doesn’t...”

I have left blood, sweat and tears on tracks all over the world... young people are fed ideas of quick-fix fame and instant celebrity, but the tears mean more if the journey is

hard”

Does Jessica Ennis think it is easy to become an athlete? Why?

Challenge Question:

What do you think she means when she says ‘tears mean more if the journey is hard’?

"I was the smallest in the class and I became more self-conscious about it as the years went by... I can still see this young, timid girl standing by the side of a pool quaking with anxiety. I was small".

**How did Jessica feel about swimming?
What words tell you this?**

WE CAN SEE THAT JESSICA ENNIS HAD SOME DIFFICULT EXPERIENCES WHEN SHE WAS YOUNG.

SHE WORKED THROUGH HER CHALLENGES AND WON A GOLD MEDAL AT THE OLYMPICS.

WHAT LESSONS DO YOU THINK SHE LEARNED WHEN SHE WAS YOUNG THAT HELPED HER TO ACHIEVE THAT GOAL?

CHALLENGE:

IF YOU WERE GOING TO WRITE AN AUTOBIOGRAPHY, WRITE 3 THINGS YOU WOULD INCLUDE ABOUT YOUR OWN LIFE.

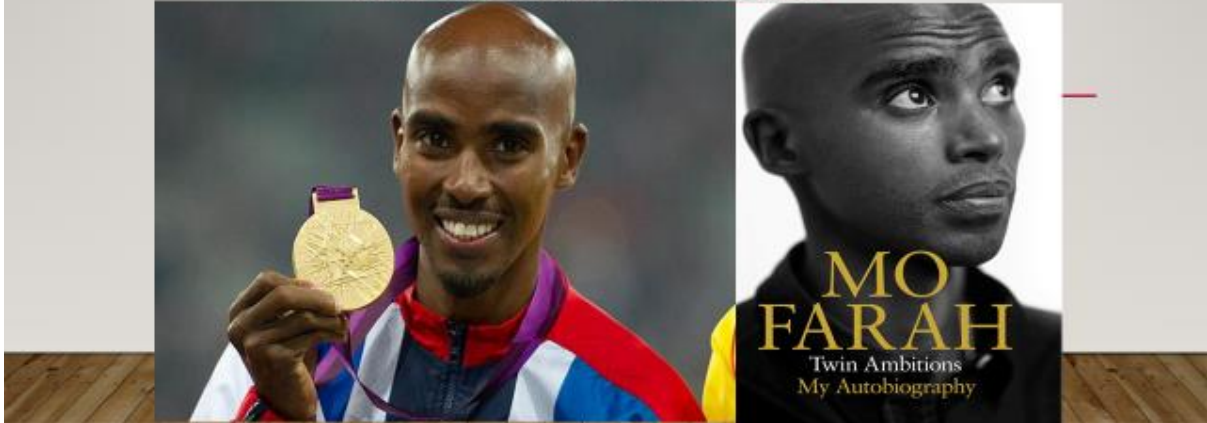


LOOKING AT AN AUTOBIOGRAPHY

WE ARE GOING TO LOOK AT PART OF THE AUTOBIOGRAPHY OF MO FARAH.

HE IS A BRITISH ATHLETE WHO HAS WON A LOT OF GOLD MEDALS AT THE OLYMPICS.

<https://www.youtube.com/watch?v=C93qwVmBseE>



<https://www.youtube.com/watch?v=C93qwVmBseE>

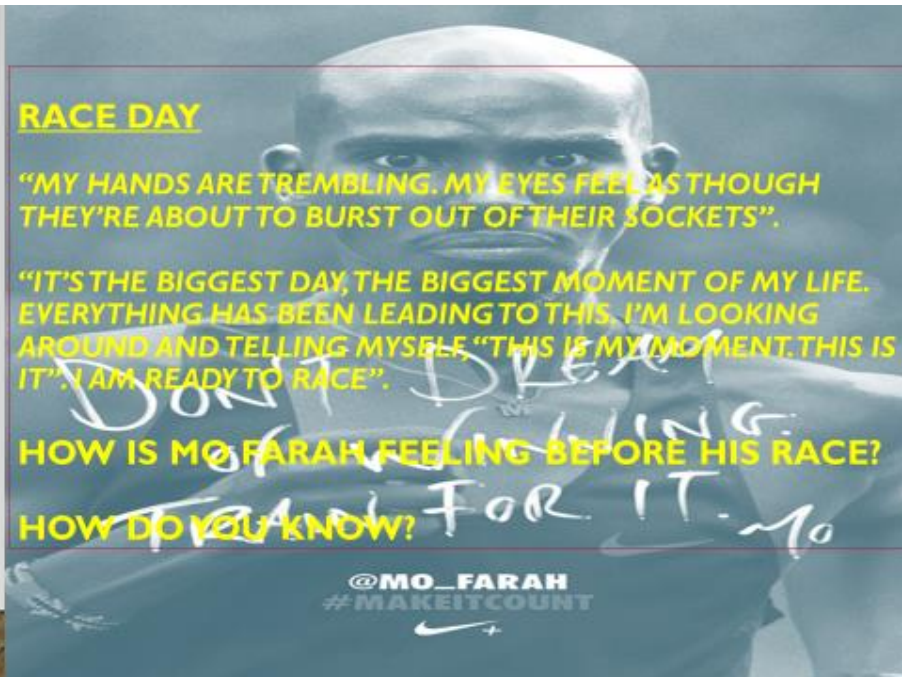
RACE DAY

"MY HANDS ARE TREMBLING. MY EYES FEEL AS THOUGH THEY'RE ABOUT TO BURST OUT OF THEIR SOCKETS".

"IT'S THE BIGGEST DAY, THE BIGGEST MOMENT OF MY LIFE. EVERYTHING HAS BEEN LEADING TO THIS. I'M LOOKING AROUND AND TELLING MYSELF, 'THIS IS MY MOMENT. THIS IS IT'. I AM READY TO RACE".

HOW IS MO FARAH FEELING BEFORE HIS RACE?

HOW DO YOU KNOW?





IN THE RACE

"THE RACE GETS FASTER. BUT I'M CALM. I KNOW I'VE GOT MY SPRINT FINISH. AS LONG AS I'M NEAR THE FRONT WITH TWO LAPS TO GO, I'M GOOD".

"THIS IS MY RACE. MY TIME. I'M NOT GOING TO LOSE TO ANYONE. NOT HERE. NOT IN FRONT OF MY HOME CROWD, WITH EVERYONE IN THE COUNTRY CHEERING ME".

WRITE AT LEAST 3 WORDS TO DESCRIBE HOW YOU THINK MO IS FEELING DURING THE RACE.



WINNING THE RACE

"IT'S ONLY ONCE I CROSS THE LINE THAT IT HITS ME. I'VE WON".

"THE WHOLE STADIUM JUST ERUPTS. THE CROWD IS UNBELIEVABLE. THE NOISE IS DEAFENING – LIKE NOTHING I'VE EVER HEARD BEFORE. EVERYWHERE I LOOK IS THIS MASS OF NOISE AND COLOUR".

**HOW DO YOU THINK MO FEELS NOW HE HAS WON THE RACE?
HOW DO YOU THINK THE PEOPLE WATCHING ARE FEELING?**

Look at the next two pages that give us lots of information about the features of an autobiography. You may have noticed some of them in the extracts from Jessica Ennis and Mo Farrah. Today you are going to make a success toolkit of these features just like we do in class. This will help you to remember some of them when you come to write your own autobiography. You may like to give an example of each feature in your toolkit.

Features of an Autobiography

Purpose:
To give an account of your life so far.

Structure:
Opens with an **attention-grabbing introduction** to make the audience want to read on.
Events are written in **chronological order**.
Early memories, family, home and influences help to make sense of events which happen later.
Factual **anecdotal** writing - telling a story.
Includes relevant photos with captions for interest.
Closing statements include comments on your life now, reflections on some key events, hopes for the future.

Tense:

- written in the past tense
- Closing statements may use present/future tense

Include:

- positive and negative experiences and how they shaped your life
- beliefs, values, feelings and opinions

Include:

- precise dates and locations
- named individuals who have influenced you
- achievements and experiences

Include:

Adverbials:

- accordingly
- consequently
- therefore
- hence
- as a result

Include:

Time connectives:

- then, after that, this, firstly, whenever, in the end, on another occasion

Include:

Adverbials of time, place, number:

- later, that year, nearby, opposite, often, always




Features of an Autobiography

Purpose:

to give an account of your life so far

Tense:

written in the past tense but closing statements may use present/future tense

Structure:

Opens with an attention-grabbing introduction to make the audience want to read on

Events are written in chronological order

Early memories, family, home and influences help to make sense of events which happen later

Factual anecdotal writing – telling a story

Includes relevant photos with captions for interest

Closing statements include comments on your life now, reflections on some key events, hopes for the future

Include:

positive and negative experiences and how they shaped your life; beliefs, values, feelings and opinions

Include:

precise dates and locations; named individuals who have influenced you; achievements and experiences

Include adverbials of time, place, number:

later; that year; nearby; opposite; often; always

Include time conjunctions:

then; after that; this; firstly; whenever; in the end; on another occasion

Include adverbials:

accordingly; consequently; therefore; hence; as a result



Success Toolkit

Autobiography



English – 2 9/2/21

Beginnings

Read the extract from children's author Jacqueline Wilson's autobiography 'Jacky Daydream.' In this extract, Wilson describes the moment she was born and the first few days of her life.

Wilson starts this chapter with 'I was more than a fortnight late for my own birth.'

Obviously, she wouldn't have known this herself; she must have taken the time to find out details about her mother's experience.

Notice how Wilson writes in the first person (using the word I). Even though she could not recall the thoughts and feelings that she would have experienced as a baby, she still writes as if she remembers what happened in detail.

Wilson would have had to ask lots of questions about her birth so that she could write in such detail.



From Jacky Daydream, by children's author Jacqueline Wilson.

I was more than a fortnight late for my own birth. I was due at the beginning of December and I didn't arrive until the seventeenth. I don't know why. It isn't at all like me. I'm always very speedy and I can't stand being late for anything.

My mum did her level best to get me going. She drank castor oil and skipped vigorously every morning. She's a small woman - five foot at most in her high heels. She was nearly as wide as she was long by this time. She must have looked like a beach ball. It's a wonder they didn't try to bounce the baby out. When I eventually got started, I still took forty-eight hours to arrive. In fact, they had to pull me out with forceps. They look like a medieval instrument of torture. It can't have been much fun for my mother - or me. The edge of the forceps caught my mouth. When I was finally yanked out into the harsh white light of the delivery room in the hospital my mouth was lopsided and partially paralysed.

They didn't bother about mothers and babies bonding in those days. They didn't give us time to have a cuddle or even take a good look at each other. I was bundled up tightly in a blanket and taken off to the nursery.

I stayed there for four days without a glimpse of my mother. The nurses came and changed my nappy and gave me a bath and tried to feed me with a bottle, though it hurt my sore mouth.

I wonder what I thought during those long, lonely first days. I'm sure babies do think, even though they can't actually say the words. What would I do now if I was lying all by myself, hungry and frightened? That's easy. I'd make up a story to distract myself. So maybe I started pretending right from the day I was born.

I imagined my mother bending over my cot, lifting me up and cradling her cheek against my wispy curls. Each time a nurse held me against her starched white apron I'd shut my eyes and pretend she was my mother, soft and warm and protective. I'd hope she'd keep me in her arms for ever. But she'd pop me back in my cot and after three or four hours another nurse would come and I'd have to start the whole game all over again.

So perhaps I tried a different tack. Maybe I decided I didn't need a mother. If I could only find the right spell, drink the necessary magic potion, my bendy baby legs would support me. I could haul myself out of the little metal cot, pack a bag with a spare nappy and a bottle, wrap myself up warm in my new hand-knitted matinee jacket and patter over the polished floor. I'd go out of the nursery, bump myself down the stairs on my padded bottom and out of the main entrance into the big wide world.

What was my mother thinking all this time? She was lying back in her bed, weepy and exhausted, wondering why they wouldn't bring her baby.

'She can't feed yet, dear. She's got a poorly mouth,' said the nurses.

My mum imagined an enormous scary wound, a great gap in my face.

'I thought I'd given birth to a monster,' my mum told me later. 'I wasn't sure I wanted to see you.'

But then, on the fourth day after my birth, one of the doctors discovered her weeping. He told her the monster fears were nonsense.

'I'll go and get your baby myself,' he said.

He went to the nursery, scooped me out of my cot and took me to my mother. She peered at me anxiously. My mouth was back in place, just a little sore at the edge. My eyes were still baby blue and wide open because I wanted to take a good look at my mother now I had the chance. I wasn't tomato red and damp like a new-born baby. I was now pink and white and powdered and my hair was fluffy.

'She's pretty!' said my mum. 'She's just like a little doll.'

My mum had always loved dolls as a little girl. She'd played with them right up until secondary school. She loved dressing them and undressing them and getting them to sit up straight. But I was soft flesh, not hard china. My mother cradled me close.

My dad came and visited us in hospital. Fathers didn't get involved much with babies in those days but he held me gently in his big broad hands and gave me a kiss.

My grandma caught the train from Kingston up to London, and then she got on a tube, and then she took the Paddington train to Bath, where we lived, and then took a bus to the hospital, just to catch a glimpse of her new granddaughter. It must have taken her practically all day to get there because transport was slow and erratic just after the war.

She was a trained milliner, very nifty with a needle, quick at knitting, clever at crochet. She came with an enormous bag of handmade baby clothes, all white, with little embroidered rosebuds, a very special Christmas present when there was strict clothes rationing and you couldn't find baby clothes for love nor money.

I had my first Christmas in hospital, with pastel-coloured paperchains drooping around the ward and a little troop of nurses with lanterns singing carols and a slice of chicken and a mince pie for all the patients. This was

considered a feast as food was still rationed too. Luckily my milk was free and I could feed at last.

Comprehension - Autobiography



Why does Jaqueline say that her birth is 'not like her'?

What did Jaqueline's Mum do to try and speed up her labour?

How does Jaqueline describe the forceps?

Can you find an example of a short sentence that Jaqueline has used?

What does 'cradling' mean?

Why do you think she decided she didn't need a mother?

Where did she spend her first Christmas?

Find and copy 2 examples of rhetorical questions.

Why do you think Jaqueline's mother was crying so much in the hospital?

What can you conclude about the Doctor? What type of personality do you think he has? Give reasons for your answer.

Why do you think her Mum compared her to a doll? What else could you compare a new born baby to?

Why do you think autobiographies appeal to readers? Why would you want to read one? Who would you like to read one about?



English – 3 10/2/21

In order to write a successful auto biography, you need to know lots about yourself. You probably know lots about yourself now and over the past couple of years but you might not remember much from your very early childhood. Today, you are going to interview a member of your family to find out some more information about yourself that you can use in your auto biography!

Use the interviewer questions below to help you!



Where was I born? What time was it?	
How much did I weigh?	
Tell me something about you that may be interesting to the reader of my autobiography? (Your parent/carer.) E.g. What was your job?	
Where was my first house?	
What was my first word?	
When did I start walking and talking?	
Did I do anything funny as a baby?	
Where was my first nurse/school? What was it like?	

Tell me about my early childhood?	
Have I ever had a pet? What was it?	
Who was my first ever best friend?	
Have I ever been on holiday? What was my first holiday? Where was it? What was it like?	
What was my first day like at St Matthew's?	

The next questions you will probably be able to answer on your own.

What are your goals for the future?	
Are there any fun/interesting facts the reader would like to know about your time in school?	
Do you attend any clubs?	
Who are your biggest inspirations in life? Who do you really look up to?	
What do you want to be when you grow up? How will you achieve this?	

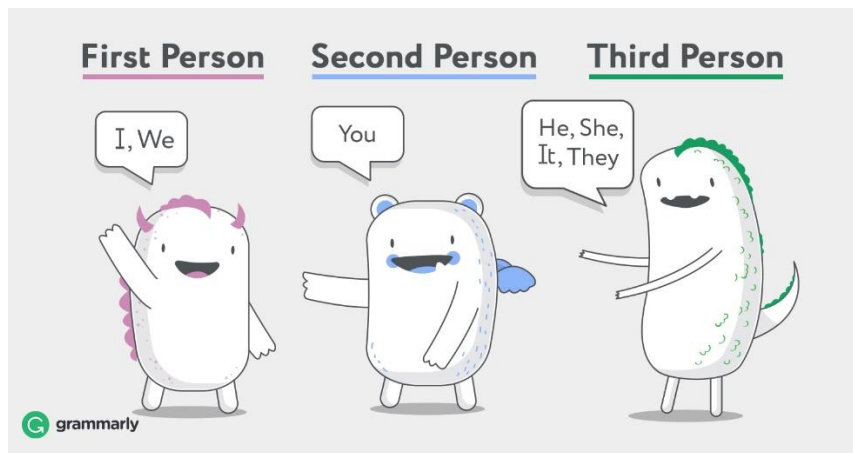


English – 4 11/2/21

Tomorrow you will be writing your own Autobiography using all of the information you compiled yesterday. Today we are going to spend some time planning it and thinking about what could go into each paragraph.

Remember, just like biographies, autobiographies are told chronologically. Complete the next column of this 'box it up' just like we do in class to plan the sections of your autobiography. Today this can just be in note form as it is a plan.

As you are talking about yourself you will be writing in the 1st person!



Opening Paragraph

Introduce yourself.

You must write in chronological order, so start with your birth

Remember, even though you don't remember it, write as though you do. Think about where, when, weight, name, who was present? What are your parents like? Where do you come from? Are there any memorable events about your birth that the reader would like to know?

Paragraph Two

This is all about your early childhood. What happened? Do you have any younger brothers or sisters? Do you already have an older sibling? What are your favourite memories of your early childhood? Holidays? Nursery? Making friends? Coming to school? Who played a big part in your upbringing? What where they like? Why did/do they influence you?

Paragraph Three

Talk about your school years. Where have you been to school? Who are your friends? Who are your inspirations in school? What do the teachers do to help you? What has been your biggest achievement in school so far? How did this make you feel? What are your goals and aspirations for your remaining time in school? Are there any fun/interesting facts the reader would like to know about your time in school?

Paragraph Four

Talk about your personal life.

Do you attend any clubs?

What impact do these clubs have on your life?

Who runs the clubs? What are their personalities like?

What are your hobbies?

Why do you like doing this?

Are there any hobbies that you would like to do that you don't do currently?

What is your biggest achievement outside of school?

Final Paragraph

What are your hopes and aspirations for the future?

What would you like to be when you grow up?

How will you achieve this?

What will life for you be like after St Matthews?

English – 5 12/2/21

Today you are going to write your autobiography and tell us all about your life!

Use your plan from yesterday to help you structure your paragraphs, and don't forget to use your toolkit to help you to remember all of the features of an autobiography!

Include lots of fronted adverbials, relative clause sentences, modal verbs and as adventurous adjectives as you can.

Don't forget to also try and include some commas in a list, brackets or dashes for parentheses or even a semi colon!

HOT TASK





Year 5 and 6 Statutory Spellings

accommodate	communicate	equipment
accompany	community	equip
according	competition	espectally
achieve	conscience	exaggerate
aggressive	conscious	excellent
amateur	controversy	existence
ancient	convenience	explanation
apparent	correspond	familiar
appreciate	criticise	foreign
attached	curiosity	forty
available	definite	frequently
average	desperate	government
awkward	determined	guarantee
bargain	develop	harass
bruise	dictionary	hindrance
category	disastrous	identity
cemetry	embarrass	immediate
committee	environment	immediately

Year 5 and 6 Statutory Spellings

individual	prejudice	soldier
interfere	privilege	stomach
interrupt	profession	sufficient
language	programme	suggest
leisure	pronunciation	symbol
lightning	queue	system
marvellous	recognise	temperature
mischievous	recommend	thorough
muscle	relevant	twelfth
necessary	restaurant	variety
neighbour	rhyme	vegetable
nuisance	rhythm	vehicle
occupy	sacrifice	yacht
occur	secretary	
opportunity	shoulder	
parliament	signature	
persuade	sincere	
physical	sincerely	

Modal Verbs (indicating possibility)

could, should, would,
can, may, might,
must, shall, ought

Dashes

Eva and Isaac are friends - they
have known each other for years.

Brackets, Dashes and Commas (for parenthesis)

Eva (the lolly fan) is ten.
Isaac - the football fan - plays in goal.
Eva and Isaac, my friends, are kind.

Semi-colons

Eva loves lollies; lime-flavoured
ones are her favourite.

Vocabulary Grammar and Punctuation Terminology

Parenthesis

We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the parenthetical information from the main sentence.

Mrs. Jones (**my teacher**) works in Year 5.

The product of four and nine - **36** - is a square number.

Michael, **who sits next to me**, is brilliant at Art.



Vocabulary Grammar and Punctuation Terminology

Relative Pronoun

Relative pronouns (who, which, where, that, when) introduce a relative clause. They refer back to a noun or clause that we already know.

who
which
where
that
when



Vocabulary Grammar and Punctuation Terminology

Relative Clause

A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.

• James, **who never does his homework**, is very lazy.
[the extra clause tells us more about James]

• All the chocolate pudding was gone by the time I got in to lunch, **which really annoyed me**.
[this refers to the whole previous clause about chocolate pudding]



Inverted Commas

Beginning and End
Keep your inverted commas at the beginning and the end of the words being spoken.
"Stop!" I said.

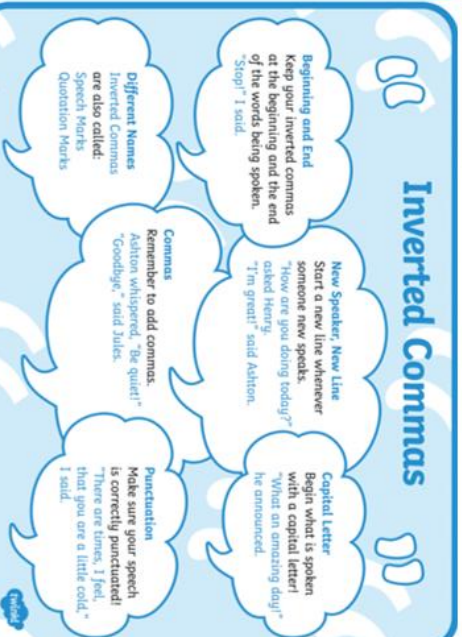
New Speaker, New Line
Start a new line whenever someone new speaks.
"How are you doing today?" asked Henry.
"I'm great!" said Ashlen.

Capital Letter
Begin what is spoken with a capital letter!
"What an amazing day!" he announced.

Commas
Remember to add commas.
Ashlen whispered, "Be quiet!"
"Goodbye," said Jules.

Different Names
Inverted Commas are also called:
Speech Marks
Question Marks

Punctuation
Make sure your speech is correctly punctuated!
"There are times, I feel, that you are a little cold," I said.



Vocabulary, Grammar and Punctuation Terminology

Formal and Informal Language

Formal language uses unabbreviated words and an appropriate choice of vocabulary and grammar whereas informal language uses relative clauses with no relative pronouns and contractions. It is important to select the correct language for writing.

find out – **discover**
ask for – **request**
go in – **enter**

Synonym

A synonym is a word or phrase with the same or similar meaning to another. You can find synonyms in a thesaurus.

Talk = speak = mention
sleep = doze = kip

Antonym

A synonym is a word or phrase with the opposite meaning.
young – old
straight – bendy
full – empty

Punctuation Marks

Punctuation marks are important because they give writing flow. They also help to change how the reader understands the writing.

Colon

A colon is used to tell the reader 'this is what I mean' or 'as follows' and indicates the information following it. I ordered the following ingredients (and they are): eggs, butter and flour. Would simply be written as, I ordered the following ingredients: eggs, butter and flour.



Spelling Mix Ups

where

- is an adverb relating to place/position.
I know **where** you left it.

were

- is the plural past tense of the verb 'are'.
We were playing outside?

we're

- is a contraction of 'we are'.
We're going to the park.

wear

- is used when talking about clothing.
I don't know what to **wear**.

Their

Shows possession.
That is **their** car.

There

Refers to a location or place.
My house is over **there**.

They're

Is a contraction of they are.
They're swimming in the ocean.

Passive and Active voices

A voice describes whether the subject of a clause performs or receives the action of the verb.

If a clause is in an active voice, the subject of the sentence is performing the verb.

Active – **Johnny broke** the vase.
In this sentence, Johnny is the subject of the sentence who is performing the verb (broke). Johnny broke the vase.

When a clause is in the passive voice, the verb is being done to the subject.

Passive – **The vase was broken** by Johnny.
In this sentence, the vase is the subject of the sentence but the verb is being performed on it (was broken). The vase didn't break itself.

Cohesive devices

A text which has cohesion fits logically together. A writer may use repetition of word or phrase, adverbials or ellipsis to build on writing.
The day was **fun, fun, fun**. I love chocolate but on the **other hand**, I like cake. He walked to the edge of the cliff...

Semi-colon

A semi-colon joins two independent clauses without using a conjunction such as 'and'.
We can go to the library in the morning; Mondays are usually quiet.

A semi-colon may be used in a list to divide the items where commas are already used to avoid ambiguity.
I have been to Birmingham, England; Paris, France; New York, USA; and Moscow, Russia.



Bye

Can mean a 'see you later' or 'goodbye'.
Bye!

Buy

To purchase something.
Susan is going to **buy** a present.

By

Used for saying how something is done.
I am getting there by train.

Which

Is an interrogative pronoun used to identify a person or thing.
Which dog is yours?

Witch

Is a female sorcerer or magician.
Witch is a female sorcerer or magician.

List of Contractions



Word	Contraction	Word	Contraction
are not	aren't	she had	she'd
cannot	can't	should not	shouldn't
could not	couldn't	that is	that's
did not	didn't	there is	there's
do not	don't	they are	they're
does not	doesn't	they have	they've
had not	hadn't	they will	they'll
have not	haven't	they would	they'd
he is	he's	they had	they'd
he has	he's	was not	wasn't
he will	he'll	we are	we're
he would	he'd	we are	we're
here is	here's	we have	we've
I am	I'm	we will	we'll
I have	I've	we would	we'd
I will	I'll	we had	we'd
I would	I'd	were not	weren't
I had	I'd	what is	what's
is not	isn't	where is	where's
it is	it's	who is	who's
it has	it's	who will	who'll
it has	it's	will not	won't
it will	it'll	would not	wouldn't
must not	mustn't	you are	you're
she is	she's	you have	you've
she has	she's	you will	you'll
she has	she's	you would	you'd
she will	she'll	you had	you'd

Affect

Is a verb, meaning to cause something to happen.

Effect

Is a noun, which is the result of something having happened.

Bees beneficially affect flowers through pollination.

The effect of pollination was amazing!

Two

Is a number also represented as 2.
The fox has two ears.

Too

Can mean 'in excess or also'.
I ate too much.

To

Is used for everything else!
I love to swim!

Homophones

Their

Shows possession.
That is **their** car.

There

Refers to a location or place.
My house is over **there**.

They're

Is a contraction of they are.
They're swimming in the ocean.

English – 6

Stage: 6		Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'				
List: 14		Name: _____				
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt	
merciful						
plentiful						
beautiful						
fearful						
faithful						
boastful						
doubtful						
thankful						
pitiful						
fanciful						

Stage: 6

Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'

List: 14

Name:



Spellings

merciful

plentiful

beautiful

fearful

faithful

boastful

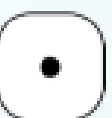
doubtful

thankful

pitiful

fanciful

Roll a die or ask someone to pick a number from 1-6 for each spelling.



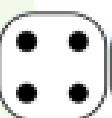
Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.

To challenge yourself, why not do all of the numbers for each spelling!

Stage: 6

Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful'.

List: 14

Name:



Spellings (Cover these)

merciful

plentiful

beautiful

fearful

faithful

boastful

doubtful

thankful

pitiful

fanciful



Marvin has completed his spelling test below.

Can you correct Marvin's answers without looking at your own list?

mersiful

plenntiful

byootiful

feerfull

faithfull

bostful

dowtfull

thanksfull

pityful

fancyfull

Maths 1 – 8/2/21

Showing Negative Numbers

Lesson
1

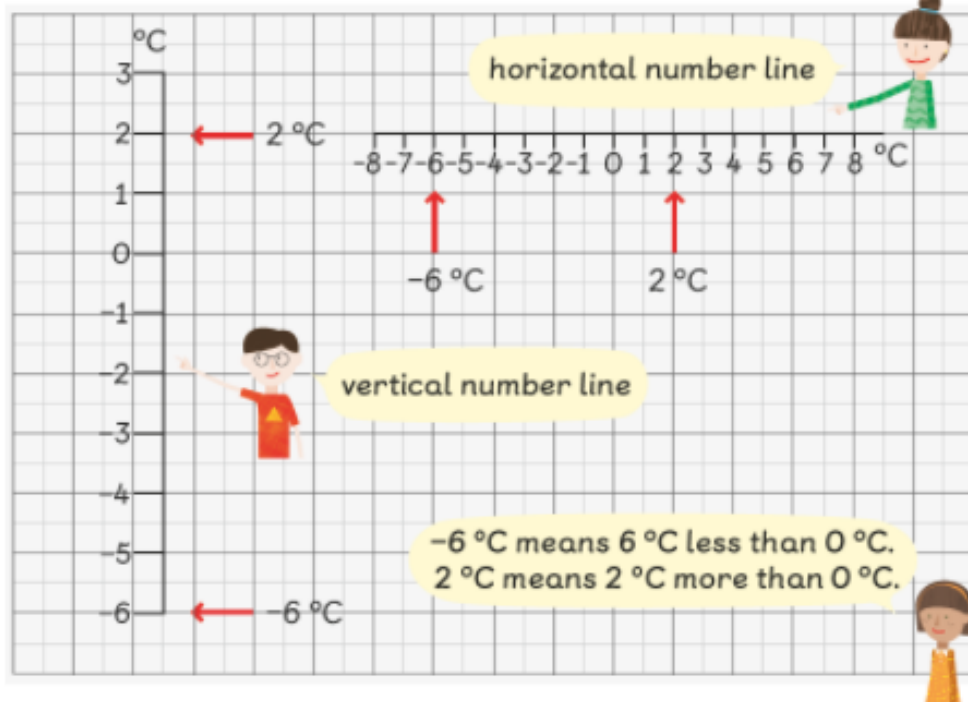
In Focus

The lowest and highest temperatures in Albany in the state of New York are shown.

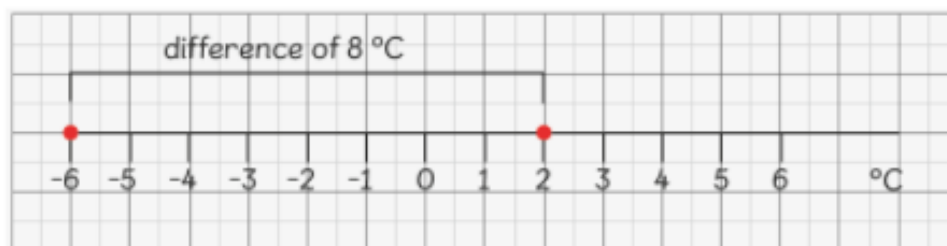
What is the difference in temperature?

Let's Learn

- 1 Show -6°C and 2°C on a number line.

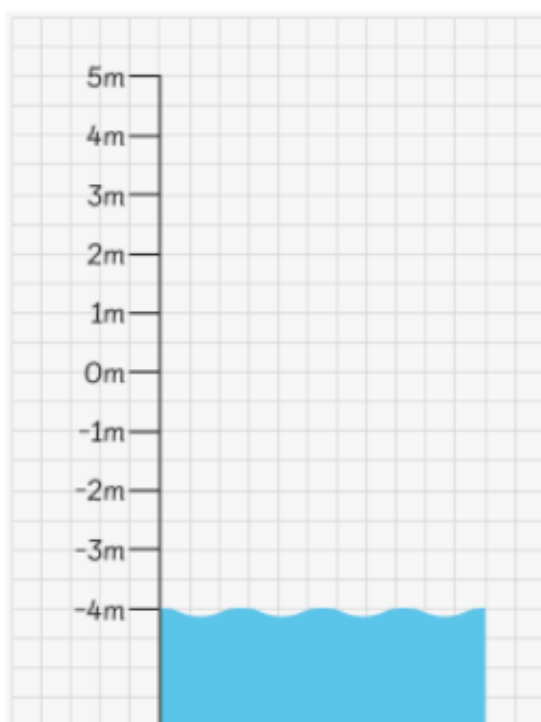


- 2 Find the difference between -6°C and 2°C .



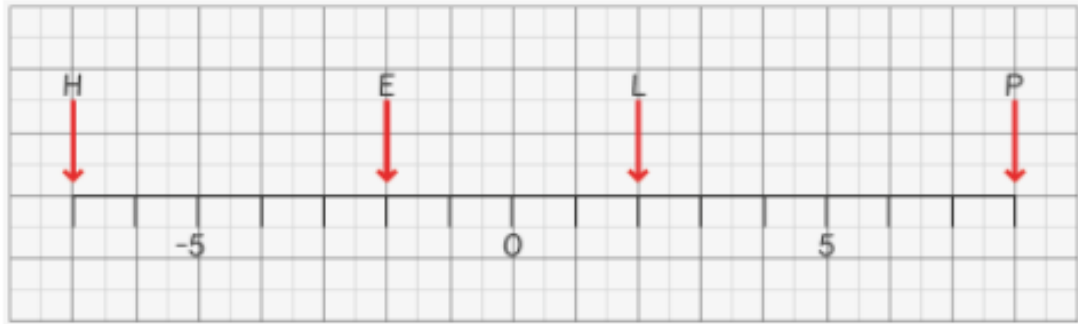
Guided Practice

- 1 The diagram shows the water level in a lake.



- (a) What if the water level increases by 3 m? What is the final water level?
(b) What if the water level increases to 3 m? What is the increase in water level?

2



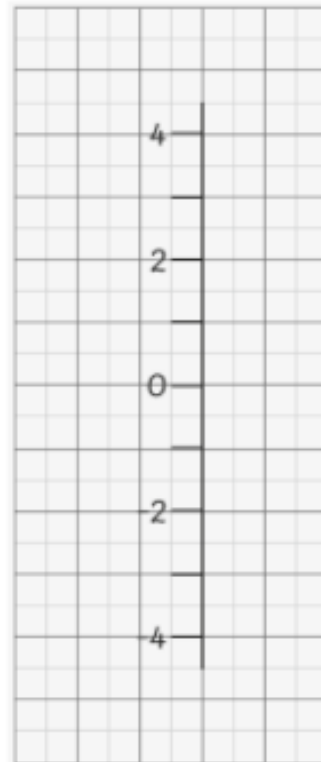
What number on the number line is shown:

- (a) by point H?
- (b) by point E?
- (c) by point L?
- (d) by point P?

3

Mark the point on this number line that shows:

- (a) -3
- (b) -1.5
- (c) -0.5



Worksheet 1

Showing Negative Numbers

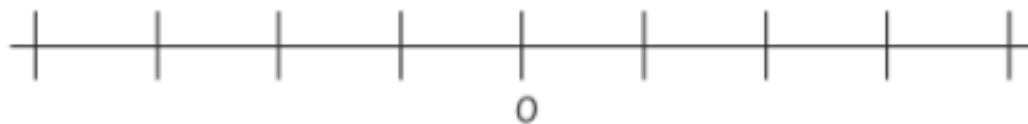
- 1 This ruler shows the water level of a river during a drought in the month of June.



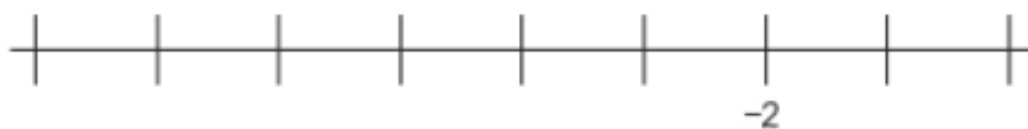
- (a) In the month of July, the water level increased by 6 metres. Shade to show the new water level. What was the water level in July?
- (b) In August, the water level dropped. The difference in the water level between July and August was 4 m. Find the difference between the water level in June and the water level in August.

2 Mark and label the given numbers on each number line.

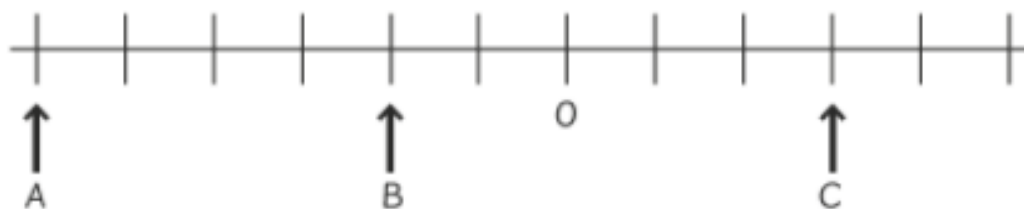
(a) -3 and 1



(b) 0 and -7



3



(a) What numbers are represented by the points A, B and C?

A:

B:

C:

(b) Find the difference between:

(i) the value of A and B

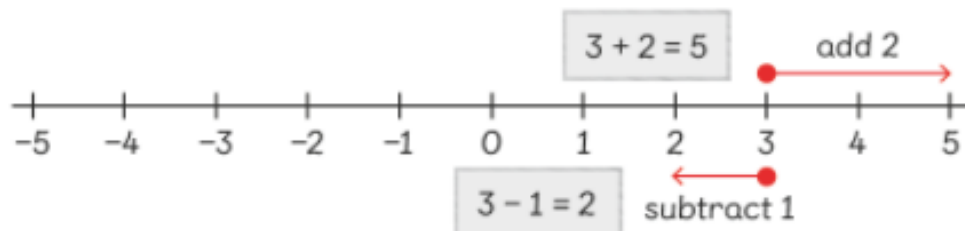
(ii) the value of A and C

Maths 2 – 9/2/21

In Focus



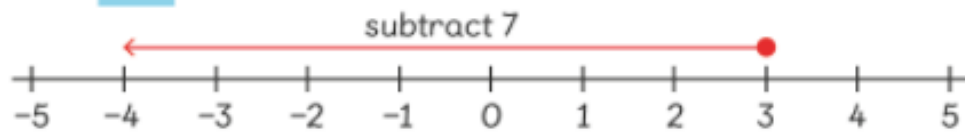
uses this method to add and subtract numbers.



Use 's method to calculate the values of $3 - 7$ and $-4 + 3$.

Let's Learn

1 $3 - 7 =$



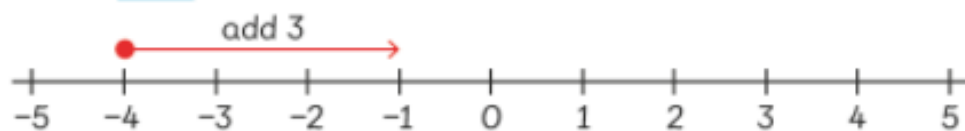
$3 - 7 = -4$

We read -4 as 'negative four'.

-4 is 4 less than 0.



2 $-4 + 3 =$



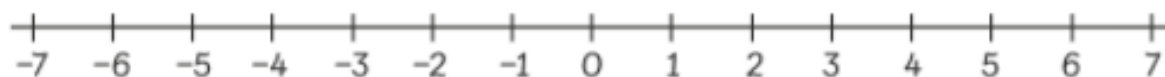
$-4 + 3 = -1$

We read -1 as 'negative one'.

-1 is 1 less than 0.



Guided Practice



1 Calculate the value of each of the following.

(a) $3 + 1 =$

(b) $-3 - 1 =$

(c) $-3 + 1 =$

(d) $3 - 1 =$

2 Find the value of each of the following.

(a) $-2 + 1$

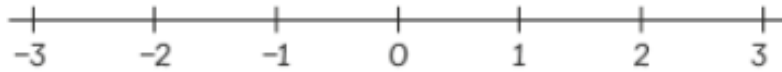
(b) $-2 + 5$

(c) $-2 - 5$

Worksheet 1

Adding and Subtracting Negative Numbers

1 Calculate the value of each of the following:



(a) $2 - 3 =$

(b) $2 - 4 =$

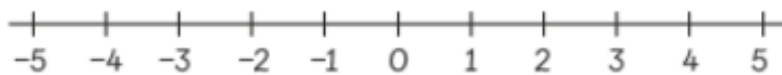
(c) $3 - 5 =$

(d) $1 - 4 =$

(e) $-3 + 4 =$

(f) $-1 - 2 =$

2 Find the value of:



(a) $5 - 6 =$

(b) $3 - 7 =$

(c) $-2 - 3 =$

(d) $-4 + 9 =$

(e) $-5 + 7 =$

(f) $0 - 3 =$

3 Find the value of the following:

(a) $-2 + 9 =$

(b) $7 - 9 =$

(c) $-4 + 5 =$

(d) $-1 - 7 =$

(e) $0 - 6 =$

(f) $4 - 10 =$

(g) $1 - 8 =$

(h) $-6 + 6 =$

(i) $-6 + 16 =$

(j) $-12 - 8 =$

Maths 3 - 10/2/21

Lesson 2

In Focus

Think of stories for

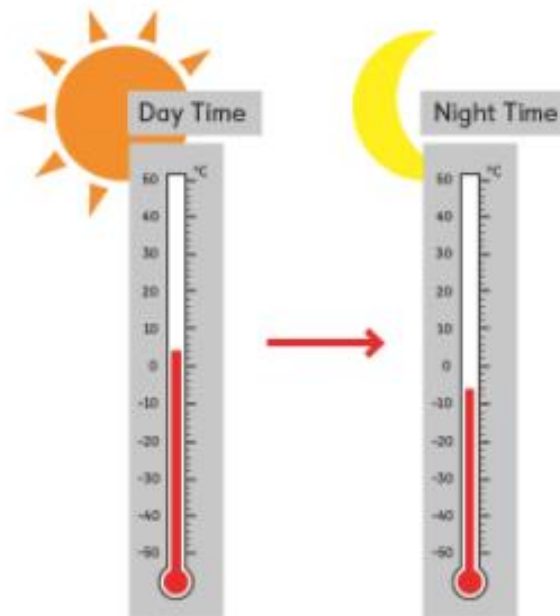
$$4 - 10 = \boxed{} .$$

Let's Learn

1



's story



The temperature was 4 °C.
It then dropped by 10 °C.



2

's story



I took the lift from Level 4 and went 10 storeys down.

3

's story



I write £1 for each £1 I receive.

I also write £1 for each £1 I spend.

What could 's story be?



3



's story

Football Results								
Team	Played	Won	Drew	Lost	Goals scored	Goals conceded	Goal difference	Result
	3	2	1	0	8	2	6	7
	3	2	0	1	7	6	1	6
	3	1	1	1	3	4	-1	4
	3	0	0	3	4	10	-6	0

Guided Practice

1

Calculate the goal difference for each team in this group.






Group A	Won	Drew	Lost	Goals scored	Goals conceded	Goal difference
	2	1	0	7	2	<input type="text"/>
	2	1	0	4	1	<input type="text"/>
	1	0	2	6	6	<input type="text"/>
	0	0	3	1	9	<input type="text"/>

Write the equation
for each calculation,
e.g. $7 - 2 = \square$.



Worksheet 2

Using Negative Numbers

- 1 In a 5-question Science quiz, 4 marks are awarded for each correct answer and 2 marks are deducted for each incorrect answer. No mark is awarded or deducted for questions which are not attempted.  ,  ,  ,  and  took the quiz and the results are shown in this table.

	Number of correct answers	Number of incorrect answers	Not attempted
Ruby	2	2	1
Charles	1	3	1
Lulu	4	1	0
Ravi	2	3	0
Emma	1	4	0

Calculate the score of each student.

- (a) Ruby
- (b) Charles
- (c) Lulu
- (d) Ravi
- (e) Emma

Maths 4 – 11/2/21



According to a website, the average temperature in the UK is about 5°C in the month of January. Find the average temperature of each of the following cities.

- (a) The average temperature in Bangkok, Thailand is 19°C higher than in the UK.
- (b) The average temperature in Seoul, Korea is 7°C lower than in the UK.
- (c) The average temperature in Beijing, China is 9°C lower than in the UK.

Mind Workout

Mr Smith's office is in a 50-storey building. One morning, he went up 6 floors for a meeting. After the meeting he went down 12 floors to the cafeteria for lunch. Then he went up 20 floors to the top floor to meet his manager. On which floor is Mr Smith's office located?



Maths 5 – 12/2/21

Review 15

1 Find the value.

(a) $6 - 9 =$

(b) $-6 + 9 =$

(c) $-6 - 9 =$

(d) $-9 + 6 =$

(e) $-8 - 3 =$

(f) $3 - 7 =$

(g) $-7 - 2 =$

(h) $0 - 4 =$

(i) $-3 + 3 =$

(j) $-5 - 7 =$

3 According to a website, the temperature in Beijing, China on 22 January 2016 was -6°C . The next day, on 23 January, the temperature dropped by 7°C . Then on 24 January, it rose 9°C from the day before. Find the temperature:

(a) on 23 January 2016

(b) on 24 January 2016

4 Fill in the blanks.

(a) $\xrightarrow{-9}$ $\xrightarrow{+14}$

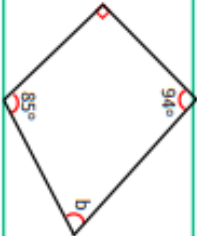
(b) $\xrightarrow{+3}$ $\xrightarrow{+16}$

Maths 6 - 11/2/21 Basic Skills

5. Recap: What do the angles add up to inside a quadrilateral?



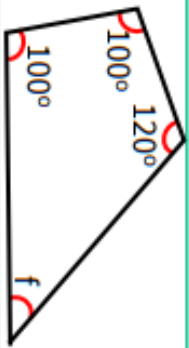
7. What is the missing angle?



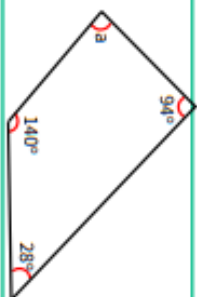
9. Calculate the missing angles.



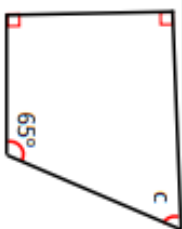
11. Calculate the missing angle.



6. What's the missing angle?



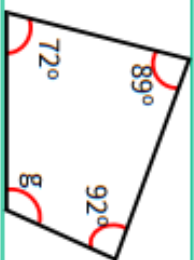
8. What is the missing angle?



10. Explain how you found the answer to question 9.



12. Calculate the missing angle.



13. Aubrey says the internal angles of a quadrilateral add up to 300°. Is this correct? Explain.



RE 1 – 8/2/21



Jesus' Prayer for Unity

Jesus often spoke to his disciples about the importance of unity among them. He gave them the model of the unity between himself and God the Father.

In the text from John's Gospel, part of his prayer for his disciples just before his arrest, he makes it clear how they would be more effective witnesses of his love if there was unity among them.

Keep them safe by the power of your name, the name you gave me, so that they may be one just as you and I are one. I pray not only for them, but also for those who believe in me because of their message. I pray that they may all be one. Father! May they be in us, just as you are in me and I am in you.

May they be one, so that the world will believe that you sent me. I gave them the same glory you gave me, so that they may be one, just as you and I are one I in them and you in me, so that they may be completely one, in order that the world may know that you sent me and that you love them as you love me.

John 17: 11, 20-23

SOME KEY QUESTIONS

Q Why do you think Jesus prayed this prayer at this time?

Q How do you think the disciples felt when they heard this?

Q How do you think it might have affected their beliefs and their behaviour to one another?

Q Which are your favourite words and phrases and why?

Q What can you learn from this Gospel reading?

Task: Use the text from John and compose a prayer for unity:

An open notebook with two blank, lined pages is positioned in the lower half of the page. The pages are white with horizontal black lines. The notebook has a red cover on the left and a blue cover on the right. The pages are slightly curved, and the binding is visible in the center.

RE 2 – 10/2/21

In Communion with Jesus.

And because of God's gracious gift to me I say to every one of you: Do not think of yourself more highly than you should.

Instead, be modest in your thinking, and judge yourself according to the amount of faith that God has given you.

We have many parts in the one body, and all these parts have different functions.



Consider the word 'communion', (not meaning Holy Communion at this point). What does it mean? What is another word for this? e.g. relationship, empathy, unity, union, one with etc. What do you think being 'in communion with Jesus' means? Read the scripture on this page.



In the same way, though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body.

So we are to use our different gifts in accordance with the grace that God has given us.

If our gift is to speak God's message, we should do it according to the faith that we have;



If it is to serve, we should serve;

If it is to teach, we should teach;

If it is to encourage others, we should do so.

Whoever shares with others should do it generously;

Whoever has authority should work hard;

Whoever shows kindness to others should do it cheerfully.

Love must be completely sincere.

Hate what is evil, hold on to what is good.

Love one another warmly as Christians, and be eager to show respect for one another.

Based on Romans 12: 3-10
(Come and See)

Paul was one of the friends of Jesus who went from city to city telling people about the Good News of Jesus. He often wrote to the people he had left to remind them of the message of Jesus, to say 'well done' or to give them advice.

In his letter to the Christians in Rome, Paul explains how although we are all different, we may all be one with Jesus Christ through the gifts we have been given.

SOME KEY QUESTIONS:

Q Which of the different gifts that Paul mentions do you think you have?

Q Which one would you most like to have and why?

Q What is Paul telling the Christians in Rome about communion (friendship)?

Task: Design a stained-glass window which expresses in either pictures or symbols, that 'though we are many, we are one body', or 'all joined to each other as different parts of one body' and are one with Jesus. Include annotated notes around your design giving reasons for your choices. Here are some examples...



RE 3 – 12/2/21



The Eucharist challenges Christians to live in communion

‘Communion’ means ‘being at one with’. The celebration of the Eucharist is a sign of being at one with God: Father, Son and Holy Spirit, as well as being at one with one another. It is about God making the world holy and of people offering worship to God. Recall how, in Year 5, you learnt how the Eucharist is a memorial of Jesus’ sacrifice. Jesus’ sacrifice unites the whole Church, those in Heaven and those on earth and makes it one Church. That is why, in the Eucharistic Prayer, reference is made to Mary and all the saints.

There are three Eucharistic Prayers written specially for children. This is the text of the third:

Eucharistic Prayer for Children III

Priest: *Jesus now lives with you in glory, but he is also here on earth, among us. We thank you and say:*

All: *Glory to God in the highest.*

Priest: *One day he will come in glory, and in his kingdom, there will be no more suffering, no more tears, no more sadness. We thank you and say:*

All: *Glory to God in the highest.*

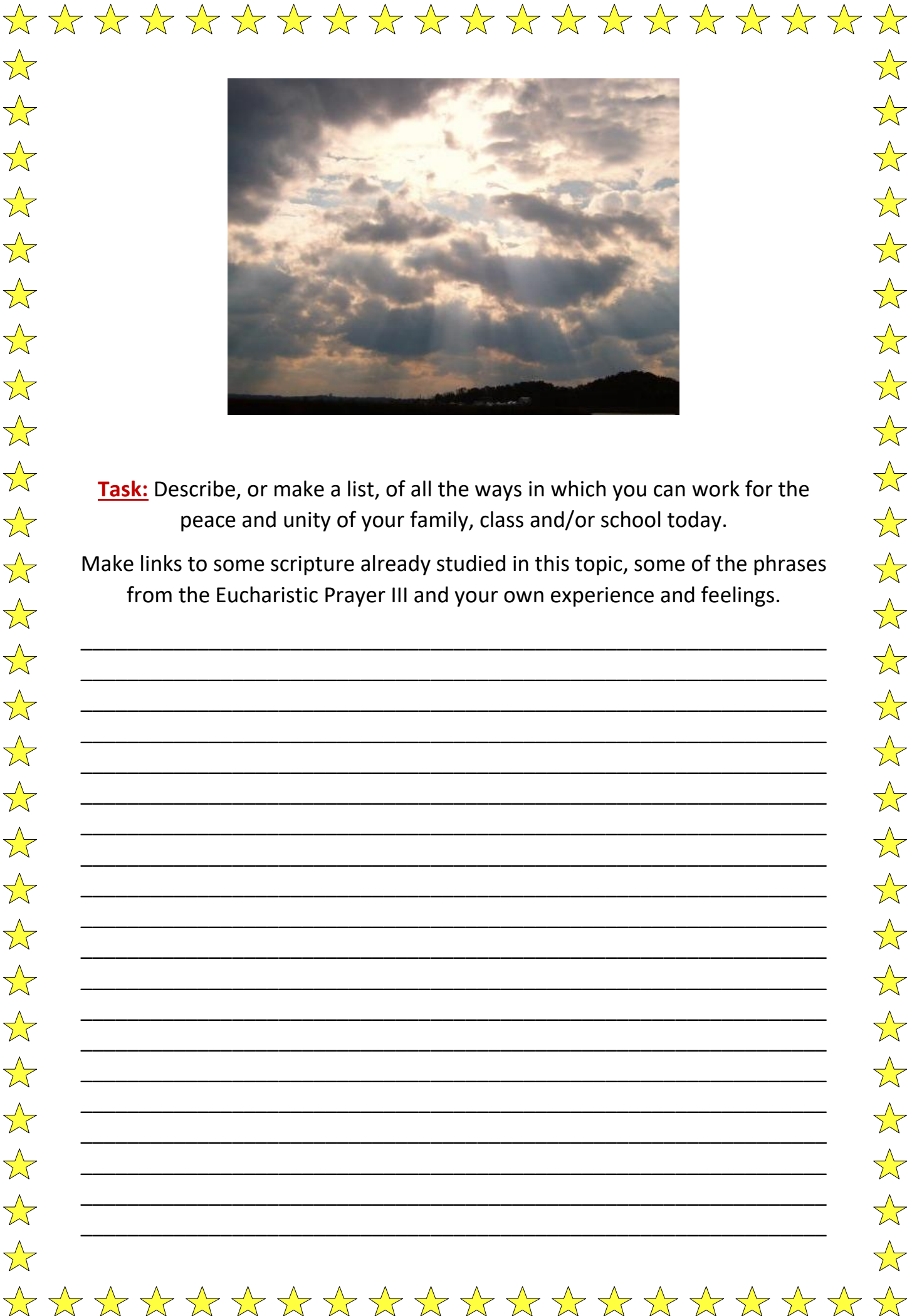
Priest: *Father in heaven, you have called us to receive the Body and Blood of Christ at this table and to be filled with the joy of the Holy Spirit. Through this sacred meal give us strength to please you more and more. Lord, our God, remember N..., our Pope, N.....our bishop, and all other bishops. Help all who follow Jesus to work for peace and to bring happiness to others. Bring us all at last together with Mary, the Mother of God, and all the saints, to live with you and to be one with Christ in heaven.*

(The priest takes the chalice and the paten with the host and lifting them up, he sings or says:)

Through him, with him, in him, in the unity of the Holy Spirit all glory and honour is yours, Almighty Father, for ever and ever.

All: *Amen.*





Computing-E Safety- **9/2/21**

Today is Safer Internet day and the theme is: **An internet we trust-exploring reliability in the online world.**

Watch this virtual assembly below all about Safer Internet Day!

[Virtual assembly for 7-11s | Safer Internet Centre](#)



Now visit this website:

[Films for 5-11 year olds | Safer Internet Centre](#)

There are 3 short videos for you to watch here all about how to stay safe online and how to make sure what you are reading is reliable and trustworthy!



What is Safer Internet Day?



Let's celebrate
all the great
things about
being online!



An internet we **trust**
Exploring reliability in the online world

Today we're thinking
about trust online.

Time
to talk

What is trust?



This year for Safer Internet Day we are looking at trust online. Let's have a think, what is trust?

Trust is when we have a strong belief that someone or something is honest and tells the truth. For example, you might trust your teacher is telling the truth when they say that you have a school trip coming up, but you might not trust your little sister is telling the truth when she is covered in chocolate and says she didn't eat the last chocolate bar.

Can we trust everything we see online?

What do you think?



Time to talk

Can you think of any examples?



Can we trust everything we see online?

Although there is lots of great information online that is useful and trustworthy, it's important to remember that there is also information online that is not so trustworthy and may even be there to try and confuse or persuade us.

Can you think of any examples of things you've seen online that you couldn't trust?



Trust it or check it? 👍👎

How would it make you feel?



Happy



Curious



Confused



Shocked



Angry



Worried



If you saw this trade in an online game would you trust it or check it?

This looks like someone is trying to make an unofficial trade. Agreeing on a trade should always be done using the official trading system in the game - this will make sure it is safe and trustworthy. Make sure that you feel the trade is fair before accepting.



Trust it or check it? 👍👎

How would it make you feel?



Happy



Curious



Confused



Shocked



Angry



Worried



If you saw this advert online would you trust it or check it?

It can be tricky to tell if an online advert is trustworthy or not. It's always best to check and if you weren't sure, you could look up the advert separately online and speak to an adult you trust about whether it's real or not.



Trust it or check it? 👍👎

How would it make you feel?

 Happy	 Curious	 Confused
 Shocked	 Angry	 Worried

 Safer Internet Day 2021 UK Safer Internet Centre

If you saw this chain message online would you trust it or check it?

It can be worrying if you receive a chain message. It's important to remember that these are not true. However, if you are worried by what you have read or seen it's always good to talk to an adult you trust. It's best not to share these on as this might cause more people to worry.



Trust it or check it? 👍👎

How would it make you feel?

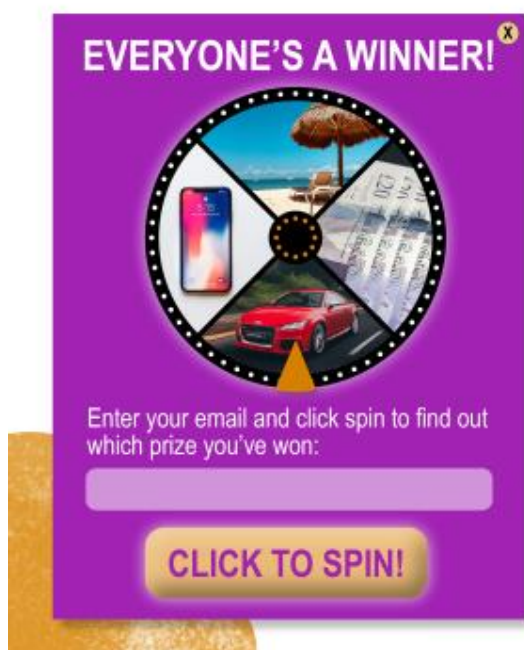
 Happy	 Curious	 Confused
 Shocked	 Angry	 Worried

 Safer Internet Day 2021 UK Safer Internet Centre

If you saw this news headline online would you trust it or check it? Tell us why?
What news websites can you trust?

This example looks like it could be a joke. People usually share jokes to make people laugh. They tend to be very exaggerated, or they can be sarcastic (saying one thing, but meaning the opposite) and might even be trying to make fun of something or someone. It's important to read past the headline and look at who it is written by.

How do you think seeing something like this would make you feel?



If you saw this competition online would you trust it or check it?

It can be really tempting to enter competitions online and sometimes they are genuine, and you can win some great prizes! It can be helpful to think to yourself that if something seems too good to be true online, it probably isn't true. This might be an example of 'phishing.' It's probably trying to collect personal information such as usernames and emails to gain access to people's

accounts. Be careful about sharing personal information online and always check with an adult before entering any competitions.



AMAZING trick shots...
FIRST TIME!!
KyleShots3456
1 week ago 35k views

Trust it or check it? 👍👎

How would it make you feel?



Happy



Curious



Confused



Shocked



Angry



Worried



If you saw this video online would you trust it or check it?

Remember that just like photos, videos can be edited too. You also might not be given all the correct information. In this example, where it says 'first time trick shot', this probably isn't true and more than likely took a lot of time and effort.

How would seeing something like this make you feel? Why would it make you feel this way?



Trust it or check it? 👍👎

How would it make you feel?



Happy



Curious



Confused



Shocked



Angry



Worried



If you received this message online would you trust it or check it?

Make sure you always keep your personal information safe online. If a stranger online asks to meet up, for any personal information or for pictures or videos it is really important not to share any of these and to tell an adult you trust straight away. They can help you and make sure the correct action is taken, like blocking the user so they can't contact you again and making a report.

Internet detectives



Question things



Check online



Check offline



Ask for help



Talk to an adult for help and support!



Feeling...



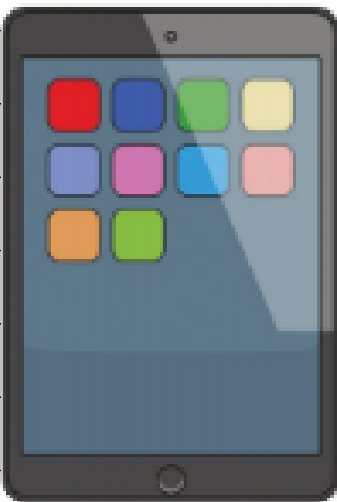
There are lots of things you can do to help, but most importantly, make sure you talk to an adult you trust for help. This could be an adult at school or at home.

Remember, there is lots of information when you go online, some true, some not.



Using the information that we have just learnt about, write down some facts about how to stay safe online and ensure the information we are reading is trustworthy.

Using the information that we have just learnt about, write down some facts about how to stay safe online and ensure the information we are reading is trustworthy.



No Outsiders - PSHE **10/2/21**



This is the book we will be reading today for our PSHE lesson. Make sure you watch today's loom video where your teacher will read it to you!

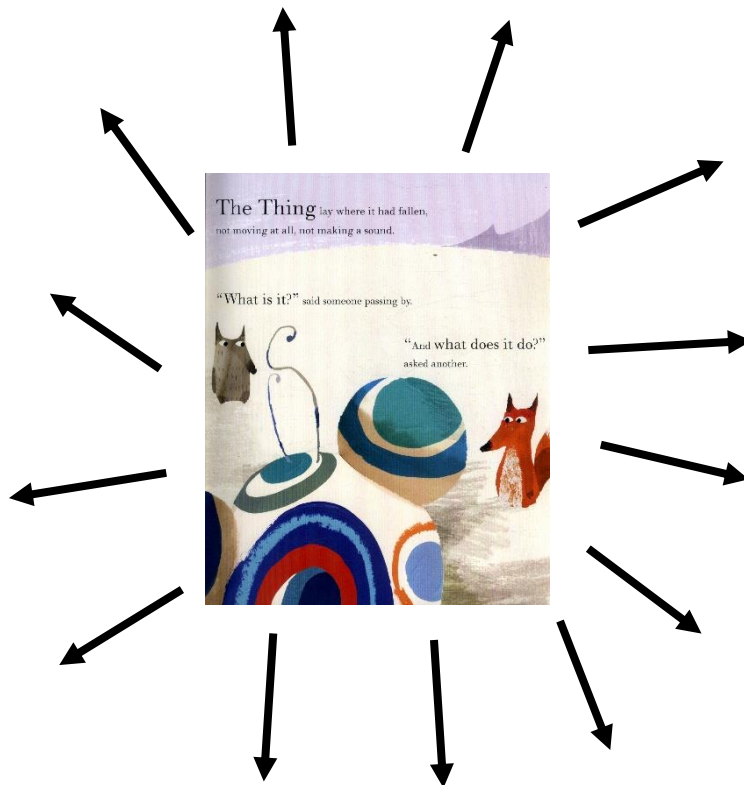
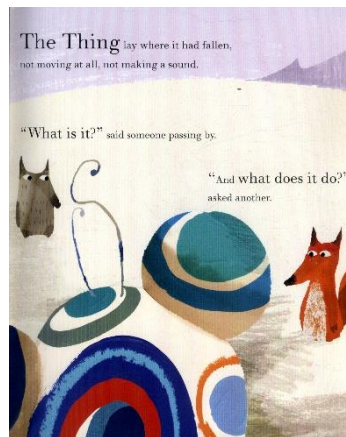
Here is a trailer for the book:

[The Thing Trailer - Egnéus-Puttock Productions - YouTube](#)

Listen to the story carefully and think about these questions below. Put your thoughts and feelings around the spider diagram on the next page.

1. How do the four animals react when they first find the thing?
2. Is the reaction the same from all the animals?
3. What other reactions are there?
4. Look at the page where the animals say; "That thing does not belong. It has to go." Why do you think the animals say that?
5. Why do you think there was "quite a lot of bad feeling?" Is this the reaction and behaviour an example of prejudice or discrimination?
6. Why do you think 'The Thing' chose to remain silent?
7. How can we make sure that in our school everyone feels welcome?
8. What do you think about the story endings?
9. How did 'The Thing' affect the animals in the story?
10. What did the other animals learn from The Thing? Is there a message in this book?

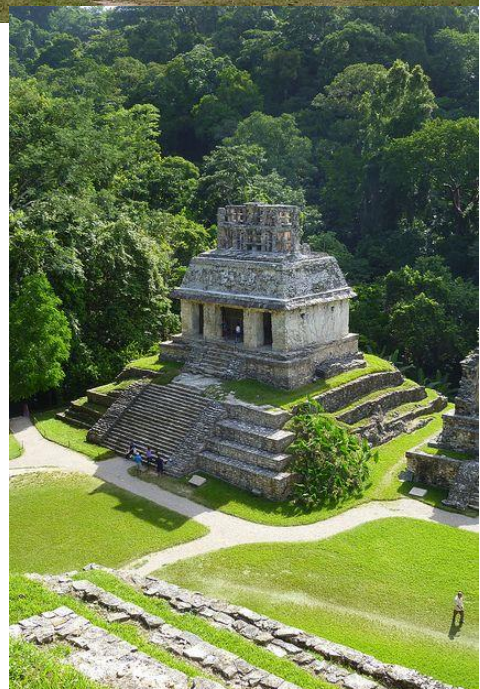




History -4 11/2/21

Below are some images of Mayan pyramids. On the next page are some images of Egyptian pyramids, which we learnt about in our previous topic of the Egyptians.

Mayan Pyramids



Egyptian Pyramids



Activity: Use the table below to compare the pyramids. You may like to use the websites below to help you.

https://www.ducksters.com/history/maya/pyramids_and_architecture.php

https://kids.kiddle.co/Mayan_pyramid

https://www.ducksters.com/history/ancient_egyptian_pyramids.php

<https://www.bbc.co.uk/bitesize/clips/zwfvr82>

Think about the following questions:

- What do you think the pyramid was used for? (It could be more than one thing.)
- Why are they shaped in the way that they are?
- Who built them?
- What materials are they built out of?
- How long do you think it took them to build the pyramids?
- What tools did they use to build them?
- How were they constructed? (You may have lots of different theories for this!)
- Why were they important to the Mayan and Egyptian society?
- Why do you think they are slightly different shapes?

Mayan Pyramids	Egyptian Pyramids

French Year 6, Spring 1 Types of Accommodation

School Improvement
Liverpool Limited

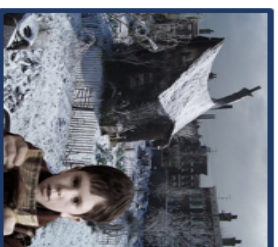


Où on habite Where we live	
dans une maison	in a house
dans un appartement	in a flat
dans une ferme	in a farm
dans un chalet	in a country house
dans un village	in a village
en ville	in a town
à la montagne	in the mountains
à la campagne	in the countryside
au bord de la mer	by the sea

Key Question	
Où habites-tu?	Where do you live?
Les Adjectifs Adjectives	
vieux/ vieille	old
moderne	modern
grand/ grande	big
petit/ petite	small

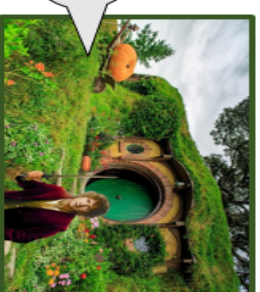
Habiter To live	
J'habite	I live
Tu habites	You live
Il/ elle habite	She/he lives

KEY SOUNDS	
an/ on	on



Je m'appelle Charlie Bucket. J'habite en Angleterre. J'habite en ville, dans une petite, vieille maison.

Je m'appelle Bilbo Baggins. J'habite en Middle-Earth. J'habite dans une petite maison moderne à la campagne.



Les Nombres à 1000 - Numbers to 1000									
100 Cent	200 Deux cents	300 Trois cents	400 Quatre cents	500 Cinq cents	600 Six cents	700 Sept cents	800 Huit cents	900 Neuf cents	1000 Mille

French Year 6, Spring 1

Places in town/directions

School Improvement
Liverpool Limited

Key Question	
Où est...?	Where is ...?

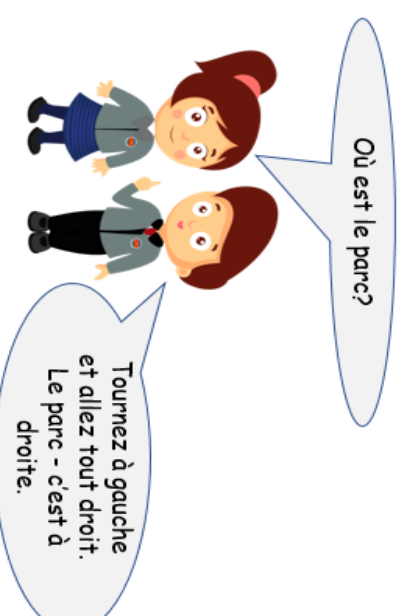
Les Endroits en Ville Places in town	
Le ciné ma	The cinema
Le par c	The park
Le stade de foot	The football stadium
Le super mar ché	The supermarket
Le mar ché	The market
Le centre comm er cial	The shopping centre
Le centre sport if	The sports centre
Le mag as in	The shop
La ban que	The bank
La cathé é drale	The cathedral
La gar e	The train station
La pisc in e	The swimming pool
La pla ge	The beach

Les Directions Directions	
à droite	On the right
à gauche	On the left
tournez à droite	Turn right
tournez à gauche	Turn left
c'est à droite	It's on the right
c'est à gauche	It's on the left
tout droit	Straight on
allez tout droit	continue straight on

KEY SOUNDS	
an/on	on
é	ay

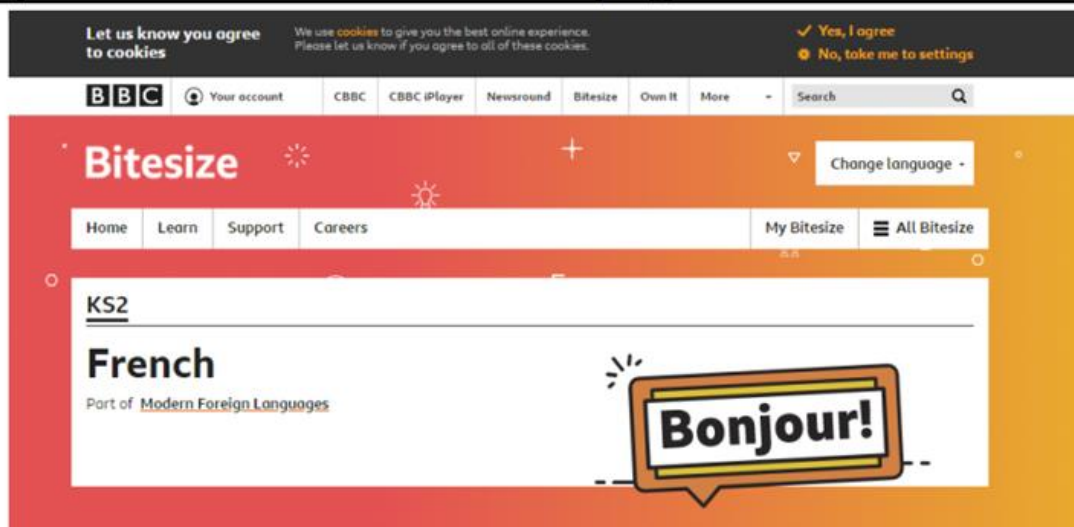


Etre To be	
Je suis	I'm
Tu es	You are
C'est	It is



Je suis à la
plage

Try the BBC Bitesize French page for new activities!



<https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

