



Year 6 Remote Learning Schedule

W/C 1st February	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Maths <i>(approx. 45 mins per lesson)</i></p> <p>This week our focus is: Percentages</p>	<p>Lesson 1: <i>Percentage of an amount (1)</i></p> <p>Click on the link here.</p>	<p>Lesson 2: <i>Percentage of an amount (2)</i></p> <p>Click on the link here.</p>	<p>Lesson 3: <i>Percentages - missing values</i></p> <p>Click on the link here.</p>	<p>Lesson 4: <i>End of topic assessment</i></p>	<p>Lesson 5: <i>Arithmetic Skills</i> <i>Challenge yourself with our weekly number skills check.</i></p>
<p><i>You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></p>					
<div style="display: flex; justify-content: space-between; align-items: center;"> <p style="font-weight: bold; font-size: 1.2em;">Remember to log in to TT Rockstars each week to practise your times tables!</p> </div> <p style="text-align: center; font-style: italic;">Message your teacher on ClassDojo if you've forgotten your login details.</p>					
<p style="font-weight: bold; font-size: 1.2em;">Remember to share your learning on ClassDojo!</p> <p style="font-style: italic;">Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</p>					
<p>English <i>(approx. 45 mins per lesson)</i></p> <p>This week our focus is: Informal Letter Writing</p>	<p>Lesson 1: <i>Poetry: World War Poem</i></p>	<p>Lesson 2: <i>Grammar: To use parentheses effectively</i></p>	<p>Lesson 3: <i>To identify and use formal and informal language</i></p>	<p>Lesson 4: <i>To plan your letter</i></p>	<p>Lesson 5: <i>To write your letter</i></p>
<p><i>The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></p>					
<p>This week's spellings are: initial, influential, substantial, residential, essential (Remember to test yourself on Friday!)</p>					
<p>Reading for Pleasure is such an important part of our curriculum and you should be reading everyday. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.</p>					
<p>Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</p>			<p>Mon: History</p>	<p>Tues: RE</p>	<p>Wed: Music</p>
			<p>Thurs: Science</p>	<p>Fri: Art</p>	
<p>Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. Within this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!</p>					



Maths lesson 1: To find a percentage of an amount.

Percentage of an amount (1)



1 Match the equivalent fractions to the percentages.

$$\frac{1}{2}$$

$$\frac{1}{100}$$

$$\frac{1}{10}$$

$$\frac{1}{4}$$

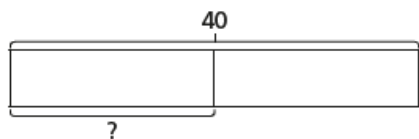
25%

1%

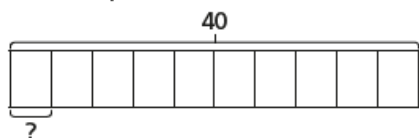
50%

10%

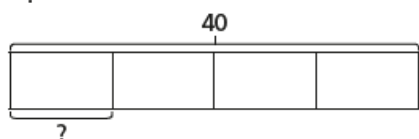
2 Match each bar model to the statement it represents.



10% of 40



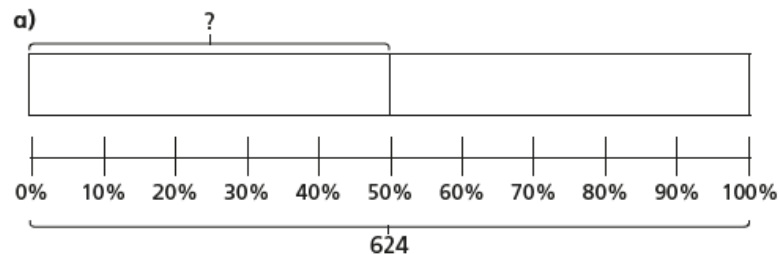
25% of 40



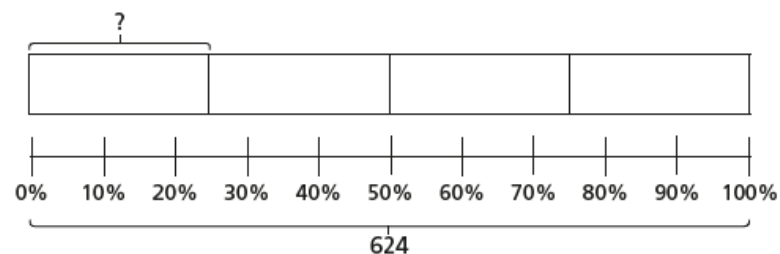
50% of 40

Compare answers with a partner.

3 Use the bar models to help you complete the calculations.



50% of 624 =



25% of 624 =

What do you notice about your answers?

b) Use bar models to complete the calculations.

50% of 3,420 =





25% of 3,420 =

10% of 3,420 =

4 Complete the calculations.

- | | |
|--|--|
| a) 50% of 3,000 = <input type="text"/> | c) 10% of 3,000 = <input type="text"/> |
| 50% of 1,500 = <input type="text"/> | 10% of 1,500 = <input type="text"/> |
| 50% of 500 = <input type="text"/> | 10% of 500 = <input type="text"/> |
| b) 25% of 3,000 = <input type="text"/> | d) 1% of 3,000 = <input type="text"/> |
| 25% of 1,500 = <input type="text"/> | 1% of 1,500 = <input type="text"/> |
| 25% of 500 = <input type="text"/> | 1% of 500 = <input type="text"/> |

What do you notice about your answers?

5 Workers in a toy factory aim to pack 2,560 boxes each day.

At 10:00 am they have completed 25% of their target.

a) How many boxes have they packed?

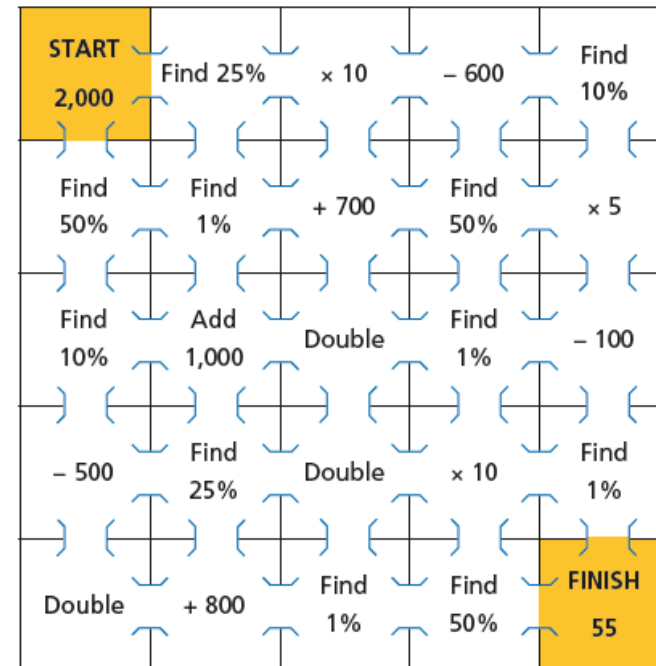
By midday they have packed 50% of their target.

At 2:00 pm they have packed another 10% of their target.

b) How many more boxes do they need to pack to meet the daily target?

They need to pack more boxes.

6 Follow the steps to find a way through the maze.



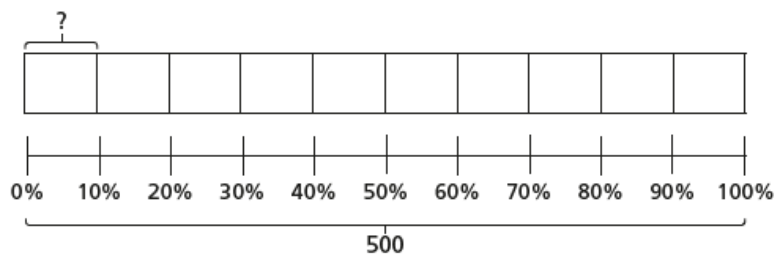


Maths Lesson 2: To find percentages of an amount.

Percentage of an amount (2)



1 a) Use the bar model to find 10% of 500



10% of 500 =

b) Use your answer to part a) to help you complete the calculations.

20% of 500 = 70% of 500 =

90% of 500 = 60% of 500 =

30% of 500 = 100% of 500 =

2



To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

a) 5% of 40 = d) 5% of 2,000 =

b) 5% of 400 = e) 5% of 6,000 =

c) 5% of 4,000 =

What do you notice about your answers?

3 Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

b) Use Alex's method to find 75% of 340



I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = d) 15% of 1,000 =

20% of 550 = 15% of 300 =

20% of 40 = 15% of 30 =

b) 90% of 1,000 = e) 55% of 1,000 =

90% of 4,230 = 55% of 4,400 =

90% of 90 = 55% of 8 =

c) 60% of 1,000 = f) 40% of 1,000 =

60% of 400 = 40% of 400 =

60% of 98 = 40% of 98 =

5 Ron is calculating these percentages.

10% of 20 20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 = 25% of 60 =

40% of 20 = 60% of 25 =

b) What do you notice about the answers?

c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.





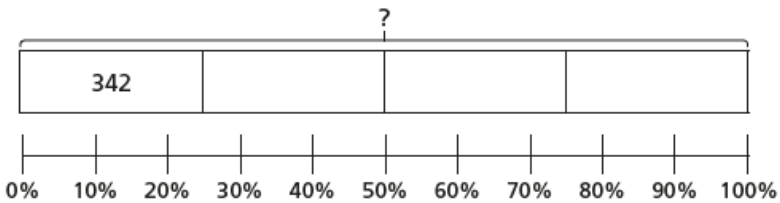
Maths Lesson 3: To find missing values in percentage of an amount problems.

Percentages – missing values

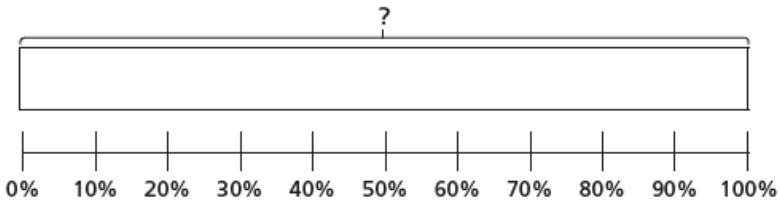


1 Complete the bar models to find the missing numbers.

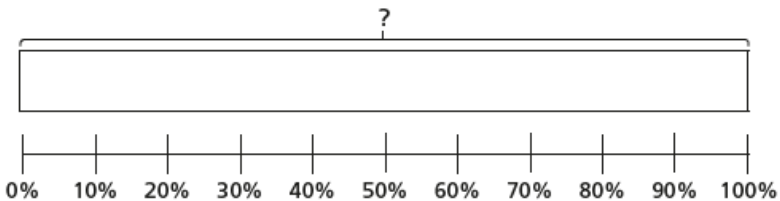
a) 25% of = 342



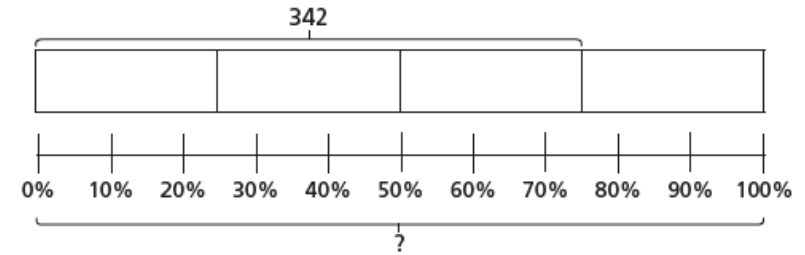
b) 10% of = 342



c) 50% of = 342



d) 75% of = 342



2 40% of the children in a school are boys.

There are 188 boys in total.

a) How many children are there altogether?

b) How many girls are there?

3 10% of = 200



I know that to find 10% I have to divide by 10, so the answer is 20

a) What mistake has Eva made?





b) Draw a bar model to help Eva find the correct answer.

c) What is the correct answer?

4 Complete the calculations.

a) 20% of = 30

c) % of 400 = 100

20% of = 60

% of 300 = 225

b) 10% of = 40

d) 80% of = 32

10% of = 20

% of 32 = 8

5 The table shows the number of people who visited a cinema over four days.

a) Fill in the missing information.

Day	Percentage of total visitors	Number of visitors
Thursday	10%	
Friday		448
Saturday	45%	
Sunday		
Total		2,240

b) How many more people went to the cinema on Saturday than Sunday?

c) 60% of the visitors were children.
How many children went to the cinema?

6 Find three different solutions to make the statement correct.

10% of = % of 50

What do you notice about your answers?

Talk about it with a partner.





Maths Lesson 4: End of Topic Assessment.

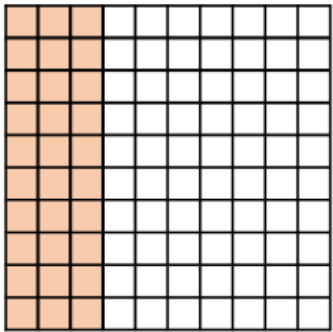
Year 6



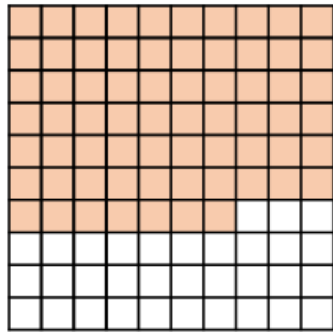
Percentages

Name _____

1 Here are some hundred grids.
What percentage of each grid is shaded?



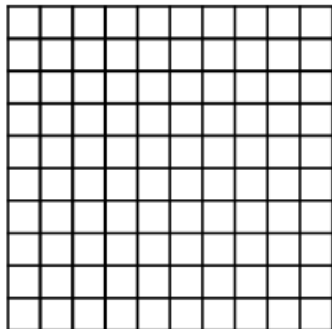
%



%

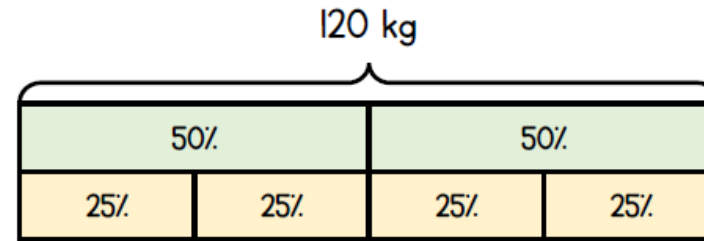
2 marks

2 Shade 12% of the hundred grid.



1 mark

3 Use the bar model to help you.



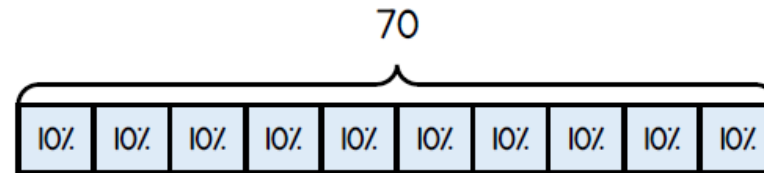
What is 50% of 120 kg?
_____ kg

1 mark

What is 25% of 120 kg?
_____ kg

1 mark

4 Use the bar model to help you.



What is 10% of 70?

What is 30% of 70?

What is 90% of 70?

What is 5% of 70?

4 marks



- 5 The percentage bar chart shows the colour of counters in a box.



What percentage of the counters in the box are blue?

What percentage of the counters in the box are yellow?

What percentage of the counters in the box are red?

- 6 50% of a number is 32
What is the number?

10% of a number is 7.5
What is the number?

- 7 Max has £800 in the bank.
He spends 3% of his money on a new computer game.
How much money does he spend on the computer game?

£ _____

3 marks

2 marks

2 marks

- 8 Complete the table.

Percentage	Fraction	Decimal
50%	$\frac{1}{2}$	0.5
7%	$\frac{7}{100}$	
	$\frac{1}{5}$	0.2
57%		0.57

2 marks

- 9 Leona has a large bag of apples.
There are 180 apples in the bag.
She uses $\frac{1}{4}$ of the apples to make some juice.
She uses 20% of the apples to make some pies.
How many apples are left?

_____ apples

2 marks

Circle how confident you feel with percentages.

1 2 3 4 5
Not Very
confident confident



Maths Lesson 5: Arithmetic Test.

You have 30 minutes to complete your arithmetic test; set a timer so you know how much time is remaining. Remember to highlight symbols and to **show your working out**. When you have finished, use the answer sheet to mark your test and record your score out of 40. If you have any corrections, do these again in a different colour beside your previous answer.

1 $83 + 465 =$

4 $387 \times 0 =$

2 $\frac{7}{9} - \frac{5}{9} =$

5 $88 \div 11 =$

3 $2 \times 55 =$

6 $6 \times 10 \times 4 =$



13 $75 \div 15 =$

14 $? = 7,814 - 352$

15 $4,003,600 = 4,000,000 + ? + 600$

16 $10 - 6.3 =$

17 $\frac{5}{9} + \frac{7}{18} =$

18 $0.4 \div 100 =$



19 $\frac{4}{5}$ of 1,000 =

22 $1,222 \div 47 =$

$$\begin{array}{r|rrrr} 47 & 1 & 2 & 2 & 2 \end{array}$$

20 $381 \times 27 =$

$$\begin{array}{r} 381 \\ \times 27 \\ \hline \end{array}$$

23 $0.5 \times 36 =$

21 25% of 1,100 =

24 $\frac{1}{3} + \frac{1}{5} =$



25 $1\frac{2}{3} + \frac{2}{3} =$

28 $1\frac{3}{8} - \frac{1}{2} =$

26 $8 - 7.209 =$

29 $7,328 \times 76 =$

$$\begin{array}{r} 7\ 3\ 2\ 8 \\ \times\ 7\ 6 \\ \hline \end{array}$$

27 $7.2 \times 50 =$

30 90% of 300 =



31 $\frac{1}{3} \div 2 =$

32 $27 \div 3 + 4^2 =$

33 $1\frac{1}{2} \times 30 =$

34 23% of 510 =

35 $5\frac{1}{6} - 3\frac{3}{4} =$

36 $6,536 \div 86 =$

8 6 | 6 5 3 6



English: Practise your spellings.

Remember to... look, cover, say, write and then check!

<i>initial</i>		
<i>influential</i>		
<i>substantial</i>		
<i>residential</i>		
<i>essential</i>		

Use the first column to go over the letters and practise your handwriting joins.

Can you write sentences for each of the spellings?



English Lesson 1: To study World War 2 Poetry.

An extract from *Dulce et Decorum Est*, by Wilfred Owen

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.

Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! GAS! Quick, boys! - An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime ...

Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old lie: Dulce et decorum est Pro patria mori.



Questions

1. What effect do you think the poet wanted to create with the line, 'Gas! GAS! Quick, boys!'?
2. Why do you think the poet chose to describe the scene in such graphic detail?
3. Why does the poet use repetition of the word 'drowning' in Stanza 4?
4. Why does the poet say 'someone still was yelling' rather than naming the other soldier?
5. What are the 'misty panes' mentioned?
6. Why does the poet say the man 'In all my dreams' if the event is actually happening?
7. Why does the poet use the phrase 'an ecstasy of fumbling' when ecstasy usually means excitement?

Deepen the moment...

Do you think the poet disagrees with all war, or the use of chemical weapons like chlorine gas? What evidence is there of this view?

Why does the poet finish the poem by using the line from the title?



English Lesson 2: To use parenthesis effectively.

Parenthesis is a word or clause added into a sentence to give extra information. It is particularly useful for adding more information about a **setting** or **character**. For example: The old man (who had hair as white as snow) peered curiously through the window.

Brackets, dashes or commas are used to enclose the extra information.

You will be using parenthesis to add extra information when you are writing your informal letter.

Please complete the task below:

<p>1. Insert suitable parenthesis to add extra information to the sentence below.</p> <p>Dusting himself off, the spy (_____) picked up his broken camera and stalked off down the street to where his brand new car was waiting.</p>	<p>2. Insert suitable parenthesis to add extra information to the sentence below.</p> <p>After arriving at the shopping mall, the family (_____) proceeded to spend what seemed like an eternity looking for new uniforms, shoes and bags.</p>
<p>3. Using brackets, commas or dashes, combine the sentences below so that they include parenthesis. You may need to omit or change words.</p> <p>Without a sound, the mysterious figure stepped out of the shadows. The figure was dressed in dark robes and wore a featureless mask.</p>	<p>4. Using brackets, commas or dashes, combine the sentences below so that they include parenthesis. You may need to omit or change words.</p> <p>Mark's state-of-the-art hoverboard drew looks of admiration from the gathering crowd. I thought it was a little overrated.</p>
<p>5. Has parenthesis been used correctly in the sentence below? Explain why.</p> <p>Twirling around the floor like they were floating on air, the couple, who had been dance partners for years, successfully danced their way into the final.</p>	<p>6. Has parenthesis been used correctly in the sentence below? Explain why.</p> <p>The dog pack 12 muscular huskies – covered in thick layers – of grey and white fur pulled the sled skillfully over the frozen wastelands.</p>



<p>7. True or false? The parenthesis in the sentence below is punctuated correctly.</p> <p>Queen Victoria's reign lasting an impressive sixty-three years, seven months and two days (has since been surpassed by Elizabeth II).</p>	<p>8. True or false? The parenthesis in the sentence below is punctuated correctly.</p> <p>Mount Everest (standing at 8,848m) is still growing due to pressure from the Indian plate pushing into Asia.</p>
<p>9. Insert commas around the parenthesis in the sentence below.</p> <p>Despite his attempts to evade capture, the burglar was apprehended in a jewellery shop which is owned by Tammi Wilson in the early hours of Friday.</p>	<p>10. Insert commas around the parenthesis in the sentence below.</p> <p>During the midnight feast which consisted of popcorn, fizzy drinks and chocolate the children attempted to scare each other with their favourite horror story.</p>
<p>11. Rewrite the sentence below using brackets to punctuate the parenthesis.</p> <p>Earth, Neptune named after the Roman god of the sea and Mars are just a few of the planets in our solar system.</p>	<p>12. Rewrite the sentence below using dashes to punctuate the parenthesis.</p> <p>Meeting in Sunil's garden which is massive by the way means that we have more room to play football, rugby and rounders.</p>

Deepen the moment...

Create some sentences that include the following information in parenthesis.

- 1) which was a long way away
- 2) who's eleven
- 3) who learned Polish in the holidays
- 4) your sister's dog
- 5) 125km long

You should write **five complex** sentences in total. Try to use **commas**, **dashes** and **brackets** to punctuate your sentences.

For example: We drove to France (which was a long way away) for our holiday.

Remember: Your sentence and the extra information should all be linked by the same topic.



English Lesson 3: To identify and use formal and informal language.

Formal language is used when we are communicating with people we don't know very well and want to impress or show respect to. For example, police officers or head teachers.

Informal language is used when we are more relaxed and with people we know well.

At the end of this week, you will be writing your own **informal** letter from the perspective of an evacuee, who is writing a letter to their mother back home.

Choose the correct phrases for this formal letter of complaint

Dear/Hello Sir or Madam,

I am writing to let you know/inform you that a pizza I was unlucky enough/had the misfortune to order at your restaurant was despicable/rubbish.

The cheese was flavourless/gross, the tomatoes gone off/rotten, and the base chewy as rubber/impossibly tough.

Never will I eat at your establishment/joint again. Not only was the food pants/terrible, but the waiting staff were snooty/aloof, and I had to wait two hours for my grub/dinner!

I demand/want a refund, to be paid now/immediately.

Yours faithfully/Cheers,

Name: _____

Deepen the moment...

Write a paragraph about what you got up to last weekend. Write it **informally**, as if you are writing to your best friend. Think carefully about how to make it informal. You might use nick names, funny words or even include jokes. Include brackets, dashes and commas to indicate parenthesis.

Now, write one paragraph about something you enjoy doing. This time write **formally**, as if you are writing to your head teacher. Again, think carefully about how you would write this. You will need to make sure your grammar is correct and use your best vocabulary.



English Lesson 4: To plan an informal letter.

For today's lesson, you need to plan an informal letter. You will be writing informally to your mother back home about how life is as an evacuee and how different it is living in the countryside compared to London. You will need to think about the following key points:

- Who you are writing to.
- Setting descriptions
- Character descriptions of your new friends/neighbours/host family
- Your thoughts and feelings
- The future.

Here are some sentence openers to support your plan:

How is life back home?	We arrived in the small village three days ago...
I am living with an old lady (she is very kind and caring)	I am living next door to the local church...
I was really nervous when I arrived at my new house...	I have a small bedroom in the attic, which is quite damp...
I have to do jobs/chores every morning...	I am missing you mummy...
There are lots of other children in the village and I have made a few friends...	Love from....



Letter Home Plan

Opening paragraph (Include greetings, questions, reassure mum)

Where you are staying (Describe the setting – the village, your house, the countryside etc and how it compares to your home in the city)

Who you are staying with (Describe the person or family you are staying with and your thoughts on them)

What you have been doing (Have you been to school, tried new things, good/bad experiences)

Closing paragraph (Final messages, hopes for the future)



English Lesson 5: To write a letter.

WAGOLL – This letter is an example of an informal letter. Use your plan from yesterday's lesson to help you write your own informal letter from the perspective of an evacuee writing home to their mother.

15 Wellington St.
Bridgley
Nr Exeter

04.05.42

Dear Mum,

I hope you are safe and well in London.

When I got on the train to Bridgley I was very upset after saying goodbye. There were lots of other children on the train, crying or shouting. I wanted to cover my ears. I felt a little overwhelmed and so I didn't eat my lunch. We arrived at the billeting office on Thursday afternoon. I had to sit in my chair quietly and wait for someone to collect me. I felt nervous and homesick. At first waiting made me very anxious. I didn't know if anyone wanted a Londoner like me. I felt more queasy and panicked as the time passed. After what felt like hours, a man with only a little hair and round glasses arrived. He looked very serious and I was terrified he would shout at me, but he smiled, which calmed me down a little. He told to keep my chin up and come along with him.

The man's name is Mr Read and he is the schoolmaster. I am staying with him and his wife in a house on the top of a steep hill, on a winding country road. There are apple trees in an orchard here and the air smells like wet grass and earth. I am enjoying exploring the garden and feel relaxed now that I am here. I am grateful I am staying with nice people.

Tomorrow I am going to school. There are more than a hundred children there. Mr Read says there will be a lot of evacuees like me. I hope I get along well. I would like to do some more maths and spelling but I am not sure what the schools are like here so I will have to see.

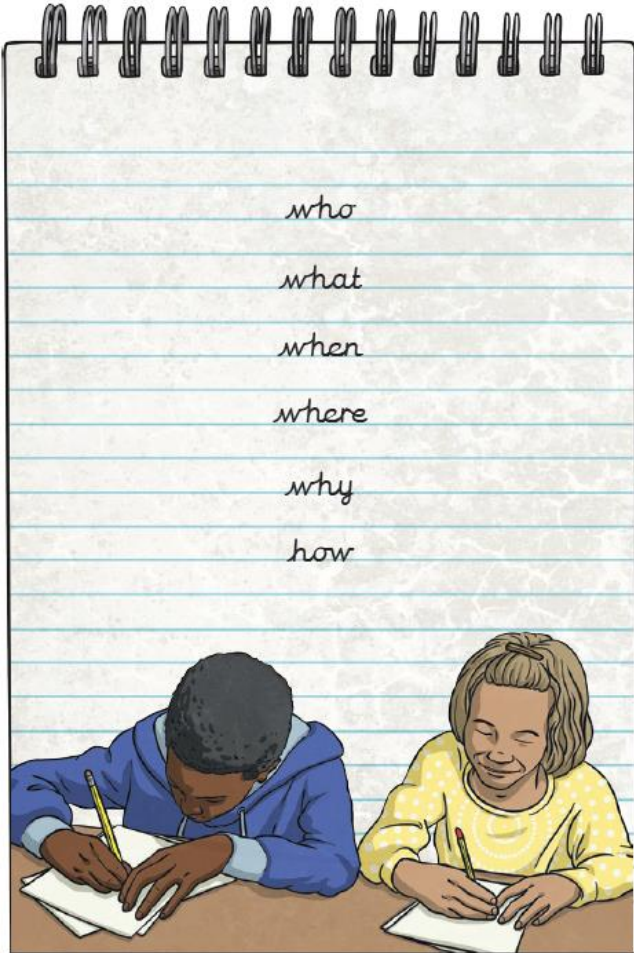
I miss you very much and I will write to you again soon.

Lots of love,

James.



Year 6 Letter Writing: Informal



<i>which</i>	<i>appreciate</i>	<i>please</i>	<i>for</i>
<i>that</i>	<i>correspond</i>	<i>can you...</i>	<i>because</i>
<i>whose</i>	<i>determined</i>	<i>don't forget...</i>	<i>as</i>
<i>whom</i>	<i>especially</i>	<i>I can't wait...</i>	<i>after</i>
<i>tell</i>	<i>marvellous</i>	<i>all the best</i>	<i>before</i>
<i>invite</i>	<i>recommend</i>	<i>best wishes</i>	<i>once</i>
<i>explain</i>	<i>dear</i>	<i>love from</i>	<i>as soon as</i>
<i>ask</i>	<i>dearest</i>	<i>p.s.</i>	<i>while</i>
<i>apologise</i>	<i>I hope...</i>	<i>when</i>	<i>whilst</i>
<i>advise</i>	<i>thank you</i>	<i>since</i>	<i>afterwards</i>



Checklist:

the sender's address?
the date?
an appropriate greeting?
an introduction?
paragraphs around a theme?
first person form?
vocabulary that shows a chatty, informal style?
places where the writer addresses the recipient directly?
a conclusion?
a complimentary close?
the sender's name or signature at the end?



Year 5 and 6 Spelling List

Can you include some words from the spelling list below?

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



Annotated features of an informal letter

All text: a full range of accurate spelling, punctuation and grammar conventions taught in previous years are demonstrated throughout the text

²vocabulary and sentence structure that matches the informality of the text

³a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

⁴passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

⁵modal verbs (e.g. can, could, should, would, etc.)

⁶multi-clause sentences

⁷single clause sentence for effect - short and snappy sentence

⁸relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

32 Windsor Gardens
Notting Hill
London
W11 1MB
United Kingdom

1st August, 2015

Dearest Great-Aunt¹⁷ Lucy,

I'm writing to you from my own bedroom⁹ in my new home^{9,13} here in London¹⁰. I've been adopted by⁴ a marvellous¹⁸ family who are called The Browns⁸ (¹⁵whose⁸ generosity to bears seems limitless⁸)¹⁵ and I want to tell you all about them⁹ and my adventures.

Since you moved^{3/10} into the Home for Retired Bears in Lima⁹ so many weeks ago³, my life has been extraordinary! Having stowed away aboard a lifeboat⁹ on a gigantic container ship¹¹, I finally¹⁰ made it to England⁹ -¹⁶ just as you said I should⁵. Although³ it was an extremely¹⁰ long journey, luckily¹⁰ I had just enough of your delicious marmalade to keep me going¹¹. On arrival⁹ in the port, I climbed on a train and ended up at a⁹ huge, bustling railway station¹¹, where I thought I might⁵ find some friends.⁸ Unfortunately¹⁰, I was there for hours³ before someone spoke to me even though I raised my hat and said, "Good morning,"¹² most politely¹⁰ every time¹⁰ anyone passed. In addition³, I made sure the label you wrote -¹⁶ the one with 'please look after this bear'¹² - could⁵ be seen⁴ but everyone ignored me.

Thankfully, just as I was about to give up hope, an especially¹⁸ kind couple -¹⁵ The Browns -¹⁵ saw me and decided that they would⁵ take me home and look after me. Can you believe that?² Since no one can⁵ pronounce my name in Peruvian bear⁹ language¹⁸, they even gave me a new name. I am now called Paddington!⁷ Mr Brown explained that is a very distinguished name⁸ for a bear.⁹

When¹⁰ we flagged down a taxi², the driver said I couldn't⁵ get in because I was a bear;¹⁶ I gave him one of my special hard stares¹¹ and he soon¹⁰ changed his tune - ha ha!² At the¹⁰ Browns' home¹⁴, I was introduced to⁴ Mrs Bird (¹⁵who is their housekeeper: ¹⁶she looks after them all)¹⁵ and their two children -¹⁶ Judy and Jonathan. My room is located in the attic^{9,16}; it has an incredible view¹¹ of the city⁹.

Mrs Brown insisted that I needed a coat to keep me warm so³ she's bought me a beautiful blue duffle coat with a red lining¹¹. I'm enclosing a picture of myself in it, looking very smart. As you can⁵ see, it goes a treat² with Great-Uncle^{17's}¹⁴ hat. Oh, talking of which², I've discovered a brilliant way for any bear to ensure that he's always full of energy:¹⁶ Mrs Bird makes me a marmalade sandwich each morning¹⁰, which I keep⁸ in my hat for emergencies!⁹

Even though³ I've only been here a couple of weeks, I've made lots of friends already¹. The best is Mr Gruber -¹⁵ he's an antique dealer -¹⁵ in Portobello Road. Whenever¹⁰ we visit his shop, he's always got fascinating artefacts to show us. On the other hand³, there are less-friendly¹⁷ neighbours¹⁸ around⁹. Mr Curry (¹⁵the grumpiest² man alive)¹⁵ lives a few doors away and he's ALWAYS complaining about something or other². Do you know what he said to Mr Brown last week? ¹²Bears make the street look scruffy: ¹⁶you'll reduce our house prices.¹² What a cheek!⁷

⁹preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc)

¹⁰adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

¹¹expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

¹²inverted commas

¹³commas for clarity

¹⁴apostrophes for possession

¹⁵brackets, dashes and commas for parenthesis

¹⁶semicolons, dashes and colons to separate clauses

¹⁷hyphens to avoid ambiguity

¹⁸Y5/Y6 statutory spelling words



All text: a full range of accurate spelling, punctuation and grammar conventions taught in previous years are demonstrated throughout the text

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⁷single clause sentence for effect - short and snappy sentence

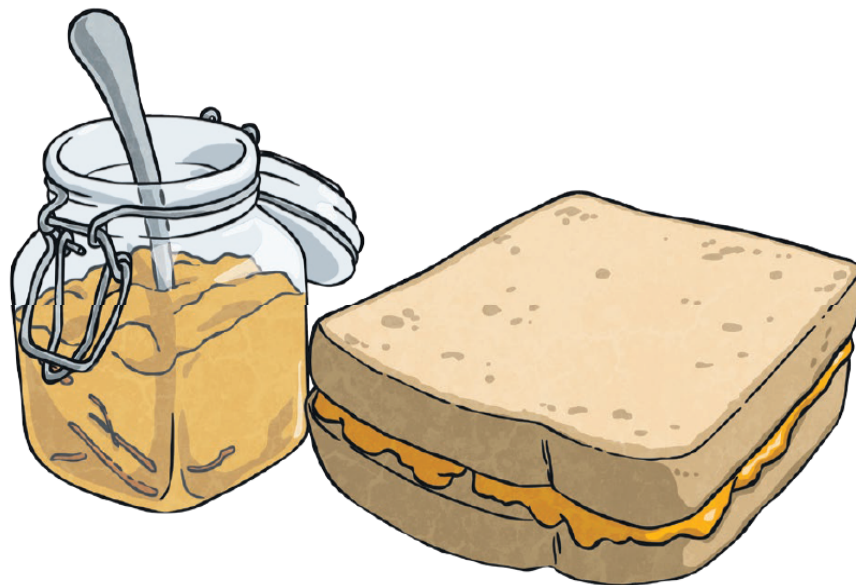
⁸relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

Anyway³, Mrs Brown has just shouted up that we're off for a trip to the Natural History Museum⁹ so I've got to get going now. So exciting²: apparently¹⁰ there's a blue whale skeleton¹¹ there...³ Write soon and let me know how you are. What are your friends at the Home for Retired Bears⁹ like?

Lots of love and marmalade,

Paddington

p.s.². even though it's pretty yummy, Mrs Bird's marmalade isn't a patch on yours!



⁹preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc)

¹⁰adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

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¹⁶semicolons, dashes and colons to separate clauses

¹⁷hyphens to avoid ambiguity

¹⁸Y5/Y6 statutory spelling words

Deepen the moment:

Apply historical understanding and knowledge to add detail and background info – for example the different tasks given to boys and girls who were evacuated during WWII.



Reading for Productivity Lesson 1: History

Biography:

Adolf Hitler was the leader of Germany from 1933 to 1945. He was leader of the Nazi party and became a powerful dictator. Hitler started World War II by invading Poland and then invading many other European countries. He is also known for wanting to exterminate the Jewish people in the Holocaust.



Adolf Hitler
from the US Holocaust Museum

Where did Hitler grow up?

Adolf was born on April 20, 1889 in a city named Braunau am Inn in the country of Austria. His family moved around some, living a short while in Germany and then back to Austria. Hitler did not have a happy childhood. Both his parents died fairly young and many of his brothers and sisters died as well. Adolf did not do well in school. He was expelled from a couple of schools before he moved to Vienna, Austria to pursue his dream of becoming an artist. While living in Vienna, Hitler found that he did not have much artistic talent and he soon became very poor. He would later move to Munich, Germany in hopes of becoming an architect.

Soldier in World War I

When World War I began, Hitler joined the German army. Adolf was awarded twice with the Iron Cross for bravery. It was during World War I that Hitler became a strong German patriot and also came to love war.

Rise in Power



Mussolini (left) and Hitler
from the National Archives

After the war, Hitler entered politics. Many Germans were upset that they had lost the war. They were also not happy with the Treaty of Versailles, which not only blamed the war on Germany, but took land from Germany. At the same time, Germany was in an economic depression. Many people were poor. Between the depression and the Treaty of Versailles, the

time was ripe for Hitler to rise to power.

Once entering politics, Hitler discovered that he was gifted in giving speeches. His speeches were powerful and people believed what he said. Hitler joined the Nazi party and soon became its leader. He promised Germany that if he became leader he would restore Germany to greatness in Europe. In 1933 he was elected Chancellor of Germany. After becoming Chancellor, there was no stopping Hitler. He had studied his idol, Benito Mussolini of Italy, about how to install a fascist government and become a dictator. Soon Hitler was dictator of Germany.



World War II

In order for Germany to grow, Hitler thought the country needed more land or "living space". He first annexed Austria as part of Germany and then took over part of Czechoslovakia. This wasn't enough, however. On September 1, 1939 Germany invaded Poland and World War II began. Hitler formed an alliance with the Axis Powers of Japan and Italy. They were fighting the Allied Powers of Britain, France, the Soviet Union, and the United States.

Questions:

Retrieval

1. When was Hitler the leader of Germany?
2. How did Hitler start World War II?
3. Where was Hitler born?

Inference

4. Why do you think German's supported Hitler?
5. Why do you think Hitler didn't have a happy childhood?

Vocabulary

6. Find and copy a word in the 'Rise in Power' section that is closest in meaning to **talented**
7. Define the word '**exterminate**'
8. What does '**rise to power**' mean?
9. Hitler formed an **alliance** with Axis Powers of Japan and Italy. Define the word **alliance**.



Year 6 Extended Curricular Learning

History – Adolf Hitler

Monday 1st February January 2021 – Activity 1

VIPs

- Hitler was the dictator of Germany.
- Hitler was born (April 20, 1889 in Braunau am Inn), Austria-Hungary.
- Hitler died (April 30) 1945 in Berlin, Germany.

Today you will learn about Adolf Hitler, the ruler of the Nazi Party and Dictator of Germany during World War 2. Along with the Reading for Productivity information, you are also expected to use the internet to do some research of your own about Adolf Hitler to create a Fact File.

As well as finding key facts and events, try and answer the following questions about him:

- What was he like as a person?
- What were his feelings and motivations?

Deepen the moment...

To what extent do you agree/disagree with the following statement?

'All people are equal but some people are more equal than others'

Useful links:

[Adolf Hitler Facts for Kids \(kiddle.co\)](http://kiddle.co)

[Adolf Hitler Facts For Kids | Who Was Hitler? | DK Find Out](#)

[Adolf Hitler - Kids | Britannica Kids | Homework Help](#)



Reading for Productivity Lesson 2: RE

The Unforgiving Servant, Matthew 18:21-35

Long ago, Peter (one of Jesus' disciples) asked Jesus a question. "Jesus, how many times should I forgive my brother or friend when he commits a sin against me? Is it up to seven times?"

Jesus replied, "Seven times is not enough. Forgive him up to seventy times seven times."

Peter was confused. "But why?" he asked.

Jesus asked him to listen. "The kingdom of heaven is like a king who wanted all his servants to settle their debts. The servants had borrowed money and the king wanted it all back. As the king began to collect the money owed to him, he called upon one particular servant who owed him a lot of money. The king demanded the money back from the servant, but the servant simply did not have the money."

"The king continued to demand that the servant repay him immediately. He said that he and his family must sell everything they own to pay off their debt to him. The servant pleaded and begged him to give him more time. Astonishingly, the king changed his mind," said Jesus.

"After leaving the king, the servant returned to his quarters. He then went to ask his servant for the money he owed him," Jesus continued.

"Give me back my money," the first servant demanded. The second servant did exactly as the first servant had done and dropped to his knees. "Be patient with me, I will find the money," the second servant replied. The first servant would not give him more time and threw him into jail."

"The king found out how his servant had behaved," continued Jesus. "He called for the servant to come before him. "How dare you throw your servant in jail? What an unforgiving person you are! You begged me for mercy and I granted it to you, yet you could not do the same for another."

To punish the first servant, the king sent him to jail. Jesus reminded Peter, "This is how your heavenly Father will treat each of you unless you forgive your friend or brother with all of your heart".





This parable is about forgiveness. Jesus' message is clear: his followers must be prepared to forgive others if they in turn hope to be forgiven for their own sins.

Questions:

- 1) Who is Jesus telling the story to?
- 2) How many times does Jesus say Peter should forgive his friend or brother?
- 3) Which of these words is closest in meaning to **disciple**?
Enemy King Follower Friend
- 4) Look at the paragraph beginning 'Jesus asked him to listen'. What does Jesus compare to the kingdom of heaven?
- 5) Why do you think the king changed his mind about forcing the servant to pay him back immediately?
- 6) Answer these true or false questions.
 - a) After leaving the king, the servant returned to his quarters.
 - b) The king never found out how his servant had behaved.
 - c) The king spoke to the second servant in jail.
 - d) Both servants ended up in jail.
- 7) Who do you think the king represents in the parable and why?
- 8) What do you think Peter learned from Jesus's story?

Deepen the moment...

Jesus does not want us to literally forgive anyone so many times (as he says) – what do you think he means by this?



Year 6 Extended Curricular Learning

RE - Forgiveness

Tuesday 2nd February January 2021 – Activity 2

VIPs:

Jesus taught his followers to forgive any number of wrongs committed against them, if they in turn wished to be forgiven for their sins.

Look at each scenario in the table and using each of the sentence starters below, respond to each one.

Scenario 1	Your brother or sister break something that they 'borrowed' from you without asking.
Scenario 2	A person walks into you in the street and knocks you over.
Scenario 3	In the middle of an argument, a friend get's very angry and strikes out, hitting you in the arm.
Scenario 4	A thief breaks into your house and steals something precious to you.
Scenario 5	One of your classmates finds out some personal information and starts spreading rumours about you.

Sentence Starters:

I think Jesus would..., because...

I think this would be difficult to do because...

I think I would... because...

I think the right thing to do would be... because...

Deepen the moment...

Do you think it is possible to forgive somebody for committing a very serious crime?
Explain and justify your reasons using examples.

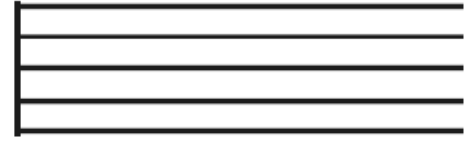




Reading for Productivity Lesson 3: Music



Gustav Holst Comprehension



Gustav Holst was born in Cheltenham on September 21st 1874. He came from a line of talented musicians. Holst was taught how to play the piano by his father, however a problem with his nerves ruled out a career as a pianist. He later took up the trombone instead. His first conducting job was with a local church choir which he found to be excellent experience.

Holst attended the Royal College of Music where he studied composition and met fellow student, Ralph Vaughn Williams, another great composer. The two became great friends for life.

Holst's wife was a soprano. He instantly fell in love with her but she was not particularly impressed by him at first. For a while, he supported himself and his wife by playing the trombone professionally alongside composing in his spare time.

Holst became a teacher and worked at St Paul's Girls' School, Hammersmith where they opened a new music wing in his honour in 1913. The music wing housed a sound-proof room where Holst could work without being disturbed.

Holst became very interested in astrology which was the inspiration for his best known piece, 'The Planets'. This launched him into real stardom, however he was never happy to be in the limelight as he was a shy man.

The first performance of 'The Planets' was given in September 1918. Each movement describes the planet's character, for example, Venus is the bringer of peace, Uranus is about a magician and Saturn is based on the bringer of old age.

Due to poor health, Holst finished teaching, enabling him to spend more time composing. In his lifetime he produced operas, orchestral pieces and choral music. His ashes are buried at Chichester Cathedral in Sussex.





Questions:

1. What is the name of Holst's most famous composition?
2. What happened in 1913, in Holst's honour?
3. Why did Holst working as a teacher help him with his music?
4. Based upon what you have read, how would you describe Holst's personality?
5. *'he was never happy in the limelight..'*

What does this phrase mean and do you think he enjoyed being *'in the limelight'*? Give reasons to support your answer.

6. Would you say that Gustav Holst was a successful composer? Give reasons based on what you have read.



Year 6 Extended Curricular Learning

Music – Gustav Holst

Wednesday 3rd February January 2021 – Activity 3

VIPs:

- There are six main musical periods that can be identified throughout history.
- Romantic Music is a period of music and composers roughly between 1827 and 1900.
- Music from this era contained emotion, energy and passion in the pieces.
- Music from this era didn't always end in the key that it started in - it had many twists and turns.

Listen to the following famous examples of Romantic music and discuss which emotions may have inspired the composer to create these pieces.

- * Schubert's 'Unfinished' Symphony No. 8 (<https://www.youtube.com/watch?v=0mnrHj7pOjM>)
- * Dvořák's Symphony No. 9, 'From the New World' (https://www.youtube.com/watch?v=P_1N6_O254g)
- * Minute Waltz by Chopin (https://www.youtube.com/watch?v=hKILwVH_MdM)
- * Swan Lake Finale by Tchaikovsky (<https://www.youtube.com/watch?v=V2u-QOOzqBM>)
- * Nocturne in F major Op.6 No.2 by Schumann(<https://www.youtube.com/watch?v=8Up6esqYMGU>)

Examples of Romantic Music	Emotions that may have inspired this piece
Schubert's 'Unfinished' Symphony No. 8	
Dvořák's Symphony No. 9, 'From the New World'	
Minute Waltz by Chopin	
Swan Lake Finale by Tchaikovsky	
Nocturne in F major Op.6 No.2 by Schumann	

Select one of the compositions and represent the intended emotions of this piece of music through Dance, Art or DT. You may want to create a series of moves; create a piece of artwork or build/create something, which represent the emotions.

Deepen the moment...

Select one of the compositions that you have listened to.

Justify why you have selected the emotions you have.

Draw on the musical knowledge and vocabulary that you have already learned about, linking to other eras of music, to help you.



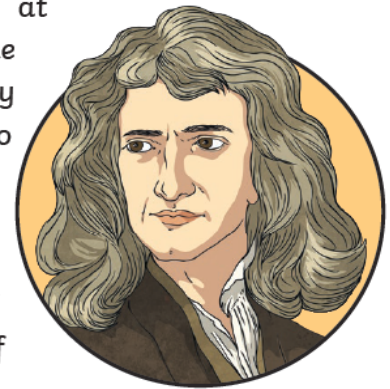
Newton and Gravity Fact Sheet



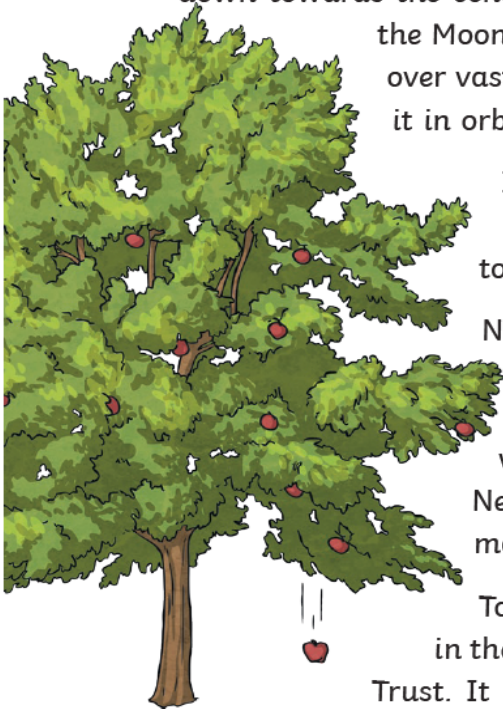
Isaac Newton was an English scientist and mathematician. He made many discoveries in his lifetime. One of the most important and influential discoveries that he made was the law of gravity.

Newton was born in 1643 at Woolsthorpe Manor in Lincolnshire. He worked hard at school, and was accepted to study at Cambridge University. He worked there for many years, but in 1665, the plague broke out and he was forced to move back to Woolsthorpe Manor.

While Newton was in the garden at Woolsthorpe Manor one day, he saw an apple fall from a tree. Some say it fell on his head but there is no evidence that this definitely happened. The sight of the apple falling down from the branch to the ground inspired Newton to think about the way it fell. Years later, he told his friend William Stukeley that he wondered why the apple fell down rather than sideways or upwards. He concluded there must be a 'drawing power' in the Earth and that 'the sum of the drawing power must be in the Earth's centre, not in any side of the Earth.'



Newton spent a lot of time thinking hard about the force of gravity, and how it pulls objects down towards the centre of the Earth. He was particularly interested in the way the Moon orbits the Earth, and he reasoned that gravity must extend over vast distances, pulling the Moon towards the Earth and keeping it in orbit.



In 1687, Newton published his discoveries about gravity in his famous book, *The Principia*. His findings are known today as Newton's Law of Universal Attraction.

Newton died in 1727, but his legacy lives on. All forces are measured in newtons (N), using a newton meter – both of which are named after Isaac Newton. Even Albert Einstein, writing in 1927, 200 years after Newton's death, described Newton as a 'shining spirit', and claimed he had one of the most brilliant minds of anybody who had ever lived.

Today, the apple tree that inspired Newton's ideas still grows in the gardens at Woolsthorpe Manor, now owned by the National Trust. It can be seen from the window of the room that was Isaac Newton's bedroom.





1. When was Isaac Newton born?

2. Why do you think the outbreak of plague forced Newton to move from Cambridge back to Woolsthorpe Manor?

3. What inspired Newton to explore the force of gravity?

4. How did Newton describe the way gravity pulls objects?

5. What did Newton discover about the way gravity affects the Moon?

6. Why do you think forces are measured in newtons with a newton metre?

7. Look at this phrase: *Even Albert Einstein, writing in 1927, 200 years after Newton's death, described Newton as a 'shining spirit'.* What does the word 'Even' make you think about Albert Einstein?

8. Why do you think the National Trust have kept and looked after the apple tree in the gardens of Woolsthorpe Manor?



Year 6 Extended Curricular Learning

Science – Gravity

Thursday 4th February 2021 – Activity 4

VIPs:

- **Mass** is a measure of the amount of matter (stuff) inside an object, and is measured in **kilograms** (kg).
- **Weight** is actually a measure of the pull of gravity acting on an object. It is measured in **newtons** (N).
- A newton meter is used to measure the pull of gravity in N (newtons).

Your task today is to use a set of scales (kitchen type scales will be best), to measure and record the mass of 10 different objects in grams (g). Complete the table below with your findings. Once you have filled in the first 2 columns in the table, you are then going to use the following rule to find the weight of everything in Newtons (N):

Approximately 100g is equal to 1N.

<u>Object</u>	<u>Mass in grams (g)</u>	<u>Weight in Newtons (N)</u>

Deepen the moment...

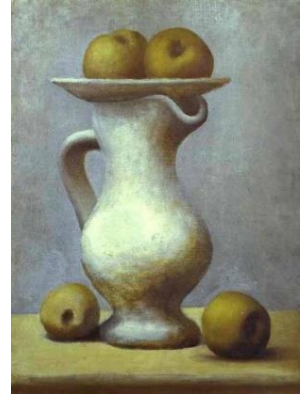
True or False?

Weight and Mass are the same thing, explain your answer.



Reading for Productivity Lesson 5 - Art

Still life is the art of drawing or painting inanimate objects such as fruit, flowers and household items which are usually arranged on a table or shelf. Artists create still life paintings for various reasons: to reflect the status of their owner, for their symbolic meaning which reveals a hidden story or idea; to capture the transient beauty of natural objects like flowers or fruit; or as a controlled structure to express the abstract qualities of the visual elements.



The practice of still life develops and strengthens your natural level of drawing ability. It improves your observation and rendering of shape, tone, colour, pattern and texture in a range of different media. You also learn a lot about composition - the interaction of positive shapes (the objects) and negative space (the area around the objects).

Still Life has existed in one form or another since the time of the Ancient Romans and Greeks. Although there are examples of Ancient Roman still life, mostly in the form of mosaics and interior decoration that was preserved when Mount Vesuvius erupted in A.D.79, there are no examples from Ancient Greece. There is, however, a story from around this time in the book 'Historia Naturalis' (the only surviving history of ancient art) by the Roman writer Pliny who lived from AD 23-29. It tells us about a competition that took place about 400BC between two Greek painters Zeuxis and Parrhasius. Zeuxis created a painting of grapes which were so convincing that birds flew down and tried to peck at them. In art, this kind of realistic painting is called a 'trompe l'oeil' (a French artistic term which means 'trick of the eye'). Envious of his fellow artist's display of skill, Parrhasius painted a 'trompe l'oeil' image of a curtain which appeared to conceal a painting of the Trojan War beneath it. On seeing his friend's work, Zeuxis asked Parrhasius to pull back the curtain to reveal the rest of the painting. At that moment, Parrhasius claimed victory. Although Zeuxis had fooled the birds, Parrhasius had succeeded in fooling a fellow artist, an altogether more difficult task. Since the earliest times, Still Life has always been a subject that artists have used to show off their technical skills in painting.

Before the 17th century still life was usually limited to the background detail of religious art, usually with some symbolic significance. This evolved from Greek mythology where the pomegranate was associated with Persephone who returned to the earth every year from the Underworld, symbolizing the way in which spring brings new life after winter.





Questions

1. What does the word *inanimate* mean?

2. What advantages does drawing *still life* pictures have?

3. When has *still life* existed since?

4. Before the 17th century what did *still life* consist of?

5. In your own words, sum up the story from the book '*Historia Naturalis*'

6. What impact do you think the story had?

Year 6 Extended Curricular Learning

Art – Still Life

Friday 5th February 2021 – Activity 5

VIPs:

- Drawing from life is recreating a real life object or person through different drawing techniques.
- A still life drawing is the drawing of an object that is not alive.
- Tone refers to how light or dark an object is.
- Texture is the feeling, appearance or consistency of an object or material.

Your task is to use what you have learnt so far on different drawing techniques and what you have now learnt about still life drawing to create your own still life pictures based on photographs of World War II objects and items. You can use the following pictures to draw from, or find an image of your own of some World War II items.



Deepen the moment...

Sketch one close up example of the face of a medal. Pay particular attention to texture, how can you make the writing look raised?



Year 6 iheart Lesson – Friday 5th February

You will need the resources from your first lesson, along with your iheart journal.



Halfpenny Lane Reading Challenge

We are continuing to run our weekly 'Reading challenge' for all of our children throughout this National Lockdown period. Whilst you are at home, we would like you to continue to read at least 4 times a week and fill in your reading record.

Send us a picture of your completed reading record every Thursday each week on Class Dojo for an extra Dojo point and to be put into 'the reading raffle' for a chance of winning a prize upon our return.

At the end of each week, the names of the winning classes of our reading challenge and the randomly chosen children who have won our reading raffle, will be included in our weekly newsletter and posted on our school Twitter page.

Good luck everyone and continue to read as much as you have been doing!
Happy reading!





Halfpenny Lane TT Rockstars Weekly Battles

We are continuing to run our weekly TT Rockstars battles for all of our children in Year 2 to 6, throughout this National Lockdown period. Whilst you are at home, we would like you to continue to go on and access TT Rockstars as much as you can.

Each week we will be able to see how many correct answers each of you have got and which class has won their weekly battle.

An extra Dojo point will be awarded to those children going on and accessing this each week.

At the end of each week, the names of the winning classes and the top three children with the most correct answers across school, will be included in our weekly newsletter and posted on our school Twitter page. Prizes will be awarded upon our return.

Good luck everyone and rock on!

