







Year 6: Remote Learning Schedule

W/C 1 st March	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths <i>(approx. 45 mins per lesson)</i> This week our focus is: Algebra	Lesson 1: <i>To find pairs of values – 1.</i> <i>Click on the link here.</i>	Lesson 2: <i>To find pairs of values - 2.</i> <i>Click on the link here.</i>	Lesson 3: <i>To apply an understanding of algebra.</i>	Lesson 4: <i>To understand metric measures.</i> <i>Click on the link here.</i>	Lesson 5: <i>To apply arithmetic knowledge.</i> <i>Challenge yourself with our weekly number skills check.</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!						
<div> Remember to log in to TT Rockstars each week to practise your times tables! </div> <p><i>Message your teacher on ClassDojo if you've forgotten your login details.</i></p>							
<div> Remember to share your learning on ClassDojo! </div> <p><i>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</i></p>							
English <i>(approx. 45 mins per lesson)</i> This week our focus is: Narrative	Lesson 1: Reading Comprehension: <i>World War Two Poem</i>	Lesson 2: Grammar: <i>To use prepositions and subordinating conjunctions accurately.</i>	Lesson 3: <i>To use a range of descriptive vocabulary to create mood and atmosphere.</i>	Lesson 4: <i>To draft the build-up of my narrative.</i>	Lesson 5: <i>To draft the dilemma of my narrative.</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!						
This week's spellings are: currant, desert, stationary, practice, complementary (homophones/near homophones).							
Reading for Pleasure <i>is such an important part of our curriculum – look out for on ClassDojo for your teacher's videos on a Wednesday afternoon. They will be sharing a different text each week for you to enjoy.</i>							
Reading for Productivity <i>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.</i>			Mon:	Tues:	Wed:	Thurs:	Fri:
			Music	Geography	Science	World Book Day	Art
Extended Curricular Learning <i>provides a great opportunity to exercise skills in foundation subjects and science. At the end of 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!</i>							



Year 6 Knowledge Organiser: Algebra

Fat Questions:

- The word "Algebra" comes from the Arabic word "al jabr," which translates to "reunion of broken parts". Explain why you think this is.
- How do we use algebra in every day life?
- Consider the reason why people set an alarm on their phone to wake up at a certain time. Describe how this is an example of algebra. (Think about calculations involving time, money and distance.)

Key vocabulary

term to term rule
variable
unknown
expression
equation
formula
formulae
one-step equation
two-step equation
substitution
pairs of unknowns
enumerate possibilities
linear number sequence
balance

Intent

We aim to develop and progress our skills in algebra in order to equip us with the ability to solve real world problems that require a mathematical solution. With these skills, we can help to improve the world in which we live.

An **expression** is a group of numbers, letters and operation symbols.

Add 14 to a
Subtract 20 from b
Multiply c by 4
12 more than d
Multiply e by 3 and subtract 5
Add 12 to f and then multiply by 2

$$\begin{aligned} a + 14 \\ b - 20 \\ 4c \\ d + 12 \\ 3e - 5 \\ 2(f + 12) \end{aligned}$$

VIPs:

In algebra we don't use blank boxes, we use a letter (usually an x or y). So we write: $x - 9 = 7$
The letter (in this case an x) just means "we don't know this yet" and is often called the **unknown** or the **variable**. When we solve it we write: $x = 16$

Here is a step-by-step approach to solving algebraic equations:

- Work out **what to remove** to get " $x = \dots$ "
- Remove it by **doing the opposite** (e.g. adding is the opposite of subtracting)
- Do that to **both sides**

We want to remove the "-9"

$$x - 9 = 7$$

To remove it, **do the opposite**, in this case add 9

$$\begin{array}{r} x - 9 = 7 \\ +9 \\ \hline 0 \end{array}$$

Do it to **both sides**

$$\begin{array}{r} x - 9 = 7 \\ +9 +9 \\ \hline 0 16 \end{array}$$

SOLVED!

$$x = 16$$

We must do the same to "both sides" to keep the balance; balance is very important in algebra.

To keep the balance, what we do to one side of the $=$ we should also do to the other side.



Enumerating means making a complete list of answers to a problem.

- Use a system for finding the possibilities
- Organise your findings in an ordered list or table
- Have a way of deciding when all the possibilities have been found.

There are four donut flavours:

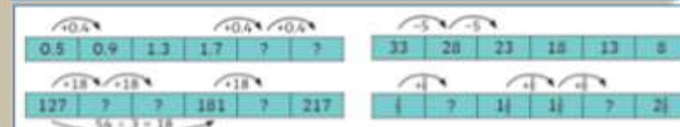


You choose 2 donuts to take home; this gives six possible combinations.

- blueberry and strawberry
- blueberry and custard
- blueberry and chocolate
- strawberry and custard
- strawberry and chocolate
- custard and chocolate

How could you write this using letters?

A **linear number sequence** is a sequence where each value increases or decreases by the same amount each time. To find the "rule" of the **linear number sequence**, find the difference between each adjacent number.



An **equation** is a number statement with an equal sign ($=$).
Expressions on either side of the equal sign are of **equal value**.

$$\begin{aligned} a + 14 &= 20 \\ b - 20 &= 15 \\ 4c &= 28 \\ d + 12 &= 30 \\ 3e - 5 &= 10 \\ 2(f + 12) &= 44 \end{aligned}$$





Maths Lesson 1: To find pairs of values - 1 (Main, Blue Task)

Find pairs of values (1)

- 1 a) Here is an equation.

$$\text{circle} + \text{square} = 12$$

Find six possible pairs of values for the circle and square.

- b) Here is another equation.

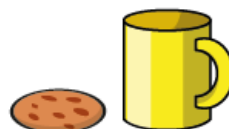
$$x + y = 12$$

Find six possible pairs of values for x and y .

- c) What is the same and what is different about part a) and part b)?

- 2 Kim buys these two items from a cafe.
The total cost is 90p.

- a) What could the cost of each item be?
b) Compare answers with a partner.
c)



A coffee could cost 90p.

Is this possible?
Explain your answer.

- 3 a and b are whole numbers.

$$a + b = 8$$

Complete the table to show different possible values for a and b .

a	0	1	2					
b								
$a + b$	8	8						

What patterns do you notice?

- 4 c and d are both numbers less than 20

$$c - d = 4$$

Complete the table to show possible values for c and d .

c								
d								
$c - d$								

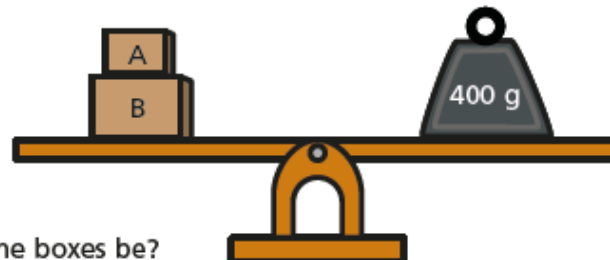
- 5 a and b are integers.

$$ab = 24$$

List all the possible values for a and b .



- 6 Some scales are balanced.



What could the masses of the boxes be?

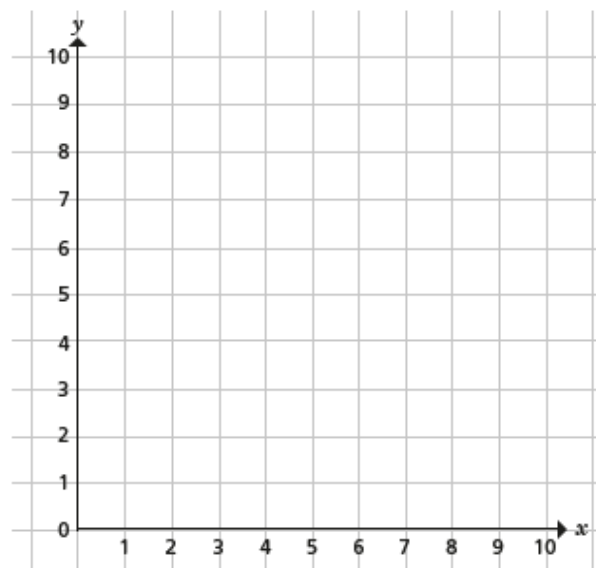
- 7 Rosie has three number cards.

- The sum of the cards is 12
- x is greater than y and y is greater than z .
- All the numbers are greater than zero.

List all the possible values of x , y and z .



- 8 Eva is plotting co-ordinates (x, y) on a grid.
She is only plotting co-ordinates where $x + y = 10$
Plot all the points Eva can plot on the grid.





Maths Lesson 1: Red Tasks

If you find the main activity a bit too tricky, try these questions instead...

Varied Fluency

1a. Match the pairs of numbers to the equations.

$12 \div 4$	$a \div b = 3$
9×2	$c - d = 7$
$19 - 12$	$e \times f = 18$
$15 \div 3$	$j \div k = 5$

★ VF

2a. Which set of values is the odd one out?

$r \times s = 18$

$r = 3$ $s = 6$	$r = 2$ $s = 8$	$r = 9$ $s = 2$
--------------------	--------------------	--------------------

★ VF

3a. Tick the options that satisfy the equation.

$n - m = 13$

A. $n = 19$ $m = 6$

B. $n = 20$ $m = 5$

C. $n = 17$ $m = 4$

D. $n = 16$ $m = 5$

★ VF

4a. Iqbal can only find 2 pairs of integer values for x and y . How many more are there?

$x \times y = 10$

★ VF

Reasoning and Problem Solving

1a. Felicity writes the following equation:

$a + b = 16$

For one of the possible pairs, she has written:

$a = 8$ and $b = 8$

Is she correct? Explain your answer.

★ R

2a. What pair of values have been used in the following equations if the values are always the same?


$a + b$	=	7
$a \times b$	=	12
$a - b$	=	1

★ PS

3a. Richie is finding pairs of values for the equation below.

$a \div b = 17$

He says,

 One value must be 1 because the answer is a prime number.

Is Richie correct? Explain why.

★ R



Maths Lesson 1: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

9a. Match the pairs of numbers to the equations.

$$-18 + 31$$

$$a - b = 11.1$$

$$23.2 - 12.1$$

$$c + d = 13$$

$$49 \div 7$$

$$e \div f = 7$$

$$31.4 - 12.5$$

$$j - k = 18.9$$



VF

10a. Which set of values is the odd one out?

$$r + s = -15.6$$

$$r = 29.4 \\ s = -45$$

$$r = 3.7 \\ s = -12.9$$

$$r = -3.1 \\ s = -12.5$$



VF

11a. Tick the options that satisfy the equation.

$$n \times m = 10$$

A. $n = 0.25$ $m = 40$

B. $n = 84$ $m = 73$

C. $n = \frac{3}{4}$ $m = 12$

D. $n = 2.5$ $m = 4$



VF

12a. Jameela can only find 8 pairs of integer values below 30 for x and y . How many more are there?

$$x \div y = 3$$



VF

Reasoning and Problem Solving

7a. Polly writes the following equation:

$$a \div b = 3.5$$

For one of the possible pairs, she has written:

$$a = 8 \text{ and } b = 28$$

Is she correct? Explain your answer.



R

8a. What pair of values have been used in the following equations if the values are always the same?

$$a + b = 84.5$$

$$a \times b = 42$$

$$a \div b = 168$$

$$a - b = 83.5$$



PS

9a. Evan is finding pairs of values for the equation below.

$$a \times b = -60$$

He says,



Both values must be a negative number because the answer is a negative number.

Is Evan correct? Explain why.



R



Maths Lesson 1: Deepen the Moment

Determine whether each child's statement about the equation below is true or false. All numbers are whole numbers.



Britney

c and e will always be larger than d .



Cori

d or e can be a negative number.



Jesse

c and e can have a difference of 1.

$$\frac{c}{d} < 0.7 > \frac{d}{e}$$

Investigate the possible values that could satisfy the equation.



Maths Lesson 2: Finding pairs of values – 2 (Main, Blue Task)

Find pairs of values (2)

- 1 Class 6 are trying to solve a number puzzle.

$$\triangle + \triangle + \bigcirc = 10$$

a)



Dexter

The triangle could be 3 and the circle could be 4

Do you agree with Dexter?

Explain why.

b)

The triangle is worth 4



Dora

What is the value of the circle in Dora's number puzzle?

c) Find other pairs of values that the triangle and circle could equal.

Find three pairs.

- 2 a and b are whole numbers.

$$2a + b = 14$$

Complete the table to show different possible values for a and b .

a	0	1	2	3	4	5	6	7
$2a$	0	2						
b	14							
$2a + b$	14	14	14	14				

- 3 c and d are both integers less than 15 but greater than zero.

$$3c - d = 2$$

Complete the table to show different possible values for c and d .

c	1	2	3	4	5
$3c$	3				
d	1				
$3c - d$	2	2	2		

b) Explain why there are no other possible values for c and d .

- 4 x and y are both multiples of 5 less than 100

If $2x = y$, circle the possible values of x and y .

$$x = 20, y = 20$$

$$x = 20, y = 10$$

$$x = 10, y = 20$$

$$x = 35, y = 70$$

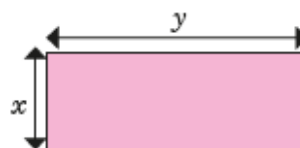
$$y = 90, x = 45$$



5

Here is a rectangle.

x and y are both integers.



The rectangle has a perimeter of 28 cm.

- Write an equation to represent the perimeter of the rectangle.
- List all the possible pairs of values for x and y .

Compare answers with a partner. How do you know you have found all the possible values?

6

Aisha is buying some stationery for school.

She spends exactly £1

List the possible combinations of pencils and pens that Aisha could have bought.



7

Ron has four digit cards.

- Two of the cards have the same value.
- All of the cards are less than 10 but greater than zero.
- All of the cards are odd.
- The sum of the four cards is 24

Find two possible sets of cards.

8

$$2ab = 48$$

- Find a pair of possible values for a and b .
- Work with a partner to find as many pairs of values as you can.



Maths Lesson 2: Red Tasks

If you find the main activity a bit too tricky, try these questions instead...

Varied Fluency

1a. Which pair of values does not satisfy the equation?

$$a \div b = 3$$

$a = 18$
 $b = 6$

$a = 12$
 $b = 4$

$a = 16$
 $b = 4$

★ VF

2a. Use the numbers in the table to find all the possible combinations for the two variables below.

$$a - b = 5$$

12	14	3	7
15	19	10	8

★ VF

3a. Work out the values of b and c .

$$a = 8$$
$$a + b = 17$$
$$c + b = 13$$

$b =$ $c =$

★ VF

4a. List three possible values for a and b , where $c = 18$.


$$2a + b = c$$

★ VF

Reasoning and Problem Solving

1a. Katya is finding possible values for a and b .

$$2a + b = 18$$

 If a equals 7, b must equal 5.

Is Katya correct? Explain your answer.

★ R

2a. If a is an odd number and b is 2, which of these could be true?

A. $2a + 2b = 14$

B. $a \times b = 9$

C. $2a \times b = 12$

D. $a + 2b = 9$

Convince me.

★ R

3a. Pizza 2 Go sells 2 medium pizzas and one small pizza for £16. What possible prices can you find for each pizza?

$$2m + s = £16$$

m	s

★ PS



Maths Lesson 2: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

9a. Which pair of values does not satisfy the equation?

$$2a \div b = 24 \frac{1}{4}$$

$a = 48.5$
 $b = 4$

$a = 64$
 $b = 6$

$a = 97$
 $b = 8$

VF

10a. Use the numbers in the table to find all the possible combinations for the two variables below.

$$x - y = -5.5$$

10	1	12	0.5
-4.5	6	6.5	4.5

VF

11a. Work out the values of v and y .

$$x = 12.5$$

$$x + y = 28$$

$$v + y = 20.5$$

$y =$

$v =$

VF

12a. List three possible values for a and b , where $c = 25$.

$$3a + 2b = c$$

VF

Reasoning and Problem Solving

7a. Gillian is finding possible values for x and y .

$$7x + 2y = 12.5$$

If x equals $\frac{1}{2}$,
 y must equal 5.5.

Is Gillian correct? Explain your answer.

R

8a. If a is a negative number and b is 7, which of these could be true?

- A. $a + b = 0$
- B. $a + 3b = 16$
- C. $a + 8b = 46$
- D. $a + 2b - b = 3$

Convince me.

R

9a. CinePlaza sell 2 medium popcorn and 2 small popcorn for £17.50. What possible prices can you find for each popcorn?

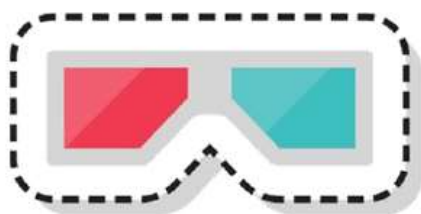
$$2m + 2s = £17.50$$

m	s

PS

Maths Lesson 2: Deepen the Moment

Flynn wants to buy some stickers. He wants to spend £21.00 exactly and wants at least one of each.



$$d = £1.25$$



$$s = 50p$$

Explore the different combinations of stickers he could buy and write the combinations as equations.



Maths Lesson 3: End of Block Assessment

Year 6

Algebra

Name _____



- 1 Here is a function machine.



Complete the sentences.

When the input is 7, the output is _____

When the input is _____, the output is 7

2 marks

- 2 If $\star = 6$ and $\text{😊} = 8$, find the total of each row and column.

\star	\star	😊	
\star	♥	😊	26
♥	♥	😊	
	30		

3 marks

- 3 c and d represent positive integer variables.

$$c + d = 5$$

Complete the table to show possible values of c and d .

c	d

2 marks

- 4 Solve the equations.

$$x + 3 = 9$$

$$x = \underline{\hspace{2cm}}$$

1 mark

$$b - 3 = 9$$

$$b = \underline{\hspace{2cm}}$$

1 mark

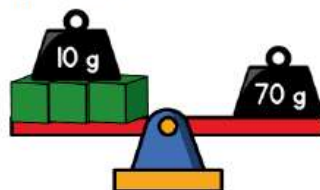
$$3c = 12$$

$$c = \underline{\hspace{2cm}}$$

1 mark



- 5 Hassan is balancing objects.



What is the mass of one of the cubes?

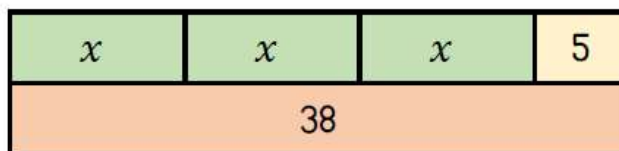
_____ g

 2 marks

- 6 If $p = 7$, what is the value of $2p + 9$?

 1 mark

- 7 Nina uses a bar model to solve $3x + 5 = 38$



Solve the equation $3x + 5 = 38$

$x =$ _____

 2 marks

- 8 Solve $10y - 3 = 77$

$y =$ _____

 2 marks

- 9 Dexter is selling ice-creams.

He uses this formula to work out the price.

$$\text{Price} = \text{£}1.50s + \text{£}0.40t$$

Where s is the number of scoops and t is the number of toppings.

Work out the cost of an ice-cream with 2 scoops and 3 toppings.

£ _____

 1 mark

Libby buys an ice-cream that costs £2.30

How many scoops does she have?

 1 mark

How many toppings does she have?

 1 mark

Circle how confident you feel with algebra.

1

2

3

4

5

Not
confident

Very
confident



Year 6 Knowledge Organiser: Measurement: unit conversion

Fat Questions:

Why would it have been necessary for the Allies to have been able to convert between metric and imperial units during WWII?

Why do different countries have different units of measurement?

What would be the benefits of every country on e using the same units of measurement?

Key vocabulary

Mass
Gram
Kilogram
Capacity
Volume
Millimetre
Litre
Centimetre
Kilometre
Foot
Inch
Ounce
Pound

To see the full list of vocabulary, please refer to our resource walls.

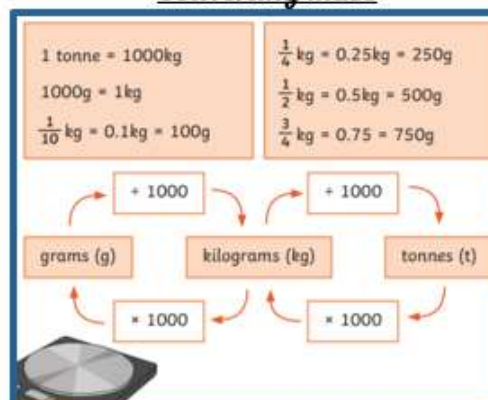
Intent

We aim to develop and progress our skills in the conversion of units of measurement in order to equip us with the ability to solve real world problems that require a mathematical solution. With these skills, we can help to improve the world in which we live.

VIPs (very important points)

Metric units- The metric system is used to measure the length, weight or volume of an object. Length is measured in **millimetres** (mm), **centimetres** (cm), **metres** (m) or **kilometres** (km). Weight is measured in **grams** (g) and **kilograms** (kg). Volume is measured in **millilitres** (ml) and **litres** (l).

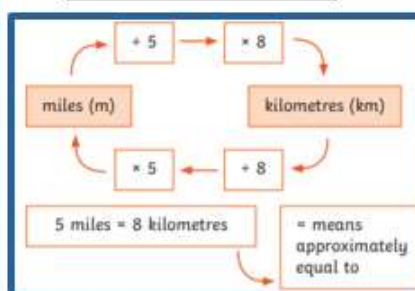
Converting mass



To convert kilograms to grams we multiply the number of kilograms by 1000.

To convert grams to kilograms we divide the number of grams by 1000.

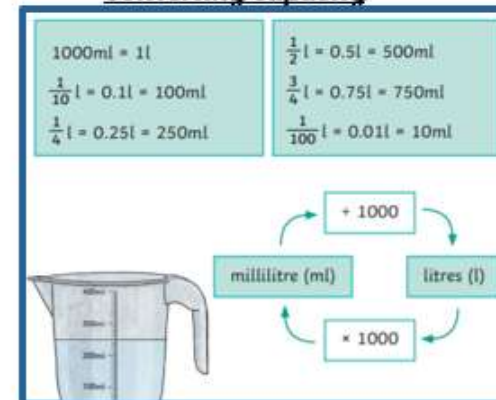
Miles and kilometres



1 mile = 1.6km.

To turn **miles** into **kilometres** we divide by 5 and multiply by 8.
To turn **kilometres** into **miles** we divide by 8 and multiply by 5.

Converting capacity



To convert litres to millilitres we multiply the number of litres by 1000.

To convert millilitres to litres we divide the number of millilitres by 1000.

Imperial units

1 foot = 12 inches
1 pound = 16 ounces
1 stone = 14 pounds
1 gallon = 8 pints





Maths Lesson 4: Metric Measures (Main, Blue Task)

- 1 Sort the metric units into the correct categories.

ml	mm	g	kg	tonne	l	km
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Mass	Length	Capacity

- 2 Match the measure to its definition.

length	how much an object weighs
volume	the amount of space enclosed by a container
mass	how much of a solid, liquid or gas an object can hold
capacity	the measurement of something from end to end

- 3 Which is the most appropriate unit for each item?

- a) the mass of an elephant
g kg l tonnes
- b) the length of a classroom
cl cm m km
- c) the capacity of a water bottle
cm³ m³ ml l
- d) the length of a fly
mm cm m mg

- 4 Which is the best estimate for each item?

a) the capacity of a glass

2 ml 20 ml 200 ml 2,000 ml

b) the length of a rounders bat

50 mm 50 cm 50 m 50 km

c) the mass of a car

1.5 g 1.5 kg 1.5 tonnes 15 kg

d) the length of a football pitch

100 cm 100 m 100 km 100 mm

- 5 Estimate the length of your classroom. Give units with your answer.
Compare answers with a partner.

6



It's impossible to measure the school field using centimetres!

Do you agree with Mo?

Explain your thinking.

7

Estimate how much water it would take to fill a bath.

Explain your estimate to a partner.





- 8 Dora and Ron are estimating the capacity of a jug.



The capacity of a jug is approximately 1 litre.

The capacity of a jug is approximately 600 ml.



They could both be correct.

Talk about why with a partner.

- 9 Eva is thinking about how to estimate the capacity of a swimming pool.



I know that a metal can holds roughly 200 ml of liquid. So to find out the capacity of a swimming pool, I could just imagine how many cans could fit into it!



Create your own way of estimating the capacity of a swimming pool.

10



I wonder how heavy our school is.

Write a plan to estimate the mass of your school.



Maths Lesson 4: Red Tasks

If you find the main activity a bit too tricky, try these questions instead...

Varied Fluency

1a. Match the units of measurement to the correct categories.

weight

centimetres

grams

length

millimetres



VF

2a. Circle the odd one out.

A. 25cm

B. Length of a football pitch

C. 10km

D. 100g



VF

3a. Tick the noun that is more likely to be 30cm long.

playground

ruler

table



VF

4a. Estimate and underline the most accurate statement for a football pitch.

It is 90m long.

It is 2km long.



VF

Reasoning and Problem Solving

1a. Millie is measuring the distance that her friends have walked around the playground.

Hafsa	1	<input type="text"/>
Luke	880	<input type="text"/>

She has forgotten to write the unit of measurement.

Which unit of measure could she be using for each distance? Convince me.



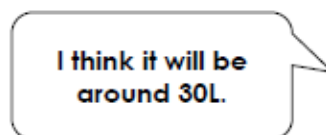
R

2a. The children are estimating how much water is needed to fill a paddling pool.



Tracy

I think it will be around 30ml.



Jaxon

I think it will be around 30L.

Who do you agree with and why?



R

3a. A pencil is approximately 20cm in length. Estimate the lengths for the following:

a table leg	<input type="text"/>
a pencil case	<input type="text"/>
a water bottle	<input type="text"/>
a rubber	<input type="text"/>



PS



Maths Lesson 4: Gold Tasks

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

9a. Match the units of measurement to the correct categories.

weight

tonnes

length

millilitres

distance

kilometres

volume

grams

area

km²

m³



VF

10a. Circle the odd one out.

A. Area of a rugby pitch

B. $\frac{1}{2}$ 50cm³

C. 2.5km²

D. 100.25cm²



VF

11a. Tick the noun that is more likely to hold a volume of 80L.

pool

bath

milk bottle



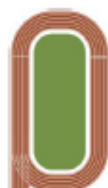
VF

12a. Estimate and underline the most accurate statements for a running track.

It has $\frac{1}{2}$ a 1,600m circumference.

It is 100m long.

It has a volume of 150cm³.



VF

Reasoning and Problem Solving

7a. Robyn is measuring how far her classmates can jump.

Ellie	2.1	<input type="text"/>
Martha	<input type="text"/>	cm
Jake	<input type="text"/>	m

What unit of measure is missing?

Estimate the missing measurements, and convince me that these are accurate estimates.



R

8a. The children are estimating the area of a wall.



Safeeyah

I think it will be around 80m².

I think it will take around 80m³.



Pippa

Who do you agree with and why?



R

9a. A door is approximately 2m in height. Estimate the heights for the following:

2 pens	<input type="text"/>
a chair	<input type="text"/>
a teacher	<input type="text"/>
2 water bottles	<input type="text"/>



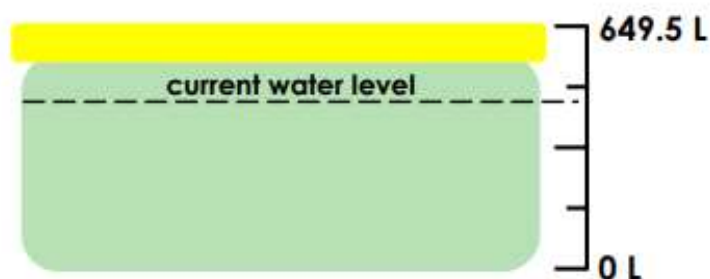
PS



Maths Lesson 4: Deepen the Moment

Max is filling his paddling pool with water; however, the hose in the garden suddenly stops working!

He manages to find five different buckets, each with a different capacity, to finish filling the pool.



Bucket	Capacity
1	8 L
2	10 L
3	12,500 ml
4	15,000 ml
5	18.5 L

The capacity of the pool is 649.5 L. Estimate the current volume of the pool.

In order to fill the pool as close to capacity as possible, explore the different combinations of bucket Max could use.

You must use at least three different buckets, but can use each one more than once.





1 mark

1 mar

1 mark

1 mar

1 mark

1 mar



1 mark

1 mar

1 mark

1 mar

1 mark

1 mar

[illegible][illegible][illegible][illegible][illegible]

24

$$\frac{1}{4} \times \frac{1}{5} =$$

1 mark



25 $35 \times 36 =$

	3	5
x	3	6



26 $400\,824 - 12\,490 =$



27 $13 \times 2\frac{1}{2} =$



28 $\frac{7}{10} + \frac{2}{5} =$





29 $3424 \div 16 =$

1 6 3 4 2 4



2 marks

30 $\frac{3}{4} \div 3 =$



1 mark

31 $19 - 3 \times 4 =$



1 mark

32 $1643 \times 89 =$

1 6 4 3
x 8 9



2 marks



1 mark

1 mark

2 mark

1 mark

How would you tell someone else to answer this?



English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

currant			
desert			
stationary			
practice			
complementary			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?



Knowledge Organiser – Year 6



English – Writing a narrative based on evacuation.

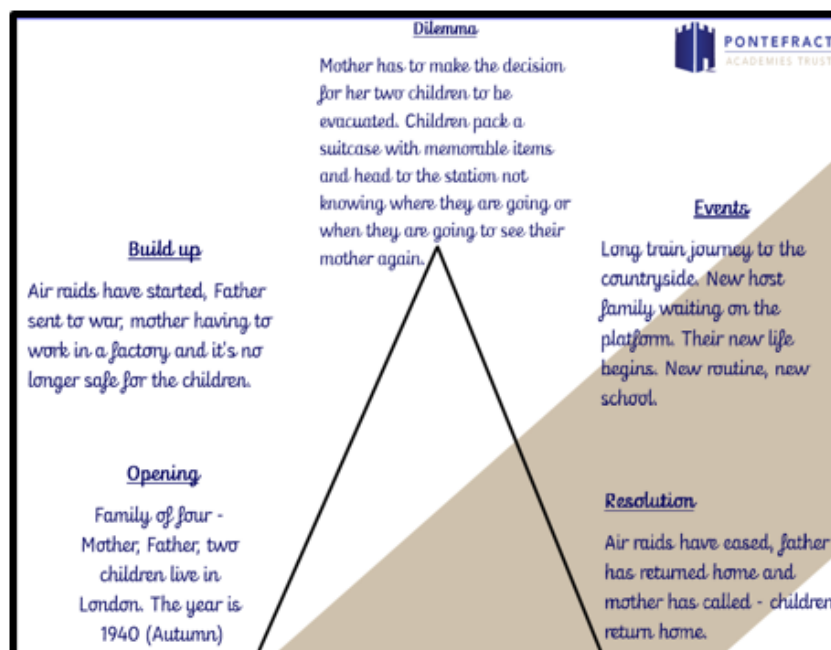
Context: To write a narrative using previous historical knowledge about evacuation in World War 2. Using ideas and thoughts from the canon text 'Goodnight Mister Tom'

Very Important Points (VIPs):

- Third person is the use of the pronouns he, she, it, they etc.
- Past tense places an action or state of being in past time.
- Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate.
- Five senses are used to create an overall sense of your surroundings by describing what you can see, hear, smell, touch, taste.
- Figurative language (Similes, personification and onomatopoeia) is used to describe different settings.
- Carefully selected adjectives to describe the tone and mood.
- Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.
- Semi-colons to be used in lists and to replace conjunctions.
- Cohesive devices are used to ensure sentences and paragraphs flow.
- A full range of higher level punctuation: ; () - ... is used throughout the story.

Useful genre vocabulary

Evacuation	Transportation
Evacuee	Departure
Host family	Countryside
Billeting Officer	Air raid
Blackout	Blitzkrieg



Fat Questions

What long lasting impact did evacuation have on young people?

Did a family's social class have an impact on evacuation?

How did the families already living in the countryside feel about evacuees joining them?

Examples of sentences describing the mood:

Dark clouds packed the sky, creating a churning knot of cement above the city. Central London was now consumed in thick smoke, making it unbearable to breathe and see.

During a dull, dark, and soundless day in autumn, the clouds hung oppressively low in the heavens.

Semi-colons used in a list

You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities.

Here, a colon introduces the list and semicolons indicate which parts of the list are grouped together.



English Lesson 1 – Reading Comprehension:

The Second World War - Elizabeth Jennings

The voice said 'We are at War'

And I was afraid,

for I did not know what this meant.

My sister and I ran to our friends next door

As if they could help.

History was lessons learnt

With ancient dates, but here

Was something utterly new,

The radio, called the wireless then, had said

That the country would have to be brave.

There was much to do.

And I remember that night as I lay in bed I thought of soldiers who

Had stood on our nursery floor

Holding guns, on guard and stiff.

But war meant blood

Shed over battle-fields,

Cavalry galloping.

War On that September Sunday made us feel frightened

Of what our world waited for.



Questions:

1. Who or what do you think 'the voice' is? Why?
2. Why do they run to the friends next door?
3. Find three nouns within the poem.
4. How does the author feel about war? How do you know?
5. Find a word from the poem that means completely.
6. Find two examples of alliteration.
7. Is this poem set at the start, middle or end of the war? How do you know?

Deepen the Moment:

Come up with, and justify, an alternative name for the poem and then create a further two questions for your classmates to answer.



English lesson 2: Grammar

To understand the difference between prepositions and subordinating conjunctions.

In this lesson, you will be learning about the similarities between prepositions and subordinating conjunctions. Investigating how one word can have two functions.

What Are Prepositions?

Prepositions are very important parts of a sentence that indicate location.

Prepositions link nouns, pronouns and phrases to other words in the sentence.

They can tell us the physical location of something, e.g.

The frog was **on** the lily pad.



They can tell us *location in time* of something, e.g.

During the spring, the frog lays frogspawn.



What Are Subordinating Conjunctions?

Subordinating conjunctions are the first words within a subordinate clause.

A subordinating conjunction will have both a **subject** and a **verb** following it, forming a subordinate clause, e.g.



subject

verb

Suki could pass the exam **if she practised** her piano.

subordinate clause

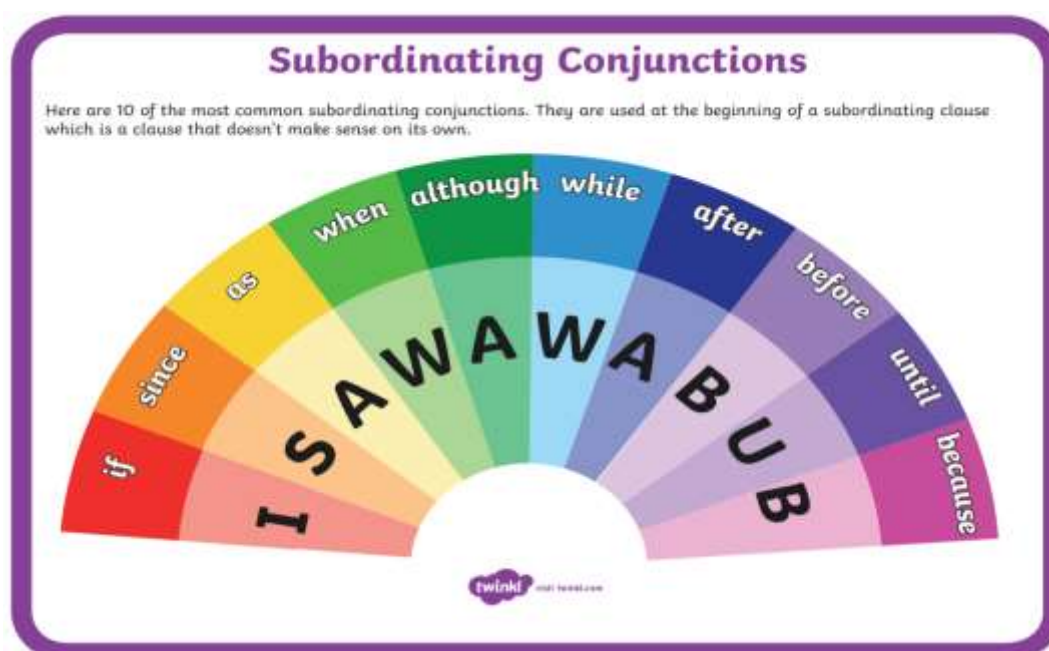


Task 1

The sentences below are all missing a preposition. Choose a preposition from the box below to complete each sentence so it makes sense.

on	in honour of	inside	at	Due to
under	across	In summer	before	through

1. "Dinner's ready!" said dad as he placed the pizza _____ the table.
2. Daniel always goes to breakfast club _____ school starts.
3. You have a doctor's appointment _____ 4 o'clock.
4. _____ the horrible weather, the BBQ was cancelled.
5. _____, we went on holiday to Greece.
6. Lucy hid _____ the wardrobe when they played hide and seek.
7. Ben finally found his missing toy; it was _____ his bed the whole time.
8. They held a party _____ the Queen's Jubilee.
9. Courtney had to squeeze _____ the crowd of people to get to her friends.
10. Micheala, my best friend, lives in a house _____ the road from mine.





Subordinating Conjunctions to Start Sentences

Some words can act as more than one class, depending on how they are written in a sentence.

There are a number of words that can be either prepositions or subordinating conjunctions.

These are:

after before until since as

Remember 'A BUS A'!



For example – The words **before** and **after** can be prepositions and they can also be subordinating conjunctions.

1. **Before** sunset, the children played outside
2. You must tidy your bedroom **before** you have your tea.

preposition

Subordinating
conjunction

1. You must follow the instructions **after** me.
2. You can play with your friends **after** you have finished your tea.

preposition

Subordinating
conjunction



Remember the rules to help you decide:

A subordinating conjunction will have both a subject and a verb following it, which forms a subordinate clause.

You must tidy your bedroom **before** you have your tea.

If you see one of the five prepositions listed above (A BUS A) with a noun (with or without added determiners or adjectives before it) then you have a prepositional phrase.

Before sunset, the children played outside.

Task 2

Tick the correct box to identify if the underlined word has been used as a subordinating conjunction or a preposition.

	Subordinating conjunction	Preposition
I ate dessert <u>after</u> I had eaten my chips.		
No one is allowed in <u>after</u> 7 o'clock.		
He watched it <u>after</u> his dinner.		

	Subordinating conjunction	Preposition
I walked <u>until</u> I found a river.		
The flowers bloomed <u>until</u> the cold Autumn weather.		
His shift doesn't end <u>until</u> the evening.		



	Subordinating conjunction	Preposition
Nobody can leave <u>before</u> Wednesday.		
It was taken <u>before</u> they saw.		
<u>Before</u> she could shout, he had fallen over it.		

Tick the sentences below that contain a preposition (*check they're not conjunctions*).

- Mandy closed the door before the hippo entered.
- He wasn't going to wait around since he thought she wouldn't come.
- They hid under the large kitchen table.
- You need to be there before bedtime.
-

Deepen the moment...

Using any of the following words:

as before until since after

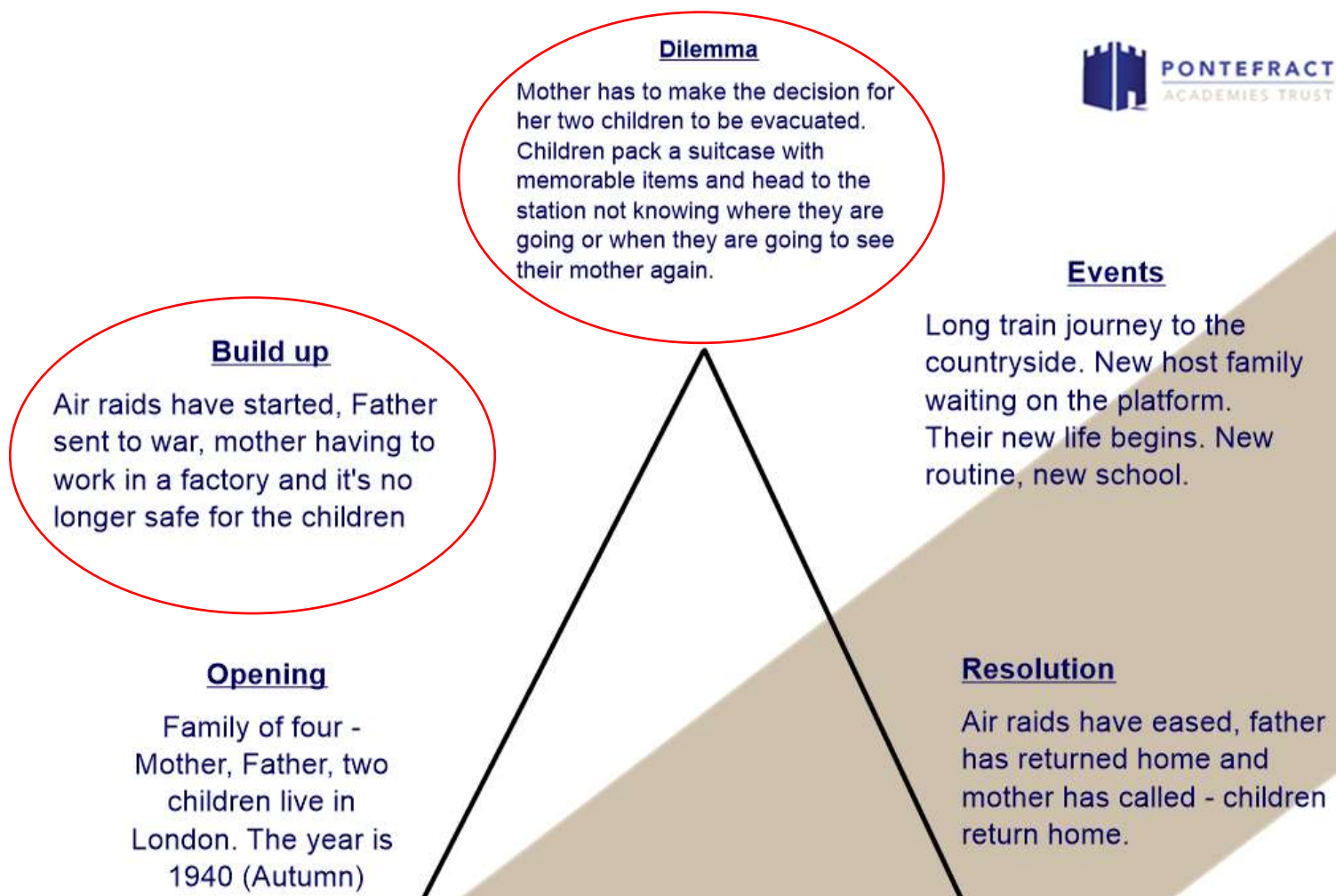
Create two sentences, one where your chosen word is a subordinating conjunction and one where it is a preposition.



English Lesson 3:

To use descriptive vocabulary to create a mood and atmosphere.

Last week, you planned and drafted your opening to your narrative. Today you will focus on the build up to your story, focusing upon a range of precise verbs, adverbs, adjectives and figurative language. We will be using these skills when drafting both our build up and dilemma.





WAGOLL – An evacuee narrative

I had my 12th birthday during October 1940, which was quite annoying as World War 2 had peaked then. I was tall and mature for my age and had just got my hair cut and curled to match the latest craze. My father was out fighting at war, my mother had been fretting since the war had been announced and my whiny sister Sally was full of tears. Life was dire, rationing was tedious and half the time we were terrified a bomb would drop. We lived in a two-room flat in London, a grimy old place full of cobwebs. I, Jane Fowler, was the one taking care of my sister, I collected food, washed our scarce amounts of clothes and I had had quite enough of this war business.

"Sally!" I hissed, grabbing the wailing three-year-old, "Under the table, NOW!"

In the distance, a loud bomb dropped and that shut her right up. Mother was already under there, hiding and rubbing her tired eyes.

"Can they not wait 'till mornin'?" She grunted. I checked the clock. The time was 2am.

Sally only began spluttering and crying again. Truth be told, I felt like bursting into tears too, but I knew I had to be the strong one. The war was like a heavy weight on my back, a depressing cloud that fell everywhere making even the happiest things seem dull. I felt my limbs loosen, my eyelids fall and I fell into a deep sleep. I dreamt of the war, Hitler taking Mother and Sally, me being left in a bomb-filled London whilst having to watch everyone and everything I knew be destroyed. I woke with a start and saw Mother in some sort of brown factory uniform.

"Mum? Wha-" I began.

"No time, new work, gotta dash! Look after Sally for us! Good girl! Bye!" She blurted, before running out of the old, red door.

I went to go check on Sally. She was in the bed-sofa-chair asleep. It wasn't her turn to sleep in it, but in fact mine. But, I had fallen asleep on the floor, and I didn't really like the bed, it was quite uncomfortable; a lumpy mattress on a few lopsided pieces of wood. I peered over at her crying in her sleep, as per usual. I shook her scrawny arms and with an eye-rub, she sat up.

"I WANT MUMMY!" she wailed, sniffing and spluttering.

"She's not 'ere so tough. We aint got nowt for breakfast yet, so don't tell me yur 'ungery. We have a sandwich to share for lunch. Bread's gone stale like." I grumbled.

I went to check my draw in the shared set of them. I wanted to save my best garments, and my only other blouse and skirt were dirty, so I just changed my



underwear, not my clothes. Sally had three clean outfits. I passed her a pink dress with a rip in the hem and a small stain on the back.

"Get changed into this." I murmured.

We staggered through the day in misery, I tried passing the time by teaching Sally maths, but I hardly knew any either, so the whole thing was just a waste of time. Mother came back by half-eight, in a tired mess.

"Girls, I've decided, 'cos of war and current situation..." she began.

My heart thumped, I knew what was going to come next...

"... you'll 'ave to go. Countryside's safer." She finished.

I sniffed and nodded, going to pack my bag, poor Sally did not know what mother was on about and burst into confused tears. I whispered instructions into her ear, and we miserably packed. I packed all my clothes (both outfits), A picture of mother, one pair of stockings and my two pairs of knickers. Sally packed her clothes, her three pairs of stockings and three pairs of knickers, a grubby teddy and her lucky sixpence.

We both slept on the floor that night, curled up into a blanket. There were bombs falling like pennies from a jar outside, and as much as I hated to admit it, I knew it was necessary for us to evacuate. We woke up early, and were instructed to wear our best clothes. I put on my white and blue spotty blouse and black skirt- the only things I owned that were not completely too big or small, or stained. Sally's outfit was much too big, a ruffled white lace with teal beads lining the waistband.

Mum got up, though it caused her back great pain to take us to the station. Sally and I slung our tearing bags over our shoulder and walked to the station 5 miles away. It was busy - much busier than I'd imagined. There were poor children who were starving, rich children crying because their mother only packed 46 pairs of shoes instead of 50, and a few middle-class children looking lost. Most mothers stayed with their child, but ours left us at the entrance, with just a hug and a kiss

After a while of yelling and squirming, we got inside the train. It was definitely not first class. It was a cabin, smelling of old rotting wood. A shiver billowed up my spine as the train set off. Sally clutched my sweaty hand tighter. The train journey seemed to last forever, and I wondered what mother was doing, I knew the reason she left us at the entrance: she was scared of seeing us leave on the train. It was so big, unworldly and some may say unsafe. I looked out the window, fields and fields stretched as far as the eye could see, and after what seemed like days, we arrived at a small village. Sally and I tottered right out the door with other groups, to a strange building, full of all the village members. We sat on a bench that stretched across a long wall. I watched a group come our way, then another, and another. One wanted



me but not Sally. Another wanted Sally and not me. The rest stuck their nose up, until Mrs Hawthorne came along. She was a kind old lady, with grey hair tied in a bun and wearing a pink flowery dress.

"My goodness!" She cried, "Look at you two! I must have you!"

I looked around to see if she was talking to anyone else, but there was only two other people who were quite far from us.

"Here," She said, fetching two slices of apple pie from a paper bag, "Have one each – you look practically starving!"

We gobbled up our slices, and left with this lovely lady. Her house was made of stone, with a hay roof she explained was thatch. The door was blue and the windows were a pristine white. The garden was full of flowers and trees, and there was a washing line full of clean clothes surrounding it. Inside, there was a warm fire flickering in a heavily decorated kitchen. I hung mine and Sally's bag on a hook and sat by the blazing fire. This was going to be our new place to call 'home'.



Use the WAGOLL to mind map as many powerful verbs, adverbs and adjective, which can be used in your narrative draft on Thursday and Friday. Then use a thesaurus to uplevel your vocabulary choices. Think about how the characters were feeling, what they could hear, what is going on around them.

Verbs (action words)

catapulted darted investigated roamed questioned scuttled thumped surrounded

Adjectives (describing words)

dire tedious fearful dangerous determined brave relentless

Adverbs (tell us when, where and how)

unbelievably swiftly impatiently briskly afterwards in the distance

Figurative language (similes, metaphors, personification etc)

That dog is as smelly as my brother's dirty socks. Life is a long, twisting rollercoaster. The snowflakes danced in the wind.

Deepen the moment...

Use a thesaurus to improve some of your verb choices.

Write down the changes you have made.

e.g.

threw - launched

walked - roamed

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



English lesson 4: To draft the build-up of my narrative.

During today's lesson, you will be writing the build-up part of your evacuee story. You will be using your plan and your existing knowledge and understanding of evacuees from all of your learning so far this term. Remember to use precise adjectives, verbs and adverbs in your sentences.

Task:

Your build up should include a detailed description of the impact of the air raid on the characters in the story.

Dilemma

Mother has to make the decision for her two children to be evacuated. Children pack a suitcase with memorable items and head to the station not knowing where they are going or when they are going to see their mother again.



PONTERFRACT
ACADEMIES TRUST

Events

Long train journey to the countryside. New host family waiting on the platform. Their new life begins. New routine, new school.

Build up

Air raids have started, Father sent to war, mother having to work in a factory and it's no longer safe for the children

Opening

Family of four - Mother, Father, two children live in London. The year is 1940 (Autumn)

Resolution

Air raids have eased, father has returned home and mother has called - children return home.





Verbs

Movement	Voice	Objects	Emotion	Sense	Thought
bounce	giggle	bend	admire	caress	comprehend
carry	hum	break	bawl	eat	conceive
collapse	laugh	burn	blubber	feel	contemplate
crawl	rap	control	cry	hear	daydream
dance	scream	fold	despair	lick	dream
dash	shout	melt	frown	listen	evaluate
drive	sigh	mend	grin	observe	lament
hit	sing	mould	laugh	smell	meditate
hop	sob	open	love	sniff	ponder
hurry	talk	repair	sigh	taste	reflect
jump	whisper	smash	smile	touch	speculate
leap	yawn	snap	smirk		think
live		stretch	tremble		visualise
pull		throw	weep		wonder
push		twist	wince		
roll					
rotate					
run					
shake					

More Useful Verbs:

change	suggest	locate	design	select
identify	collect	search	plan	focus

Adverbs

How?	When?	How often?	Where?	How much?
angrily	afterwards	always	above	almost
anxiously	again	annually	around	completely
cautiously	beforehand	constantly	away	entirely
cheerfully	early	daily	below	little
courageously	late	hourly	down	much
crossly	never	monthly	downstairs	rather
cruelly	now	never	everywhere	totally
defiantly	often	occasionally	here	very
doubtfully	punctually	often	inside	
elegantly	recently	once	outside	How certain?
enthusiastically	soon	regularly	there	certainly
foolishly	then	repeatedly	up	definitely
frantically	today	sometimes	upstairs	probably
gently	tomorrow	usually	wherever	undoubtedly
gladly	yesterday	yearly		surely
gracefully				
happily				
hungrily				
loudly				

More Useful Adverbs:

additionally	insufficiently	hence	consequently
fittingly	appropriately	suitably	however

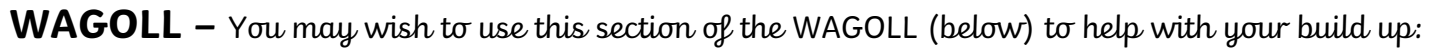


Adjectives

People	Objects	Comfortable Feelings	Uncomfortable Feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
clumsy	gleaming	eager	bored	immense	old
confident	grotesque	elated	confused	large	quick
considerate	long	encouraged	defeated	little	rapid
excitable	magnificent	energetic	defiant	long	short
glamorous	precious	enthusiastic	depressed	mammoth	slow
grumpy	sparkling	excited	disgusted	massive	swift
happy	spotless	exuberant	disturbed	meagre	young
helpful	strange	fantastic	dizzy	mighty	
important	unsightly	fine	embarrassed	mini	
intimidating	unusual	healthy	envious	minuscule	
obnoxious	valuable	joyful	frightened	petite	
odd		pleasant	hungry	puny	
talented		relieved	lonely	short	

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	



"Girls, I've decided, 'cos of war and current situation..." she began, sighing and rubbing her eyes.

"... you'll 'ave to go. Countryside's safer." She finished.

We both slept on the floor that night, curled up into a blanket. There were bombs falling like pennies from a jar outside, and as much as I hated to admit it, I knew it was necessary for us to evacuate.

[illegible]



Can you improve your sentence openers by using a range of adverbial openers and including an example of onomatopoeia?



English lesson 5: To draft the dilemma of my narrative.

During today's lesson, you will be writing the dilemma part of your evacuee story. You will be using your plan and your existing knowledge and understanding of evacuees from all of your learning so far this term. Remember to use precise adjectives, verbs and adverbs in your sentences

Task:

Your dilemma should include a detailed description of how the characters are feeling about potentially not seeing their parents for a long time.



Dilemma

Mother has to make the decision for her two children to be evacuated. Children pack a suitcase with memorable items and head to the station not knowing where they are going or when they are going to see their mother again.

Build up

Air raids have started, Father sent to war, mother having to work in a factory and it's no longer safe for the children

Events

Long train journey to the countryside. New host family waiting on the platform. Their new life begins. New routine, new school.

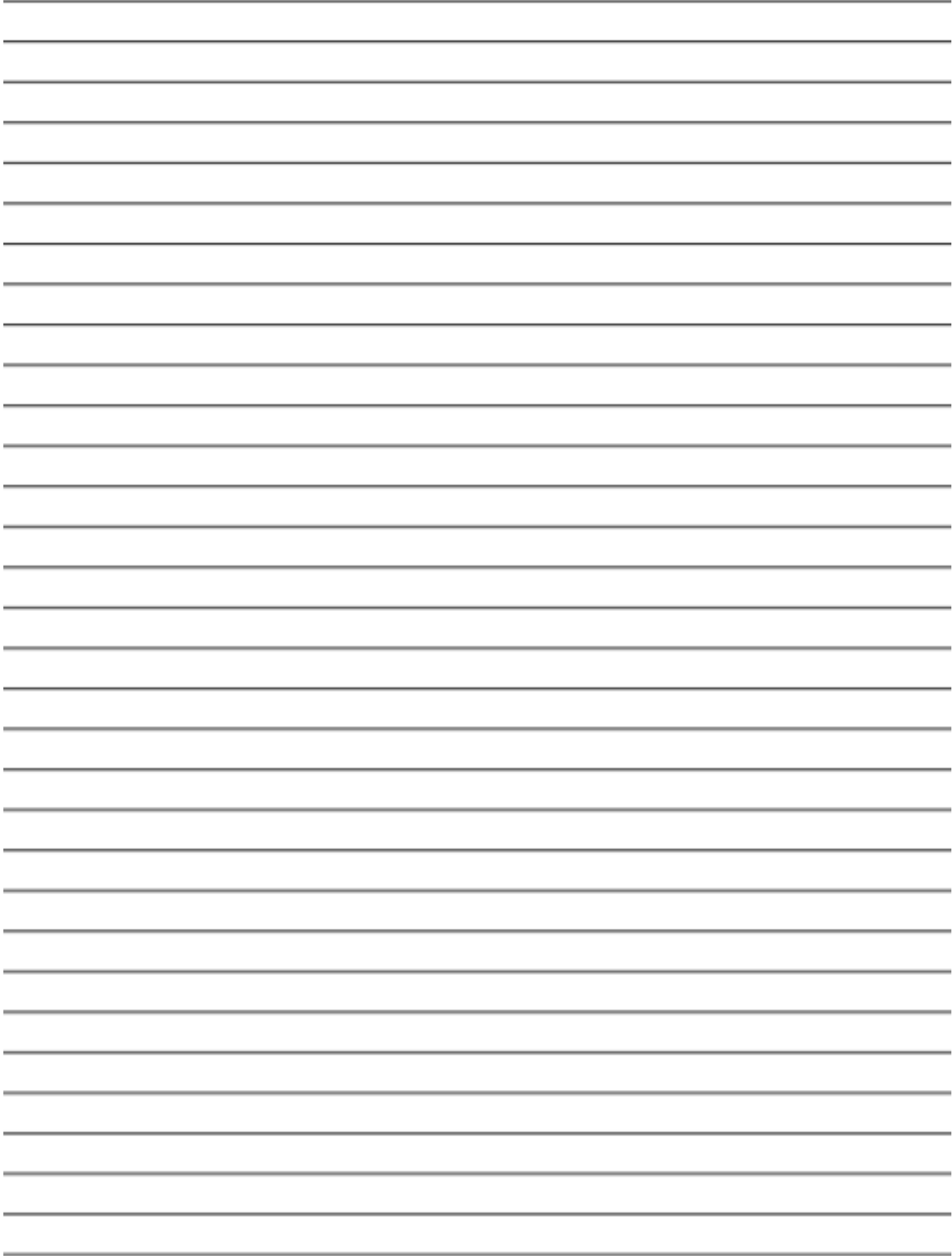
Opening

Family of four - Mother, Father, two children live in London. The year is 1940 (Autumn)

Resolution

Air raids have eased, father has returned home and mother has called - children return home.







Deepen the moment...

Can you include a rhetorical question to show
what the children may be thinking?

e.g. Was everything going to be ok when they left?

Explain your reasoning for this choice of question and the effect
a rhetorical question has on the reader.



Reading for Productivity: Music Lesson 1

Music in World War 2

In the early 20th century, most people still consumed music by watching performances in music halls, while the middle class and upper-class people who could afford music lessons would buy sheet music to perform at home.

By World War 2, however, radio had become popular. Most households had one, creating a sense of community as families huddled around to listen to popular music playing alongside news broadcasts and alerts about the war. Artists were encouraged to produce uplifting music to support the troops and keep public morale up. Record players became more affordable around this time as well, meaning people had more access to music at home. Going to the cinema was also popular, and just like now, film soundtracks frequently became hits.

Second World War Singers

Jazz, swing and big band were the main styles of music during World War Two. Vera Lynn, known as the "Forces' sweetheart", was very popular, while artists like Bing Crosby and Doris Day were also well-known. Performers from other areas of the arts turned to singing, with comedians like Arthur Askey and Flanagan and Allen especially popular for light-hearted tunes which poked fun at the Nazis. Actress Marlene Dietrich even started singing, recording anti-German songs despite being born in Germany.

Songs from World War Two

World War 2 songs were written to keep people's spirits up, and had lyrics focusing on the hope of better times to come, like *White Cliffs of Dover*, which says 'There'll be love and laughter and peace ever after, tomorrow when the world is free'. Others, like *Pack Up Your Troubles*, talked about the need to stay strong through tough times. Many others discussed reunions with loved ones when the war was over. *We'll Meet Again* by Dame Vera Lynn, with its chorus of 'We'll meet again, don't know where, don't know when, but I know we'll meet again some sunny day', is a good example.



Questions

1. In the early 20th century, how did people listen and access music?
2. What technological advancement meant that families felt a '*sense of community*'?
3. What was the popular name used to describe Vera Lynn?
4. Why did you think it was ironic that actress Marlene Dietrich sang anti-German songs?
5. What do you think the lyrics, '*There'll be love and laughter and peace ever after, tomorrow when the world is free*' mean?
6. Why do you think Vera Lynn sang the words, '*We'll meet again, don't know where, don't know when...*'? Why do you think she didn't know when and where they would meet?

Deepen the Moment:

Research and select a song which captures the sense and importance of community that has been developed during the COVID-19 pandemic.

Justify your reasons for selecting the song.

Click here to listen to Radio 1's Live Lounge Allstars – this was a collaboration of artists who came together to perform the Foo Fighters song, Times Like These, at the start of the pandemic.

<https://www.youtube.com/watch?v=7GELP4YdrBE>



Extended Curricular Learning - Music

Monday 1st March 2021 – Activity 1



VIPs:

There are six main musical periods that can be identified throughout history.

Renaissance was the first reported musical period in history.

In old French, Renaissance means 'rebirth'.

The Baroque period refers to music and composers roughly between 1600 and 1750.

A trill is when a musician quickly plays two notes, one after the other.

The Classical period refers to music and composers roughly between 1750 and 1827.

The piano was used more in classical composition, rather than the harpsichord from the Baroque era.

During the Classical period, a larger range of woodwind instruments were included.

The Romantic period refers to music and composers roughly between 1827 and 1900.

Music from the Romantic era contained emotion, energy and passion in the pieces

This term we have looked and read about several different composers from different periods of music:

Renaissance

Sergei Rachmaninoff

Baroque

Bach, Handel, Vivaldi

Classical

Mozart Beethoven

Romantic period

Tchaikovsky, Chopin


Today you are going to complete further research and create a short fact file which includes key information about your chosen composer. Find out and research the following:

- When and where they were born
- What music/ songs they are famous for
- What instruments they used in their compositions
- What period their music was from.

You can present your fact file creatively, or you can use the layout on the next page.

Deepen the moment...

Compare the lives of two composers from different periods.

[illegible]



Reading for Productivity: Geography Lesson 2 – Fairtrade

FAIRTRADE FLOWERS



Fairtrade means farmers and workers across the world receive better prices for the goods that they produce. There are over 50,000 flower workers working with Fairtrade to get a better deal. They work hard to grow, harvest and pack the flowers so we can enjoy them all year round!

WHERE DO FAIRTRADE FLOWERS GROW?

Almost all Fairtrade flowers come from East African countries including Kenya, Ethiopia, Tanzania, and Uganda. You can also find Fairtrade flower farms in Ecuador and Sri Lanka.



WHAT DOES FAIRTRADE MEAN FOR FLOWER WORKERS?

Working on a Fairtrade certified flower farm has many benefits! Fairtrade have set a minimum wage for flower workers, which means they cannot be paid below a certain amount.

The workers also receive a Fairtrade Premium for every flower stem they sell. This is an extra amount of money that can be used to benefit the whole community. The workers decide together what to spend the money on.

FAIRTRADE STANDARDS



The Fairtrade Standards help farmers to farm in a way that does not harm the environment. Fairtrade flower farms must limit the amount of chemicals and pesticides they use.

DID YOU KNOW?



Greenhouse gas emissions from growing roses in the Netherlands are 5.5 times higher than Fairtrade roses grown in Kenya!

There are 69 shades of Fairtrade flower available in the UK. What is your favourite colour of flower?



Grace works on a Fairtrade certified flower farm in Kenya. Grace and her community have used the Fairtrade Premium for buying medicine, school fees for the children, and cookers for their homes.





Questions

1. How many flowers workers benefit from Fairtrade?
2. Name 4 countries in East Africa where you can find Fairtrade flowers.
3. What is the Fairtrade minimum wage for flower farmers?
4. How do the Fairtrade Standards help to protect the environment?
5. Which country produces less greenhouse gas emissions from the production of roses?
 - ☐ Netherlands
 - ☐ Kenya
6. Draw and label three types of Fairtrade flower.



Extended Curricular Learning - Geography – Fairtrade

Tuesday 2nd March 2021 – Activity 2

Select at least one activity, from the adjacent table, to complete.

Please ensure that you share your learning with us via ClassDojo.

Create a Fairtrade farm in a shoe box! What Fairtrade product is growing on your farm?

You will need:

- ☐ A shoe box
- ☐ Junk/recycled materials
- ☐ Drawing materials and paints
- ☐ Inspiration from Fairtrade farmers

Share your vision of the world you want

Create your vision for the world you want, for the planet and everything on it. Share your artwork, prose, poem or film by emailing schools@fairtrade.org.uk with your name and age.



Cocoa trees grow in countries with tropical climates.

Find out what fruit trees grow in the UK. With an adult, make a plan to grow your own!



Congratulations! You are the Head Chef at the 'Choose the world you want' restaurant.

Design a delicious menu that makes a difference in the world.



CLIMATE, FAIRTRADE AND YOU

Home learning grid for primary schools

Talk about it!

Tell a family member or friend about Fairtrade and the difference it makes to people and the planet.



The choices that we make can affect the planet and the people that live on it in positive and negative ways.

Make a choice that is positive for people and planet today! Write a sentence explaining your choice.



Bake a difference.

With an adult, bake or cook using at least one Fairtrade ingredient.

Decorate your creation with the FAIRTRADE Mark!



Use Google Maps or an atlas to travel around the world! Can you find a country where cocoa grows?

Check the temperature in that country today. What was the temperature in that country 50 years ago? Has it changed?





Reading for Productivity: Science Lesson 3

Friction

When it becomes difficult for an object to freely move across a surface, friction may be the preventing force. **Friction** is the resistance of motion when an object rubs against and acts in the opposite direction of another object. When any two objects rub against each other they cause friction. Friction is a force that holds back another object from freely moving. A simple example are the brakes on a car.

Friction causes a second object to lose energy by slowing its motion. The energy does not disappear, but it changes from moving energy, which is called **kinetic** energy to heat energy or **thermal** energy. When a person rubs their hands together friction is generated and then it turns into heat. This is why cold hands become warm after rubbing them together. This is also called **kinetic friction**.

Friction can be found anywhere objects come into contact with each other. The brakes on a car causes friction between the brake pads and the wheels of the car, allowing the car to come to a stop. A person running on a sidewalk may stop quickly because of friction caused between the bottom of the shoes and the concrete.

However, other variables can lessen the effects of friction. For instance, if the same person running tried to stop on a water-covered path, friction would be less and the runner may not be able to stop as quickly, and in some cases may fall. This is similar to a car trying to stop on an ice-covered road. The friction is still there, but it is much less and may lead to accidents. Also, during rain, there is still friction between the brakes and the wheels, yet if the brakes are wet, the wheels would not be as much in contact with the ground. As a result, cars **hydroplane** when they go too fast on puddles of water.

There are times when friction needs to be prevented so things will move more easily. Lubricants like grease and oil can help reduce friction between two objects. Engines and machines use grease and oil to reduce friction and wear so they can last much longer. Friction can also be reduced by using a ball or wheel on certain objects, which is called **rolling friction**. Changing the types of materials that come in contact with each other is another way of preventing friction. A good example is the use of roller skates on a concrete surface, ice skates on a lake covered with ice, or wearing rubber shoes on a wet path.

Besides **dry friction** as in some of the examples above, there is also **static friction** when objects are not moving such as the touching a metal surface and feeling a shock. When friction involves a fluid or air it is called **fluid friction**. The air



resistance on an airplane, water resistance on a boat, and the slides at water parks are examples of fluid friction.

Finally, the two main factors that influence the total amount of friction include the roughness of the objects' surfaces and the force applied between the two objects. The measure of friction, its **coefficient**, is based on the roughness of the materials that come in contact with each other. For example, concrete on concrete has a very high coefficient of friction, and the Teflon surfaces of pots and pans have a low coefficient because it is a surface where most things do not stick.

In summary, friction is the resistance of motion when an object rubs against and acts in the opposite direction of another object. There are four types of friction which includes kinetic friction, dry friction, rolling friction, static friction, and fluid friction. Common examples of friction are brakes on a car, ice skates, and wearing rubber shoes on a wet surface. Roughness and force of objects are factors of friction, and the coefficient of friction is a measure of how easily one object moves in relationship to another.

Questions

1. What is the name of heat energy?
2. What type of friction occurs when a person rubs their hands together to produce heat?
3. What type of friction occurs when a boat moves along the surface of the water?
4. What is hydroplaning?
5. What is used to reduce friction?
6. What does coefficient friction mean?

Deepen the moment...

If you were to design a new gymnastics mat, what material/materials would you use and why?



Extended Curricular Learning - Science - Friction

Wednesday 3rd March 2021 – Activity 3

VIPs:

Forces that act upon objects can make them move or keep them still, make them speed up, or slow down.

Gravity is a force that pulls objects towards the centre of the Earth.

A newton meter is used to measure the pull of gravity in N (newtons).

The rougher the surface, the stronger the friction.

The force of friction will always oppose the applied force.

Today, you are going to create your own investigation in order to answer the following question:

How does the texture of a surface effect the speed of a moving object?

When planning your experiment, think about these questions:

- What equipment will you need?
- What method will you use?
- How will you make it a fair test?
- What is the dependent/independent variable?
- What is your prediction?



The following video shows how you could set up your investigation:

www.youtube.com/watch?v=NObYMCqjqNo

Once you have completed your experiment, see if you can draw a diagram to represent your investigation.

Deepen the moment...

In your own words, describe how friction generated by the interaction between two objects can stop them from moving.

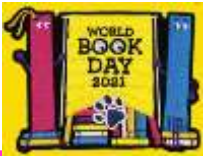


Reading for Productivity: World Book Day

Book Scavenger Hunt

Find each of the items from the list below in the books you have at home (or in school). Use the table to record the book you found the item in, the page number, and whether it was a picture or a word, or both. How many can you find?

Item	Book in which it was found	Page Number	Word, picture or both?
Witch			
Gold			
Dog			
Necklace			
Spaceship			
Weapon			
King			
Train			
A mythical creature			
A happy ending			
A surprise			
A mystery			
A moral or lesson			
A character shouting			



WORLD BOOK DAY

Thursday 4th March – Activity 4



World Book Day is a charity event held annually in England. Its supporters are on a mission to help change children's lives by making reading together and reading for pleasure a habit for life. Sharing stories together for just ten minutes a day will encourage a love of reading and it's fun for everyone! You can read together anywhere and everywhere, from breakfast to bedtime! In the park, on the train, on the sofa, on a plane – reading and sharing stories can happen anywhere at any time.

Create your own story diorama.

Bring your favourite book, or scene from a book alive by creating your own A diorama is a miniature, three-dimensional model, usually created in a shoe box, to show important events or scenes from a book. Get creative with materials you have lying around your home.

Here are some materials you may find useful:
cereal box, paper, sellotape, scissors, coloured pencils, card,

Once you have designed and created your diorama, write a short paragraph detailing why you have chosen this book or this scene.



Reading for Productivity: Art Lesson 5

Henry Moore

1898 – 1986



Henry Moore was a British artist known for his sculptures, most of which were made from bronze.

Moore was born in Castleford, Yorkshire. He was the seventh of eight children and his family often struggled for money. Moore won a place at a grammar school, where he developed an interest in art and sculpture in particular. He trained to be a teacher and returned to his own school as a teacher. Moore volunteered to serve in the army and was injured at the Battle of Cambrai during the First World War.

After the war, Moore studied at the Leeds School of Art. While there, Moore became friends with Barbara Hepworth, who would also become a famous sculptor. In 1921, Moore won a scholarship to the Royal College of Art in London.



Moore studied the work of artists, such as Rodin, as well as sculpture from ancient Egypt, the Etruscan civilisation, Africa and South America.

He became interested in a method of sculpting called direct carving, where the artist worked straight on material without using moulds. Marks left from carving tools can be seen on the material.

Large Figure in a Shelter, 1985 – 1986

After art college, Moore won a scholarship. This enabled him to travel around Europe, studying the work of different artists. While travelling, he saw a sculpture from the Mayan civilisation of a figure lying down. This would greatly influence his own work.

Moore began to create semi-abstract figures of humans, particularly of them lying down. Semi-abstract means that although the artist may use shapes or colours that don't physically represent the subject, it is still possible to easily recognise what the art is portraying.

Henry Moore

During the Second World War, Moore created many sculptures. These included 'Women and Children in the Tube', showing people taking shelter during an air raid and 'At the Coal Face: A Miner Pushing a Tub', showing the vital work of miners during the war. Moore worked in stone, bronze and other materials.



Moore married an artist called Irina Radetsky in 1929 and in 1946, Irina had a baby. They named her Mary. The birth of his daughter led Moore to create many sculptures based on a mother and baby.

Moore's work was shown at the Festival of Britain in 1951. This was a celebration of British achievement in different areas.

In 1958, he sculpted a work called Reclining Figure that was displayed at the United Nations building in Paris. At 4.9 metres wide and 2.4 metres high, it was the largest sculpture he ever made. Another of his sculptures, Two Large Forms, was put in the West German parliament building in 1979.

Upright Internal/External Form, 1952 – 1953

In 1977, Henry, Irina and their daughter Mary created a charity called the Henry Moore Foundation. It was created to support artists and encourage education about art.

Moore died on 31st August 1986. His work continues to inspire artists all around the world.



Questions

1. What metal does Henry Moore usually use in his sculptures?
2. Where was Henry Moore born?
3. What happened when he volunteered to serve in the army in the First World War?
4. What does the term 'direct carving' refer to?
5. Why do you think Moore went travelling around Europe to study art?
6. What does the term 'semi-abstract' refer to?
7. What were the measurements of Moore's work Reclining Figure?
8. In your opinion, why do you think Moore's work was shown at the Festival of Britain in 1951?
9. Why do you believe he used the Second World War as inspiration for his artwork and sculptures?



Extended Curricular Learning – Art

Friday 5th March – Activity 5

VIPs:

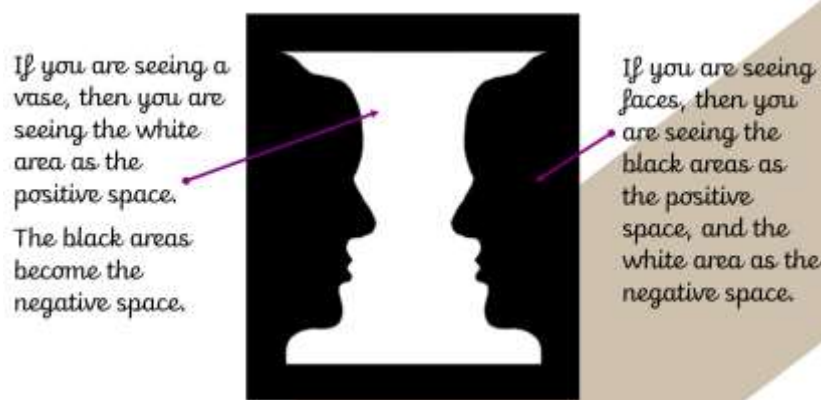
Positive space is the space inside an object

Negative space is the space outside an object

It is balance of positive and negative light (black and white)

Positive and Negative space

Positive space is best described as the areas in a work of art that are the subjects, or areas of interest. Negative space is area around the subjects, or areas of interest.



Today, you are going to have a go at playing with positive and negative space.

Choose an everyday object like the example below.

Draw the outline shape of a group of objects (the positive space).

Fill the negative space (the space around the objects) with patterns.



Deepen the moment...

Consider how shading is used to create tones and apply it to one of your drawings.