

Year 6 School Closure work w/b 27th April 2020

Here you will find the learning for this week. Don't forget, if you don't have access to a printer, please use the blue books provided for the children to complete their work in.

It would be great if you could regularly update your profile on Class Dojo so we can see all the things that you are doing – both school related and not!

If you have any questions, please don't hesitate to send one of us a message.

Many thanks,

Miss Froggatt & Mr Whitbread

Maths

This week's maths is based around angles. We have touched upon angles in school so the children should have some understanding already.

You will find daily lessons (along with answers) in this week's folder on the school website. The children should work through each of these, in turn. You'll also find the answers in the same folder should you want to go through them.

If you would like further support with this, you can find videos to go along with each worksheet on the White Rose website.

<https://whiterosemaths.com/homelearning/year-6/>

Please ignore the lesson numbers (they don't correspond with ours) but instead look for the name of the lesson e.g. Introduce Angles.

These videos are extremely helpful and will guide the children through everything they need to know in order to answer the questions.

Reading

Things That Go Chirp in the Night

The evening had turned jet black and the rain hammered at Billy's face. Billy yanked his hood down over his forehead and dashed towards the entrance of the school. The lights were off but the door was slightly ajar so he snuck in. He knew no one would believe him if he said he'd accidentally taken the chick so he thought it best to stay under the radar of Mr Ryan (the school building supervisor). As he tiptoed down the old, familiar corridors, he felt a shiver run down his spine as in the darkness everything looked very different. His eyes had to work hard to adjust to the darkness and the abandoned PE kits that were strewn on the floor looked like crouching animals waiting to leap at him. Billy's heart beat faster. Whilst the terror of the corridor was almost enough to make Billy want to run home, he knew he had to get to the EYFS classroom and put the helpless chick back in its rightful place. Out of the corner of his eye, he saw a shaft of light beaming from their door and was extremely thankful that the teacher must have forgotten to turn her light off. He dashed inside the classroom and breathed a sigh of relief.



1. Find and copy three ways that the author shows that Billy is feeling fearful.



2. Why is Billy sneaking back into school?



3. '...the abandoned PE kits that were strewn on the floor...'

In this line, the word 'strewn' is closest in meaning to... (Tick one.)

escaped

buried

hidden

scattered



4. 'Whilst the terror of the corridor was almost enough to make Billy want to run home, he knew he had to get to the EYFS classroom...'

What makes Billy keep going even though he is feeling frightened?

The Second World War Diary of George Bramwell, aged 14

I'm feeling really confused tonight. We listened to another broadcast yesterday by Charles Gardner who was describing a dog fight near Dover. I thought it sounded brilliant; we could hear the bombing going on in the background as Gardner described what was happening and I couldn't help but cheer along with him as he reported what he could see '...and there he goes. Smash!' A lot of people have been complaining about it though. Elsie said Emmie was crying and shouting, 'It's not a football match!' at the wireless. I know people are losing their lives but it is hard not to get caught up in all the excitement too. Sometimes it feels like this war is all just a big game but I suppose if we were the players it wouldn't be so entertaining. I feel very guilty now for enjoying listening to the broadcast. I don't think I'll be able to sleep tonight.



1. What does the phrase 'dog fight' mean?



2. Compare how the two characters, George (the narrator) and Emmie, react differently to the broadcast?



3. *'Sometimes it feels like this war is just a big game but I suppose if we were the players it wouldn't be so entertaining.'*

Explain George's mixed feelings when he wrote this sentence in his diary.



4. Find and copy the word that was used in the 1940s for 'radio'.

The April Joke

Oh, it was a merry, gladsome day,
When the April Fool met the Queen of May;
She had roguish eyes and golden hair,
And they were a mischief-making pair.
They planned the funniest kind of a joke
On the poor, long-suffering mortal folk;
And a few mysterious words he said,
His fool's cap close to her flower-crowned head.
Then he laughed till he made his cap-bells ring,
At the thought of the topsy-turvy Spring.
"Tis a fair exchange," he said, with a wink—
"It is!" she said, and what do you think?
The flowers that should bloom in the month of May
Every one of them came on an April day!
And they looked for April showers in vain,
But all through May it did nothing but rain!



1. Tick true or false in the following table:

	True	False
The April Fool had roguish eyes.		
It rained all through April.		
No flowers bloomed in May.		



2. Do you think that the April Fool and the Queen of May had played tricks on the '*mortal folk*' before?



3. Find and copy the phrase that tells you that the pair of mischief-makers were sitting close together and secretly whispering about their plans.



4. What does the poet mean by a '*topsy-turvy Spring*'?

Writing

Activity 1: The Magic Door – Poetry

Have you ever looked at a door and wondered what might be on the other side? Where may it lead? What may be hiding within? At first glance, a door is just a piece of wood, glass or metal that is opened and closed so that people can get in and out of a room, a vehicle or a space. But in the hands of a writer, a door represents a world of possibility, a world where things are not only hidden but often closed off and restricted.

Read the poem 'The Magic Box' by Kit Wright.

THE MAGIC BOX

I will put in the box

the swish of a silk sari on a summer night,
fire from the nostrils of a Chinese dragon,
the tip of a tongue touching a tooth.

I will put in the box

a snowman with a rumbling belly
a sip of the bluest water from Lake Lucerene,
a leaping spark from an electric fish.

I will put into the box

three violet wishes spoken in Gujarati,
the last joke of an ancient uncle,
and the first smile of a baby.

I will put into the box

a fifth season and a black sun,
a cowboy on a broomstick
and a witch on a white horse.

My box is fashioned from ice and gold and steel,
with stars on the lid and secrets in the corners.
Its hinges are the toe joints of dinosaurs.

I shall surf in my box
on the great high-rolling breakers of the wild Atlantic,
then wash ashore on a yellow beach
the colour of the sun.

by Kit Wright

In the poem, Kit imagines what may be contained inside a magical box.

We can use this idea to connect to what could be behind the magical door.

Before you begin, brainstorm a list of ideas for what might be behind the door.

Let your imagination run wild as there is no wrong answer.



Once you have your list, have a go at writing a poem, using the repeating opener: I opened the magical door and saw ...

Here's an example to help you get going: **I opened the magical door and saw shadows dancing. I opened the magical door and saw a rainbow leading to another world. I opened the magical door and saw people crying. I opened the magical door and saw a magical fairground flooded in lights.**

Once you have got your ideas, go back and see if you can add to them. You could add more description or bring the thing to life through action, e.g. I opened the magical door and saw a shoal of hungry shadows, tangoing through busy streets.

Activity 2: Through the eyes of a character

First, think of your character – it's easier if you base this on someone you know.

- What are they called?
- What do they look like?
- What sort of a person are they (miserable/friendly/kind/aggressive)?
- What do they say?
- What do they do?
- How do they treat other people?
- How do other people treat them?

Now compose a short piece of descriptive writing based on seeing a mysterious door through the eyes of your character.

To do this, use a simple opener to drop the reader straight into the action such as 'Samantha stared' or 'Ali hesitated.' ...

e.g. **Samantha stared. There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust. Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze. Slowly, Samantha gazed all around her, took a deep breath and stepped forward.**

• Show the setting through the eyes of the main character (MC).	Samantha stared.
• Describe the door/portal. (You may like to use two sentences that are closely linked in meaning and connect them with a semicolon.)	There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust.
• Add some more detail.	Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze
• Include an adverb to hint at how the MC feels.	Slowly,
• Use the pattern of three to advance the action and inject a sense of pace into your writing.	Samantha gazed all around her, took a deep breath and stepped forward.

Now Imagine your main character is walking along the road when they come across a mysterious doorway. Describe this through their eyes. Use the model above to help you.

Spelling

Week 2
Abstract noun
disappointment determination enthusiasm graciousness apprehension consideration opportunity speculation enhancement disturbance

This week's spelling words are all abstract nouns.

Abstract Nouns

An **abstract noun** is a feeling or concept that you cannot touch, such as happiness or education.

Humanities – The Ancient Maya

In school, we would've begun to learn about the Ancient Maya,

To begin with, carry out some research on the Ancient Maya, when & where they lived, as well as what was special about them.

You may find this link helpful.

<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg>

Create a research poster/document about your initial findings about the Ancient Maya.

We would love to see some of these – take a photo and send it to us via Class Dojo.

We will be exploring the Ancient Maya more over the next few weeks.



Part of coping with times of change or stress is ensuring that the way you see the situation is through a positive mindset. This means looking for opportunities in every situation, no matter how challenging or difficult they are.

Look at the pyramid. Think about where you would put each of the different things in your own pyramid.

Discuss this with someone else in your house and see if there are areas where you feel the same and areas where you differ. Remember, all of the things within your triangle are important. This is about thinking which are more important to you than others. There is no 'right' or 'wrong' answers.

Pyramid of Priorities

