

Hello, everyone!

I have really enjoyed starting to get to know you all over these first few weeks & I cannot wait to see you back in class very soon! In the meantime, I have explained below what we would have been doing in class over the next two weeks. I know it is tricky being at home and trying to do school work but please try your very hardest to complete the work to a very high standard including the presentation! Remember, we are aiming to be awesome! You might find it easiest to follow a 'normal' school day - literacy and numeracy and reading in the morning, then non-core subjects in the afternoon plus your normal 'homework', e.g. xtables, spellings, etc.

Much of the work planned links to our Geography topic on mountains and our case study of Everest in particular. We are then using this as the context for our newspaper writing work, which leads into our PSHE work on how the media presents information. Our Guided Reading is also based on Everest.

Please email me the newspaper report if you can and I will mark them ready for our return. My email is rebecca.hill@cranwell.lincs.sch.uk Please ask Mum's and Dad's to email me rather than you using your own email, even if you have one. Please collate any other work together and bring it to school when we are back and we can add it to your exercise books/folders.

I have included two lessons for PE continuing on from our tennis and fitness training activities. But don't forget you could also do Joe Wickes daily or JustDance! Aim to do something energetic every day!

If you haven't already emailed me your bridge photos from last week's homework, please do so as I am making a class powerpoint to show everyone on our return and I would also like to put your photos on display!

If you are having any difficulties accessing the work, please contact me. If you want to contact me for any reason, please email me and I will endeavour to get back to you promptly! (rebecca.hill@cranwell.lincs.sch.uk).

I hope to see you all very soon.

Take care.

With love,
Miss Hill xx

Home learning- Timetable of tasks					
Week beginning: Monday 21 st September 2020			Class: 6H	Year Group: Year 6	
	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	To read and understand a text.	To read and understand a text.	To identify the features of a newspaper and understand their purpose.	To recognise the difference between fact & opinion	To understand the difference between direct and reported speech.
Literacy	Everest comprehension - L1	Everest comprehension - L2	Identifying newspaper features - L3	Activities to work through - L4	Activities to work through - L5
Links to learning	Geog - mountains	Geog - mountains	PSHE - how the media presents info.	PSHE - how the media presents info.	
Objectives	To use Negative Numbers (in context) & calculate intervals across zero.	To use Negative Numbers & calculate intervals across zero.	To add whole numbers with more than 4 digits	To subtract whole numbers with more than 4 digits	To recognise inverse operations - addition & subtraction
Maths	Wk 2 L3	Wk 2 L4	Wk 3 L1	Wk 3 L2	Wk 3 L3
Objectives	PSHE - To consider strategies for managing our worries.	PE - To continue to develop your tennis skills - ball control.	ENG - To recognise how homonyms can be used in headlines for effect.	PSHE - to critique how the media presents information.	PSHE - To consider strategies for managing our worries.
Core/ Non- core subjects	Complete my happy place & the refocus your mind activities.	Practise your tennis skills that we have been working on with Mr. Newell. - you could have a rally or even a game with a member of your family or practise ball control on your own or against a wall.	See below in English scheme of work.	PSHE - Photoshopping powerpoint and activities.	Plan what is going to go in your self-soothe box & have a go at the relaxation activities!
Guided Reading	See the instructions below. Remember to do a session every day.				
Spellings	Look at your Y5/6 highlighted list of words in your Reading Record. Remember - if you can already spell them correctly, they will be highlighted. Pick ten words that you are unable to spell and make flash cards. Practise these daily.				

Mathletics	<p>I will put some Mathletics on after the first few days of this week, once you have started to cover some of the newly set topics. Remember that you can still complete activities of your own choosing on Mathletics, also remember to go on TTRockstars. Email me if you have problems logging in or don't know your logins - they should be in the back of your Reading Record.</p>
Xtables	<p>You know which xtables you find the trickiest so practise these please. I have also included in the resources pack some more xtable grids - remember the ultimate challenge is to complete each grid in less than 2minutes! But if it takes you longer, still complete it!</p>

Home learning- Timetable of tasks					
Week beginning: 28 th September 2020			Class: 6H	Year Group: Year 6	
	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	To understand the difference between the active & passive voice. To understand the importance of using the passive voice in a newspaper article. L6	To be able to explain the significant events before, during and after the Everest climb by Hillary & Norgay. To plan own newspaper article. L7	To write an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose. L8	To edit an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose. L9	To read and understand a text. L10
Literacy	Activities to work through.	Plan a newspaper article about first ever successful Everest ascent.	Write a newspaper article about first ever successful Everest ascent.	Edit a newspaper article about first ever successful Everest ascent.	Touching the Void comprehension
Links to learning		Geog - Mountains	Geog - Mountains	Geog - Mountains	PSHE - moral dilemmas
Objectives	To solve multistep addition and subtraction problems	To Add & subtract integers	To Multiply 4 digits by 1 digit	To Multiply two digits (area model)	To Multiply 2 digits by 2 digits
Maths	Wk 3 L4	Wk 3 L5	Wk 4 L1	Wk 4 L2	Wk L3
Objectives	ICT - To understand how to stay safe online.	Science/DT/History - to research information for a bridge factfile.	Science/DT/History - to produce a bridge factfile.	ENG - To present in neat an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose.	PE - To complete circuit training activities.
Core/ Non- core subjects		Bridge Factfile research	Bridge Factfile to complete	Present your newspaper in neat & email to me, please.	Think of eight activities that will make you really breathless!

					Complete them in a circuit with one minute on each activity and a 30 second break in between! Repeat all eight activities three times!
Guided Reading	See the instructions below. Remember to do a session every day.				
Spellings	Look at your Y5/6 highlighted list of words in your Reading Record. Remember - if you can already spell them correctly, they will be highlighted. Pick another ten words that you are unable to spell and make flash cards. Practise these daily.				
Mathletics	I will put some Mathletics on after the first few days of this week, once you have started to cover some of the newly set topics. Remember that you can still complete activities of your own choosing on Mathletics, also remember to go on TTRockstars. Email me if you have problems logging in or don't know your logins - they should be in the back of your Reading Record.				
Xtables	You know which xtables you find the trickiest so practise these please. I have also included in the resources pack some more xtable grids - remember the ultimate challenge is to complete each grid in less than 2minutes! But if it takes you longer, still complete it!				

Literacy

L1 - To read and understand a text.

Everest Comprehension

TASK 1:

Dictionary work initially - record definitions in your own words. Attempt to write your own sentence using the given word. Choose which set of words you think is most appropriate for you!

CIRCLES/easiest words

Altitude

Glacier

Traverse

Crevasses

SQUARES

Impaired

Acclimatise

Foolhardy

Acute

Nausea

TRIANGLES/hardest words

Hypoxia

Cerebral

Inhospitable

Stricken

Aptly

TASK 2:

Recap on breathing & circulation - What is the purpose of our breathing? Can you remember???

For a reminder, watch: Be warned - it is a bit gory at the start!! & do NOT try any of it at home!!!

Operation Ouch - Breathing | Amazing Body Facts for Kids 3min 54seconds.

<https://www.bing.com/videos/search?q=breathing+ks2+explanation&&view=detail&mid=41E602DDC8AC89AF1E5B41E602DDC8AC89AF1E5B&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dbreathing%2Bks2%2Bexplanation%26FORM%3DHDRSC4>

TASK 3:

Read the 'Everest' text, start to apply your vocab knowledge to the text.

TASK 4:

Discuss with someone at home - Given that there are significant dangers to climbing at high altitude, what do you think attracts people to high mountains? When you get a chance, you might like to read 'King of the Cloud Forest' by Michael Morpurgo - it is set in the Himalayas. I have several copies in school that you can borrow on our return if you wish - just ask me!

L2 - To read and understand a text.

Everest Comprehension

Reread the text and your vocab work from yesterday.

Then answer Qs - 1-8. Remember to answer in full sentences.

Sentence openers for those of you who find writing/reading trick - you can complete on the sheet if you wish.

If you have time, you could complete the word work and perhaps choose one or two extension activities.

Questions to discuss with someone at home and then to answer -

From what you have read, do you think it would have been better to have joined one of the old expeditions or a modern one? Give reasons.

We are told that climbers who reach the summit achieve a 'great dream, but not without a price', explain what you think is meant by this expression and what 'the price' could be.

L3 - To identify features of a newspaper report.

Try to list features of a newspaper report - what features can you remember from your work on this in previous years?

Read 'Blizzard Causes Chaos' - annotate/label the features of a NEWSPAPER ARTICLE.

THEN: Watch

<https://www.bbc.co.uk/bitesize/articles/zym8bqt> 56 seconds.

Can you identify any more features of a newspaper article on 'Blizzard Causes Chaos'?

Record the five W's for this article - Who? What? When? Where? Why?

If you have any newspapers at home (sorry - I know you have your newspapers in your trays?!), you could identify the features on the front page.

Read through the Newspaper planning document attached.

For an extra challenge, if someone is around to help, try to find out the difference between local and national newspapers and between broadsheets and tabloids. You could create a comparison table for each pair.

EXTRA SESSION IN PM: ENG - To learn how writers use different language effects to create interesting headlines.

Work through the powerpoint slides given. Pick some of the headlines to explain which strategies have been used. See POWERPOINTS file on our class downloads for Home Learning.

L4 - To recognise the difference between fact and opinion

What is the difference between fact and opinion?

Watch - <https://www.bbc.co.uk/bitesize/articles/zym8bqt> 3min 4sec.

Complete the powerpoint slides given.

What does it mean if something/someone is biased? Bias means that a **person prefers an idea and possibly does not give equal chance to a different idea**. Can you spot any examples in newspapers or on the television?

For an extra challenge, using printed newspapers or the internet news stories, can you identify the same news story? Is it portrayed in the same way? Can you identify any persuasive or emotive language? Is it trying to make you think in a certain way?

LINKED AFTERNOON SESSION: PSHE: To critique how the media presents information.

Work through the 'Positive Body Image' powerpoint. 'Spot the difference' on the before and after photographs.

L5 - To understand the difference between direct and reported speech.

<https://www.bbc.co.uk/bitesize/articles/zm63c7h> Read this webpage and watch the two videos. Make sure you can explain the difference between direct and reported speech.

Complete the worksheets given. For the 'Change the style' sheet, if you need a bit more help, use the next sheet which has the direct speech and it written as reported speech - all you need to do is match them up!

L6 - To understand the difference between the active & passive voice. To understand the importance of using the passive voice in a newspaper article.

Watch <https://www.bbc.com/bitesize/articles/zkttng8> 1min 48sec

Complete the worksheets given.

L7 - To be able to explain the significant events before, during and after the Everest climb by Hillary & Norgay. To plan own newspaper article.

Think back to all the work that you have completed on Everest and everything that you have learned. (I'm sorry that your completed homework on this is in school).

Your task is to write a newspaper report for the day after the world learnt of the successful first ascent of Everest by Hillary & Norgay. Today you need to plan - use the planning template to write on and to guide this.

Complete 5Ws - who, what, when, where and why.

Headline

Orientation - in ONE sentence.

Key reminders for the other paragraphs:

P2 - details about Hillary & Norgay - background, ages, why they wanted to climb it, specific details of their climb, etc.

P3 - Talk about it being a race. Talk about how they were chosen to make final ascent. Talk about the dangers - Khumbu ice fall, survival info, equipment list, etc.

P4 - Their future? Possible knighthood? Where else might they climb? Pyramid of effort - lots of people made their success happen.

L8 - To write an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose.

As you write think about the correct use of direct and reported speech, together with its correct punctuation. Think about using the passive voice - Hillary WAS interviewed and commented.....

L9 - To edit an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose.

Use the powerpoint to guide you through your editing.

EXTRA SESSION - To present in neat an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose.

You can present your work on the computer or by hand - but please remember that it needs to look like a newspaper article in layout. **PLEASE EMAIL ME YOUR TYPED WORK OR A PHOTOGRAPH OF YOUR HANDWRITTEN WORK BY THE END OF TODAY - THURSDAY 1ST OCTOBER** - AND then I will mark it before we return to school.

L10 - To read and understand a text.

COMPREHENSION: Touching the void (Andes) comprehension - modern climber.

TASK 1:

Dictionary work initially - record definition in your own words. Attempt to write own sentence using the given word. Choose the group of words that you think is most appropriate for your ability.

CIRCLES: (Easiest)

Easing

Taut

SQUARES:

Overwhelmed

Frayed

Protruded

TRIANGLES: (hardest)

Void

Swamp me

Braced

Read the text as a class.

With someone at home, discuss (PSHE link) - do you think that Joe was right to do what he did to Simon?

How do you think Simon would have felt initially? & later, after he returned to safety and camp?

Then answer Qs - 1-13. Remember to answer in full sentences. There are sentence openers for those of you who find reading/writing trickier.

MATHS

Please access the WhiteRose Maths HomeLearning Page: <https://whiterosemaths.com/homelearning/year-6/week-2/> Watch the videos & then complete the worksheets on the Resources document for our class.

At the time of writing, the week 4 lessons have not been released on the HomeLearning free section but I think I have added the correct worksheets that will match - fingers crossed!

BBC Bitesize has lots more resources and information on Number & Place Value & Addition & Subtraction.

<https://www.bbc.co.uk/bitesize/articles/z6q4vwx>

<https://www.bbc.co.uk/bitesize/articles/z2wrf82>

I have also included some extra questions from our usual textbook if you would like more practice - remember that Section A is the easiest and Section C the hardest!

Please also try to learn the square numbers to 20 squared and cubed numbers to 10 cubed.

GUIDED READING

<https://media.bloomsbury.com/rep/files/Everest%20Teachers%20Notes%20Bloomsbury.pdf> Access extracts from our Everest book online - these are a reminder of what we have read so far - and also the rest of the book that we were not able to read!

Complete the five lessons - spend two sessions on each, answering the questions as a written answer. However, you do not need to do the activity in the blue box. (Unless you wish!) For each lesson, also complete the following vocabulary work:

Find two synonyms, the first being the one you feel is most appropriate, followed by a second choice. There does not have to be a 'correct' answer, but it is important for you to understand that there are shades of meaning, even with related synonyms.

Words to find synonyms of:

LESSON ONE:

BREEZE

WITNESS

DETERMINED

TUMBLING
IMPACT

LESSON TWO:
REMARKABLE
TRIUMPHED
INITIAL
EXTREME
STREWN

LESSON THREE:

Hillary and Norgay

Using a different coloured pencil each time, draw a line linking the green word with its two synonyms. Remember to use a ruler and to draw your lines straight and neat.

encountered	disagreed
leave	experienced
set up	clashed
resign	conflicted
established	met
quit	ideal
perfect	start
best	

LESSON FOUR:
SEALEVEL
ALTITUDE
ADAPT
ASCEND
COMBAT
CONFUSION

LESSON FIVE:

Pyramid of Human Effort

Sentence Constructor

This week you need to use each of the following words in a sentence. If the words are linked, then you may place them both in one sentence. The words are here below and you must endeavour to spell them correctly – take pride and care in your work. |

human effort	expedition
dependent	combined
wind tunnel	lightweight
crampons	ash
aluminium	crevasses


PSHE - how to manage our worries

We have already done lots of work on this but we haven't finished our work on what to do

When you need to stop your mind wandering to worries....


- Think about your 'Happy Place'
- Do something that you enjoy or that makes you feel happy
- Relax through 'special' breathing
- Relax your muscles
- Use your self-soothe box

NOW let's think about each of these in turn!




My Happy Place

You can draw your happy place below. Think about your five senses, what might you... see, hear, taste, touch and smell?




Things you can do to refocus your mind...

What things do you enjoy doing? What makes you feel happy? Write/Draw a list below...



Relaxation

We can use relaxation methods to help manage our body sensations and our worries.



Finger Breathing


Step 1: Sit comfortably, resting one hand in front of you with fingers outstretched like a star. Have the pointer finger of your other hand ready to trace your hand.

Step 2: Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb.

Step 3: Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down.

Step 4: Continue breathing in and out as you trace your whole hand.

Square Breathing



Step 1: Starting at the top left hand corner of the square, sit upright and slowly inhale through your nose for a slow count of four. Pay attention to the feeling of air filling your lungs.

Step 2: Hold your breath for another slow count of four.

Step 3: Exhale slowly and deeply through your mouth to the count of four. Feel the air leave your lungs.

Step 4: Hold your breath for the same slow count of four before repeating this process.

Muscle Relaxation

Ask a trusted adult to help you try to relax your muscles by reading the following script...

Please begin by sitting back comfortably or lie down. Now, take a deep breath in through your nose (pause for 4 seconds) and out through your mouth (pause for 4 seconds.) Breathe in again through your nose (pause for 4 seconds) and out through your mouth again (pause for 4 seconds.) Keep breathing like this, imagining any worried thoughts or tightness in your body floating away as you breathe out.

Now, we're going to start by focusing on our feet. Tense your feet by curling your toes up like fists. Hold on to that tense feeling (pause for 5 seconds) and now slowly let go, imagining all the tightness in your toes slipping away from your body. Take a deep breath in through your nose (pause for 4 seconds) and out through your mouth (pause for 4 seconds.)

Now we're moving to your lower legs and calves. Maybe there's some tightness in your calves, do your legs feel heavy or sluggish? Tense your lower legs now, tensing the calves (pause for 5 seconds) and slowly let go.


Now, your upper legs. Squeeze your thighs together (pause for 5 seconds) and now slowly let go. Next, we're moving on to your tummy area. Tense your stomach by sucking in your tummy (pause for 5 seconds) and now slowly release and let go.

Next we're going to move on to your shoulders. The shoulders are one of the places that we can hold lots of tension, so really push those shoulders up as high as you can (pause for 5 seconds) and slowly let go.

Moving on to your arms and hands, tense up your arms and make your hands into fists, squeezing tight (pause for 5 seconds) and now release, letting your arms go limp and letting go of any tightness.

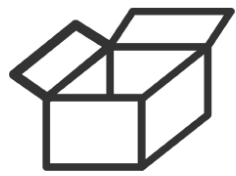
Finally, your face. Keeping those eyes closed, scrunch up your face as much as you can and hold it there (pause for 5 seconds.) Now let go slowly and imagine any tightness in your face leaving you.

Now, when you're ready, slowly open your eyes.



Self-Soothe Box

Draw and write down the things that you might put in your self-soothe box to help keep you calm. Remember to think about your 5 senses as you do so... touch, taste, hear, smell and see!




Useful Websites & Numbers

Websites:

- Get self-help—www.getselfhelp.co.uk
- Young Minds—www.youngminds.org.uk
- KOOTH (11+) - www.kooth.com
- Mood Juice—<http://www.moodjuice.scot.nhs.uk/>


Numbers:

- Here4You Advice Line: 01522 309120 (Healthy Minds & CAMHS)
- ChildLine: 0800 1111
- Samaritans: 116 123
- Young Minds Crisis Messenger (Shout!): SHOUT to 85258



Don't forget to check out our website, for lots of other useful information, such as our relaxation videos and our useful apps booklet!

<https://www.lpfh.nhs.uk/young-people>



We really appreciate your feedback so we can continue to improve our service for you! Please don't forget to fill out the short feedback survey once you have completed the workshop:

<https://www.surveymonkey.co.uk/r/HMLVirtualWorkshop-CYP>
<https://www.surveymonkey.co.uk/r/HMLVirtualWorkshop-Parent>

Activities to complete:
Draw your 'Happy Place'.

Write/list 'Things you can do to refocus your mind'.

Have a go at the two relaxation activities.

Draw/write what you would put in your self-soothe box - you could even actually start to make it!

But also remember - A PROBLEM SHARED IS A PROBLEM HALVED! TALK TO SOMEONE YOU TRUST!

ICT

How to stay safe online - create a poster that we can stick in your ICT book as a useful reminder of the key things to remember.

As a reminder of work from previous years, access:

https://www.thinkuknow.co.uk/8_10/ Explore this website but especially the 'Stay Safe' section.

DT/SCIENCE/HISTORY -

Here is some work that links our DT (bridges), Science (Materials and their Properties) and History (Victorians) topics together!

Your task is to find out about one of the basic types of bridges. You can choose an example from the UK or from abroad; however, there will be an extra house point available for those children who research a bridge from Victorian times which is one of the basic types that we have looked at. Here are the basic types to remind you: Beam, Truss, Arch and Suspension. Your research should fill one side of an A4 sheet of paper. It can be created by hand or on the computer but you will need to include the following:

- Information about the features which make it either a beam, truss, arch or suspension bridge.
- Include a picture of the actual bridge (may be hand drawn or printed out).

- Provide information about the bridge - where it is built; when it was built; who designed it; how long it took to build; where it is; the span of the bridge; any special features; and finally, what materials were used to build it.

Good luck and enjoy your task!

P.S. Remember to think about how you present your work. Any writing must be neat and easy to read and include all punctuation as needed. Your work must be orderly and neat. Why not try a few designs to see which layout works best for you 😊

Miss Hill



Beam bridge



Cantilever bridge:
Firth of Forth



Ancient Roman aqueduct



Suspension bridge:
Golden Gate Bridge