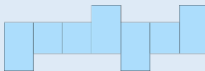


Year 6 Home Learning - Week 2

DAY	ENGLISH	READING More activities below!	SPAG	MATHS
MONDAY	<u>Pandas - Non-chronological report</u> <u>To analyse the features of a non-chronological report</u> https://classroom.thenational.academy/lessons/to-analyse-the-features-of-a-non-chronological-report-6cv3ar	<u>The Blitz Survivor Stories</u> <u>To activate prior knowledge and consider the historical context</u> https://classroom.thenational.academy/lessons/to-activate-prior-knowledge-and-consider-the-historical-context-6cw38c	Choose 5 different year 5/6 spellings each day. Today, write the words in the shape of a pyramid! D DO DOG	Select 'QUESTIONS' by the target number for further practice: https://myminimaths.co.uk/arithmetic-16-practice-questions/ Strategies for addition https://classroom.thenational.academy/lessons/strategies-for-addition-6nj4d
TUESDAY	<u>To gather information for a non-chronological report</u> https://classroom.thenational.academy/lessons/to-gather-information-for-a-non-chronological-report-c8w34c	<u>To read a recount and answer retrieval and inference based questions</u> https://classroom.thenational.academy/lessons/to-read-a-recount-and-answer-retrieval-and-inference-based-questions-6rvpct	Write your words out using different sizes of letters to help you remember the letters in the word. E.g. PaInTiNg	Select 'QUESTIONS' by the target number for further practice: https://myminimaths.co.uk/arithmetic-16-practice-questions/ Strategies for subtraction https://classroom.thenational.academy/lessons/strategies-for-subtraction-6mv32d
WEDNESDAY	<u>To plan the opening of a non-chronological report</u> https://classroom.thenational.academy/lessons/to-plan-the-opening-of-a-non-chronological-report-6dk6ce	<u>To understand the key information in a text and consider the author's perspective</u> https://classroom.thenational.academy/lessons/to-understand-the-key-information-in-a-text-and-consider-the-authors-perspective-6wupcd	Draw the shape of the words today! display 	Select 'QUESTIONS' by the target number for further practice: https://myminimaths.co.uk/arithmetic-16-practice-questions/ Applying addition and subtraction https://classroom.thenational.academy/lessons/applying-addition-and-subtraction-74tp2d
THURSDAY	<u>To write the opening of a non-chronological report</u> https://classroom.thenational.academy/lessons/to-write-the-opening-of-a-non-chronological-report-68u3ce	<u>To read a new text and consider the author's use of language</u> https://classroom.thenational.academy/lessons/to-read-a-new-text-and-consider-the-authors-use-of-language-c8rkjt	Write each word in fancy letters! <i>ITALICS</i> Cursive Ghostly Bubble	Select 'QUESTIONS' by the target number for further practice: https://myminimaths.co.uk/arithmetic-16-practice-questions/ Addition and subtraction problems https://classroom.thenational.academy/lessons/addition-and-subtraction-problems-c4vpac
FRIDAY	<u>To plan the paragraph on appearance</u>	<u>To consider how reading can provide people with a way of learning new things</u>	Write the word three	Why not try an arithmetic paper today? You can mark it when you have finished by pressing 'Week 1 ANSWERS'

	https://classroom.thenational.academy/lessons/to-plan-the-paragraph-on-appearance-64wp4t To write the paragraph on appearance https://classroom.thenational.academy/lessons/to-write-the-paragraph-on-appearance-68wk2e	https://classroom.thenational.academy/lessons/to-consider-how-reading-can-provide-people-with-a-way-of-learning-new-things-c4t64c	times and in different colours.	https://myminimaths.co.uk/year-6-arithmetic-practice-paper-week-1/
--	---	---	---------------------------------------	---

For further lessons on writing your non-chronological report see:

<https://teachers.thenational.academy/units/pandas-non-chronological-report-b43a>



The Wartime Diary of Eliza Beale

Second World War Evacuee

Dear Diary,

Thursday 31st August 1939



Today has been horrible.

Mum told me that the government is worried about the threat of war so they don't think that London is safe anymore. We're going to be evacuated to the countryside.

At first, I was excited about the idea of a family holiday. However, Mum explained that she can't come with us. George and I have packed a pillowcase each with clothes and a few biscuits for the train. He's too young to understand what's happening; lucky George.

I can't sleep at the moment. Mum couldn't answer any of my questions. I wanted to find out how long we are going away for or where we are going. All I know is that we must go to Waterloo station tomorrow morning.

Eliza



Dear Diary,

Friday 1st September 1939 - morning



I'm writing from the train station. I've got a big tag dangling around my neck as if I'm about to be posted somewhere. It even says my full name on it: 'Elizabeth Beale'. I tried explaining that everyone calls me Eliza but I just got shooed away. I've decided to hide it underneath my gas mask box because then people will have to ask me for my name.

Our teachers from school are sitting with us but our parents weren't allowed any farther than the station barrier. It was so hard saying goodbye.

Our school is getting on the next train but we don't know how long we will have to wait. I'm so hungry. I gave George my biscuits earlier because he looked like he needed cheering up. Now, I wish that I had saved one for myself.

Eliza



The Wartime Diary of Eliza Beale

Dear Diary,

Friday 1st September 1939 - evening



The train journey was not fun. There were so many of us that there was no room to move. Whenever I've been on a train before, I've felt ill but this time was so much worse.

After a really long time, we arrived in a small town. We were taken to the town hall and adults started coming in and choosing children to take home. The lady who picked George and I is called Mrs Farthing and she lives in a large house. By the time we had walked there, it was very dark. Poor George was finding it difficult to stay awake.



When we arrived, Mrs Farthing told us all about her two sons and her husband, Mr Farthing, who was outside making sure that the animals were OK. It turns out that Mr and Mrs Farthing live on a farm! They've got cows, sheep, pigs, chickens, two horses and a donkey! We've been told that we can help with the animals tomorrow.



I'm curled up in bed trying to get to sleep at the moment. George is asleep in the bed next to me. We both had a little cry when we realised that Mum couldn't tuck us in; it's really sad being away from her but I'm glad that we have each other.

Eliza



Questions

1. Why did Eliza give her biscuits to George? Tick one.

- ☐ he was hungry
☐ he needed cheering up
☐ he asked for them
☐ she didn't like them

2. Number the events from 1-4 to show the order that they happened in.

- ☐ Eliza felt ill while she was on the train.
☐ Eliza and George met Mrs Farthing.
☐ Eliza found out that she was going to be evacuated.
☐ Eliza waited for the next train to arrive.

3. What is Eliza's full name?

4. Look at the paragraph beginning **I am writing from the train station.**

Find and copy one phrase that means the same as **told to go away**.

5. Fill in the missing words.

Eliza and George packed a _____ each with clothes and a few
_____ for the train.

6. Do you think that Eliza is a kind person? Explain your answer.

7. Look at the first entry for Friday 1st September 1939.

How do you think Eliza was feeling when she wrote this? Explain your answer.

8. What do you think will happen next to Eliza and George?

Malorie Blackman

Malorie Blackman is a well-known author who has written lots of books that have won many awards. Malorie uses her books to talk about tricky topics and different issues. In her spare time, Malorie enjoys playing video games and writing music. She is still writing books today and continues to speak about important issues.



Early Life



Malorie was born in London on 8th February 1962. She enjoyed spending time in the library as a child and she read many books ranging from classic stories to science fiction.

Malorie trained in computer science and worked as a computer programmer before making the decision to leave computing to become a writer.

Becoming an Author

Malorie noticed that none of the books that she read when she was younger featured characters who were Black people. Wanting to change this, she decided to start writing the books that she would have wanted to read when she was a child. These were sci-fi books, adventure tales and more, all of which featured Black characters.

Malorie spent over two years sending stories that she had written to different publishers. She was rejected 82 times before somebody said that they wanted to publish her writing. In 1990, her first book 'Not So Stupid!: Incredible Short Stories' was published.



In 1997, Malorie's book 'Pig Heart Boy' was published. This book was made into a television series where it won an award for best children's drama.

Since her first book was published, Malorie has written lots more books for young children, older children and young adults.



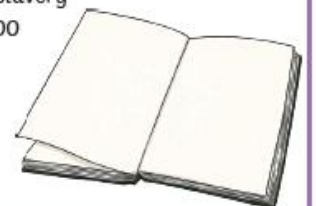
Malorie Blackman

Tackling Important Issues



Malorie believes that books can help people to see things from another person's point of view. She suggests that by representing a range of cultures, beliefs and **ethnicities** within stories, we can give people the opportunity to walk in other people's shoes and help to address issues like **racism** and **discrimination**. During an interview in 2016, Malorie said, "Books should be mirrors as well as windows."

In 2007, Malorie collected short poems and stories about slavery for a book called 'Unheard Voices'. The book marked 200 years since slavery was outlawed in the British empire. At the start of the book, Malorie wrote that she made the collection because 'more often than not, the only way to move forward is to first look back and learn from the lessons of the past.'



Becoming Children's Laureate

Between 2013 and 2015, Malorie was the Children's Laureate. This award celebrates the amazing achievements of writers and illustrators of children's books.

Malorie said that her aim as Children's Laureate was to bring books and teenagers together. During the two years, she helped to set up the first YALC (Young Adult Literature Convention). This was an event that helped people to celebrate their enjoyment of television programmes, films, books, video games and graphic novels.



During her two years as Children's Laureate, Malorie travelled across the UK and talked to children and young adults about reading for pleasure. Malorie often talks about how much she enjoyed meeting so many amazing and talented young people as she visited different parts of the country.



Glossary

discrimination:	When someone is treated unfairly because of their religion, nationality or other factor when compared to others.
ethnicities:	Groups of people who often identify with each other through a common language, culture, religion or ancestry.
racism:	When people are not given respect, rights, dignity or value because of their race.

Questions

1. What was the title of Malorie's first book? Tick one.

- ☐ 'Not So Stupid!: Incredible Short Stories'
- ☐ 'Pig Heart Boy'
- ☐ 'Hacker'
- ☐ 'Unheard Voices'

2. What does YALC stand for? Tick one.

- ☐ Young Adult Literacy Club
- ☐ Yesterday's Adults Literature Convention
- ☐ Young Adult Literature Convention
- ☐ Young Adult Literary Convention

3. Fill in the missing words.

Between 2013 and 2015, Malorie was the _____

4. Look at the paragraph beginning **Malorie believes that books...**

Find and copy a group of words that mean the same as **perspective**.

5. In what year was 'Pig Heart Boy' published?

6. Explain why the author chose to name the third section **Tackling Important Issues**.

Malorie Blackman

7. Summarise what you have learnt about Malorie Blackman using 20 words or fewer.

8. How do you think that Malorie Blackman felt when her first book was published? Explain your answer.

Year 6 Autumn Term 1 SPaG Mat

4

Section 1

Rewrite this sentence in Standard English.

I didn't see nothing.

Section 2

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify or -en.

apology _____

false _____

Section 3

Clumsy Mr Whoops has lost the antonyms to these words. Can you help him to add 'in', 'im' or 'il' prefixes?



literate

mobile

Section 4

In the spaces, write the word class of each of the underlined words. Use the words from the list given. The first one has been done for you!

The owl and the pussycat went (verb) to sea in a beautiful (_____), pea-green boat. They (_____) took some (_____) honey and (_____) plenty of money wrapped up in (_____) a five-pound note.

preposition verb pronoun adjective
determiner conjunction



Section 5

Can you place the commas in the correct place in these sentences:

The mischievous cat was stuck up the highest tree in the street which meant Mrs Brown had to phone the fire brigade.

Isabelle was learning to play the drums the recorder the piano and the ukulele.

Section 6

Can you add the correct form of the verb to make this a subjunctive mood sentence.

If I _____ a NASA astronaut, I would be brave enough to go on an expedition to Mars.



Year 6 Autumn Term 1 SPaG Mat

5

Section 1

Correct these sentences that are written in non-standard English:

You done good in your work.

I seen you yesterday.

Section 2

The car was stuck in the snow _____

Add a subordinating conjunction and continue the complex sentence.

Section 3

Can you think of the correct 'ei' words to match the definitions?

A person that lives next door _____

The proof of a purchase _____

Section 4

Mr Whoops has got in a terrible muddle turning these root words into new words using the prefixes 'ir' or 'anti'. Can you help him?

relevant _____

social _____



Section 5

Look at the sentences below. Tick all the sentences that are commands.

Where did Benji run off to?

My new trainers are cool.

Take your dishes into the kitchen.

Come back here.

Section 6

Can you mark the parenthesis in this sentence with dashes?

The evil witch a jealous and bitter woman wanted to cast her spells.



Year 6 Autumn Term 1 SPaG Mat

6

Section 1

Circle all the modal verbs in this passage:

Jake might not go to school tomorrow because he has a terrible cold. If he goes to bed early, he could feel better in the morning.



Section 3

Mr Whoops has accidentally jumbled up TWO adverbs that show frequency. Can you help him to unjumble them?

IMESOMSTE VRENE



Section 4

Match each word class label to the correct word in the sentence.

determiner

plural noun

Most of the children had forgotten their kit but Mia had remembered hers.

coordinating
conjunction

possessive
pronoun

Section 2

Write a main clause to go with these subordinate clauses. Add in commas where necessary.

When she arrived at the hotel _____

_____.

even though it was freezing.

Section 5










Rewrite this informal sentence in a more formal way.

When the alarm rings, it'd be cool if you got out of bed fairly sharpish.

Section 6

'Change' can be used as a verb and a noun. Write a sentence where 'change' is used as a noun.

FOUNDATION SUBJECTS: Choose some of these activities about your WW2 topic.

<p>Numeracy</p> <ul style="list-style-type: none">• Research old British currency and write some Second World War maths money problems.• Design a gas mask box; you will need to make a net for a cube or cuboid and construct.• Bake or cook a wartime recipe (remember to be careful when weighing and measuring ingredients). 	<p>Out and About!</p> <ul style="list-style-type: none">• Write 10 facts about how life has changed since the 1940s.• Research and play outdoor games which would have been played by children in the 1940s.• Design and test out a parachute (using a toy or weight) that would allow a member of the RAF to land safely.• Visit your local library and find information books on the Second World War. 	<p>Literacy</p> <ul style="list-style-type: none">• Imagine you have been evacuated. Write a letter home to your parents.• Read a Second World War novel and discuss with a friend or family member.• Write a biography on a significant individual from the Second World War.• Write a newspaper report about a significant event during the Second World War. 	
<p>Working with Others</p> <ul style="list-style-type: none">• Play a game of battleships with a friend or family member.• Write a message to a friend or family member using Morse code.• Design your own code with a friend and write messages to each other.• Talk to relatives about members of your family who were alive during the Second World War. Share any exciting stories with the class! 	 <p>Homework Choice Grid The Second World War</p>		<p>Expressive Arts</p> <ul style="list-style-type: none">• Write a song to boost morale.• Make a drawing, painting or collage of a Second World War scene.• Make a Second World War artefact, e.g. a medal or a ration book.• Research popular styles of dance in the 1940s.• Learn a wartime song and perform to friends or family members. 
<p>Let's Get Technical!</p> <ul style="list-style-type: none">• Make a model of an air raid shelter.• Draw and label a plane or tank from the Second World War.• Design a Second World War themed game.• Make do and mend; create a toy using only recycled materials. 	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• Write a dinner menu only using ingredients available during rationing.• Design a safety propaganda poster telling people how to stay safe during the blackout. 		<p>Social Studies</p> <ul style="list-style-type: none">• Draw or trace a map of the world and mark the countries which were involved in the Second World War.• Research information about conflicts happening right now.• Research and write 10 facts about Anne Frank.• Research the Jewish faith. Write 10 facts about it. 

SCIENCE

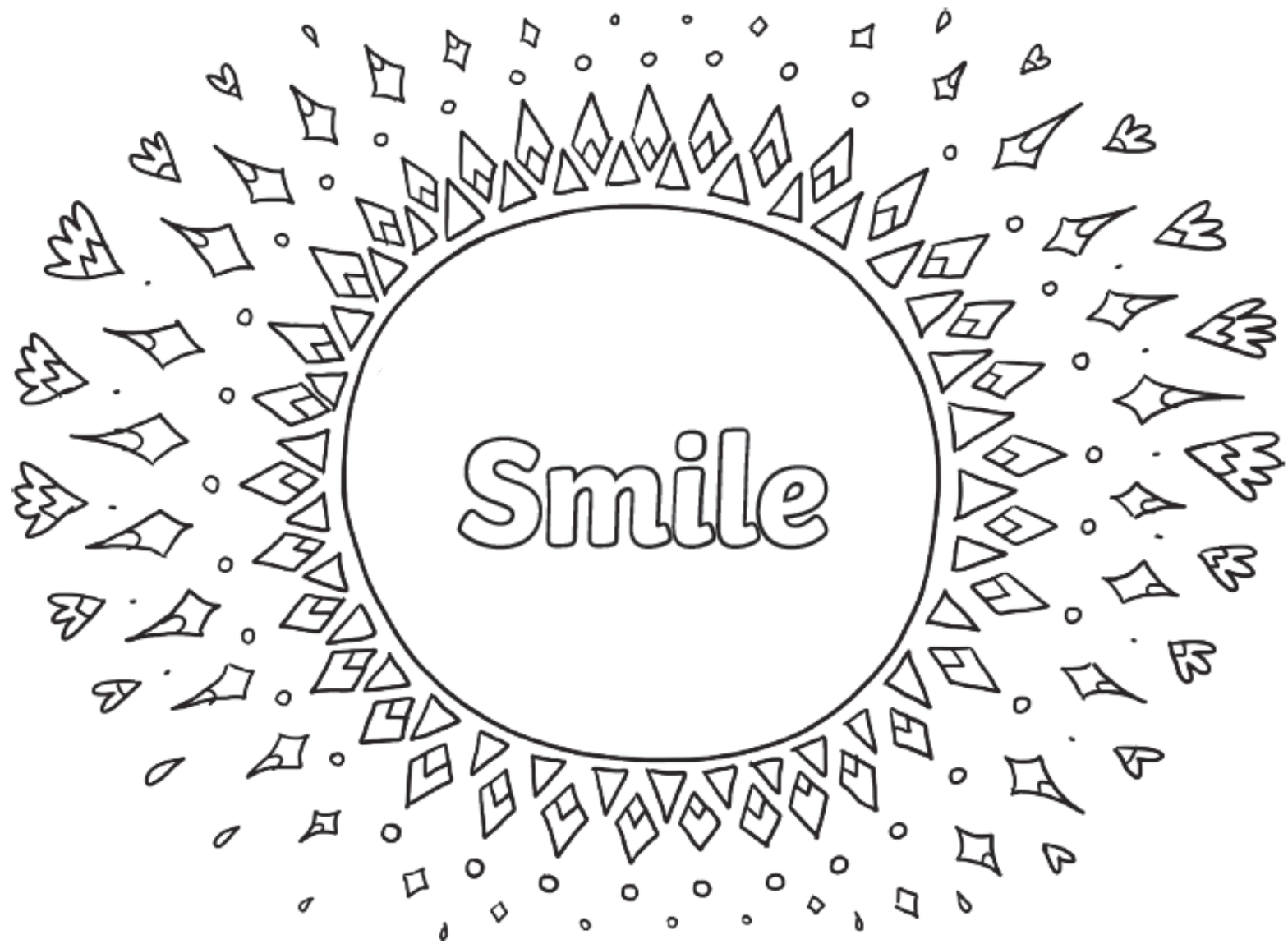
What are solar and lunar eclipses?

In this lesson, you will learn about the Sun, the Earth and the Moon. You will also learn about satellites, including natural and artificial satellites. You will finally learn about solar and lunar eclipses



Follow the link below to access the lesson.

<https://classroom.thenational.academy/lessons/what-are-solar-and-lunar-eclipses-6nh3et>





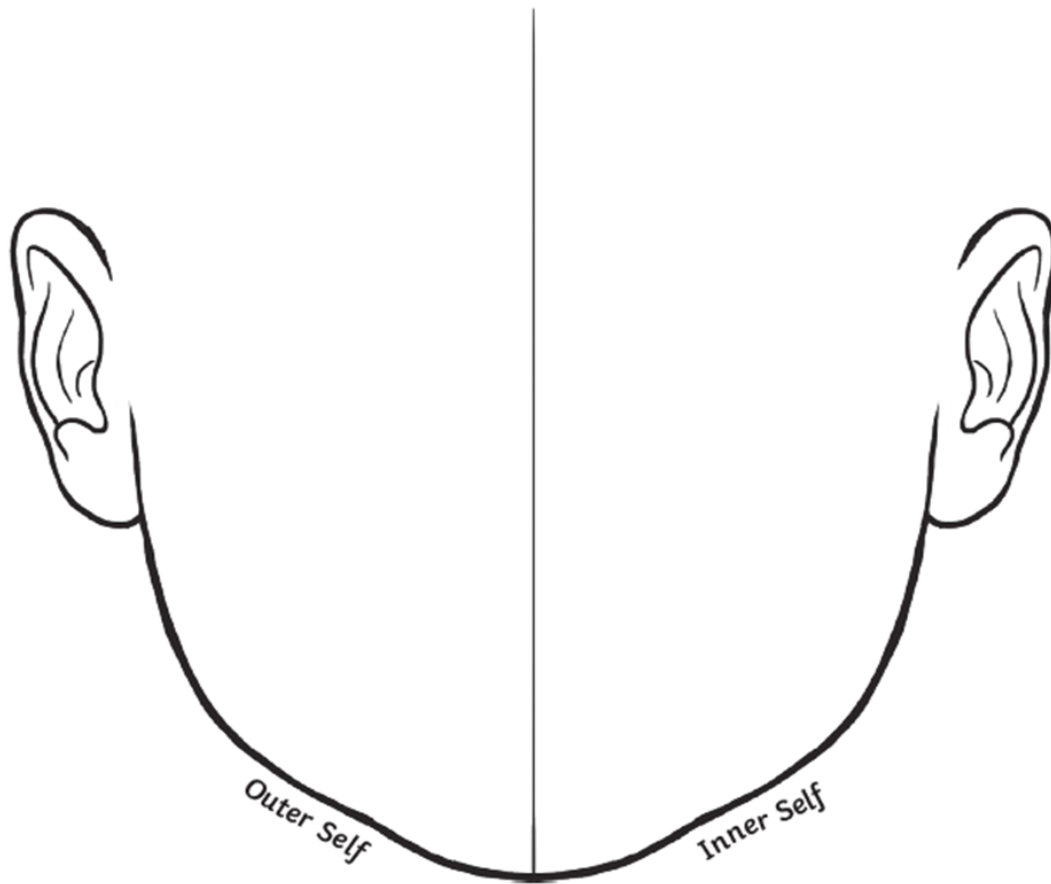
Be kind

Be creative

Be brave

Be you

Repeat



Draw and colour what your physical face looks like on one side of a blank face. On the other side, draw and colour your hobbies, thoughts and emotions. Look at the example above to help with ideas.

