



THE DEAN TRUST  
Partington Central Academy

# Week 1 - Home Learning Year 6.

Remember to email photos  
of your work to your teacher  
each week.

## Website Links:

<https://classroom.thenational.academy>

<https://www.onceuponapicture.co.uk>

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

<https://www.purplemash.com/sch/forest-m31>

<https://www.mymaths.co.uk>

<https://www.spag.com>

# Wednesday - Spelling

- On the next slide you will see your spellings for this week.
- Read them out loud to yourself.
- If you are unsure ask a grown-up to help you.
- Cover them up one by one and try to write them down correctly.
- Look at them to check they are correct or ask a grown up to check them for you.

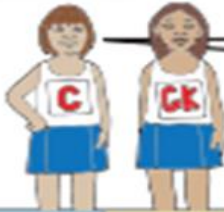
# Wednesday - Spelling

## Practice Sheet

Term 1 Set 2 Week 8

Name ..... Date .....

Spelling patterns **-ant, -ance, -ancy (-ation), -ent, -ence, -ency, extension**, word list



We were definitely the dominant team.  
We should have scored more goals.

We might have if you passed more frequently.



Spellings	Write	Write	Cover and write	Cover and write
dominate				
domination				
dominant				
dominance				
frequent				
frequency				
consistent				
consistency				
criticise				
curiosity				

Total /10



## Wednesday - Guided Reading

Read the information about Roald Dahl on the next few slides and then answer the following questions on paper.



# Roald Dahl

(1916 – 1996)

*Do you know what the initials BFG stand for or what was so special about James' peach?  
Do you know who the champion of the world is or where Mrs Twit went digging for her  
husband's somewhat unusual lunch?*

If you do, then no doubt you are already one of Dahl's countless fans but if not, then you are in for a real thrill. Like opening a box of deliciously tempting chocolates, how difficult it is to choose between the mouth-watering delights before you. For Roald Dahl has given children all over the world a bookshelf of gifts, scrumptious tales for them to unwrap and savour for generations to come.

Whether reading a dog-eared copy of *Fantastic Mr Fox* with a tear in your eye or laughing out loud at *Matilda* on the big screen, it is likely that you have already encountered some of his more popular works. But what about the man himself? Where did he get his inspiration from?

Following a trip to the Roald Dahl Museum in Aylesbury, Buckinghamshire, Dana Brannick, a Year Six pupil at St Paul's Primary, explains how one childhood encounter helped Dahl to cook up one of his most tasty treats.

*"In his autobiography, *Boy* (1984), Dahl recalls a time when each boy in his class was given a mysterious grey cardboard box. Inside was a most wonderful surprise – twelve new chocolate inventions sent by the great chocolate manufacturer, Cadbury! The boys were asked to sample and write a report on each bar and Dahl and his fellow classmates took their assignment very seriously. Thirty-five years later, Dahl's childhood dream of working in the company's inventing room led to the creation of one of his most treasured pieces."*

A selection of Dahl's best-known children's works:

<b>Date Published</b>	<b>Title</b>
1943	<i>The Gremlins</i>
1961	<i>James and the Giant Peach</i>
1964	<i>Charlie and the Chocolate Factory</i>
1966	<i>The Magic Finger</i>
1970	<i>Fantastic Mr Fox</i>
1972	<i>Charlie and the Great Glass Elevator</i>
1975	<i>Danny, Champion of the World</i>
1978	<i>The Enormous Crocodile</i>
1980	<i>The Twits</i>
1981	<i>George's Marvellous Medicine</i>
1982	<i>The BFG &amp; Revolting Rhymes</i>
1983	<i>The Witches</i>
1988	<i>Matilda</i>
1990	<i>Esio Trot</i>
1994	<i>Revolting Recipes</i>

# Questions.

1. Find the word scrumptious.

Is this word usually associated with a)stories or b)food.

2. Why do you think the author uses this word to describe Dahl's stories?

3. Find the word savour. Would you savour something for a)a long time or b) a short time. What do you think the word means?

4. When did Roald Dahl die and at what age?

5. What was the first name of Roald Dahls autobiography? When was it first published?



# Questions.

6. Are the following statements true or false.

- a) The Witches was published in 1984
- b) Two of Dahl's books were published in 1982.
- c) The enormous crocodile was published in the 70s.
- d) 1961 saw the publishing of The Magic Finger

7. Which book do you think Dahl's childhood dream inspired him to write?

8. Make a list of books that you have read by Roald Dahl.

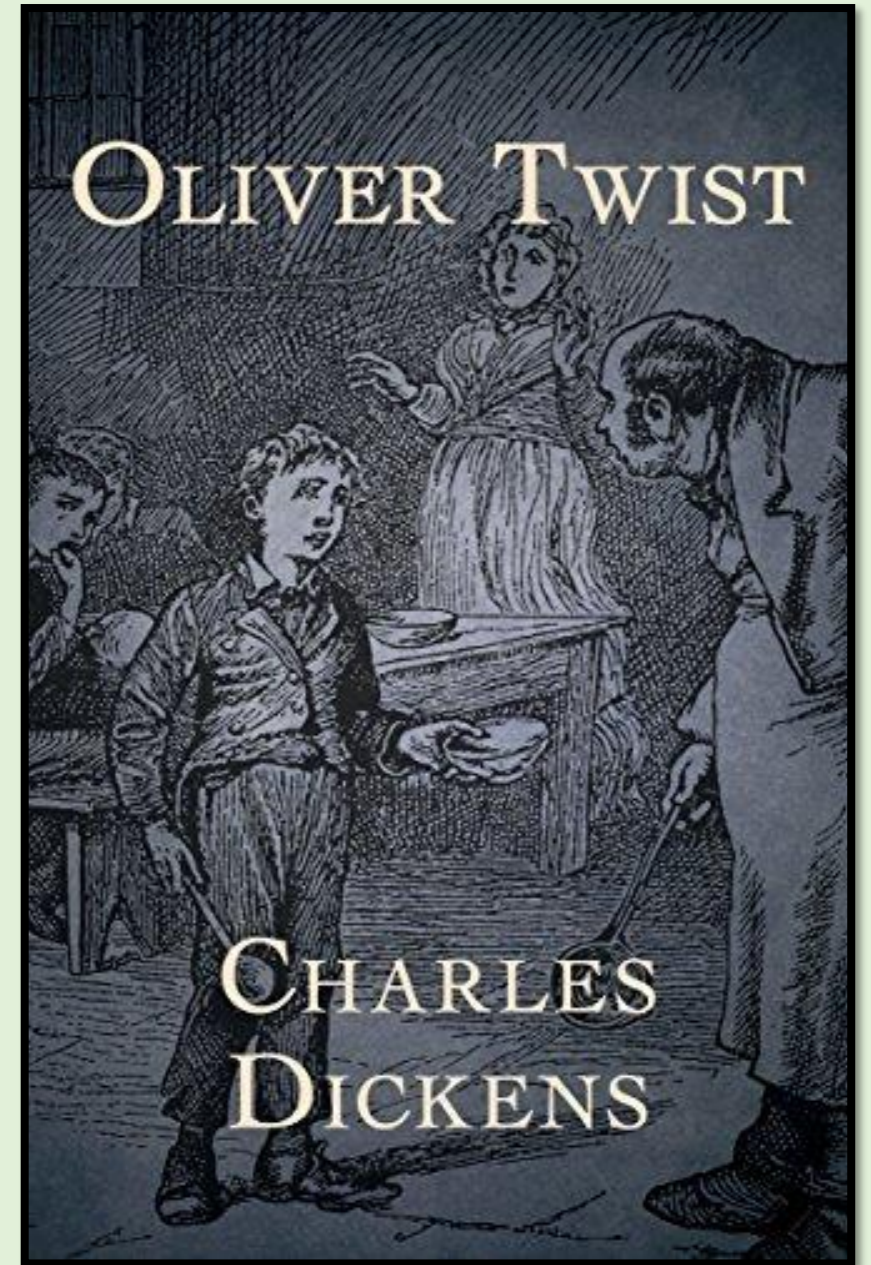
# Wednesday - English

## Lesson 1

Write all work on a piece of paper.

Copy and paste the website link into internet browser to access

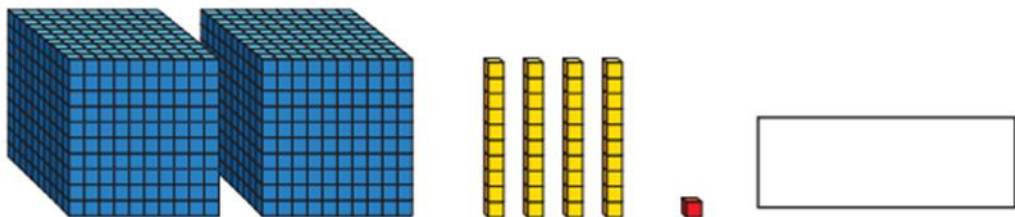
<https://classroom.thenational.academy/lessons/t-o-understand-the-historical-context-of-oliver-twist-75jkgd?activity=video&step=1>



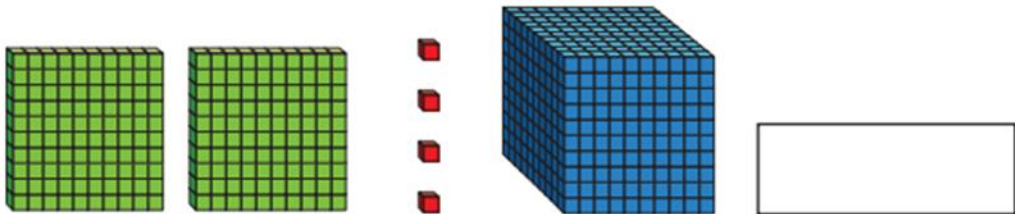
# Wednesday - Maths L-Recap numbers to 10,000 - warm up

What numbers are represented?

a)



b)



c)

TTh	Th	H	T	O
	1,000 1,000 1,000 1,000		10	1 1

[ ]

Click on the link below to access the video for the learning.

<https://whiterosemaths.com/homelearning/year-6/week-1/>



# Wednesday - Maths L-Recap numbers to 10,000 - warm up

3 Complete the calculations.

a)  $2,865 + 1$

$2,865 + 10$

$2,865 + 100$

$2,865 + 1,000$

b)  $1,256 - 1$

$1,256 - 10$

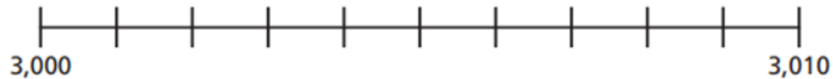
$1,256 - 100$

$1,256 - 1,000$

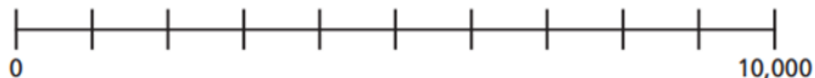
4 Complete the table.

	1 more	10 more	100 more	1,000 more
3,000				
7,213				
	4,511			
		1,291		
				2,899
			6,059	

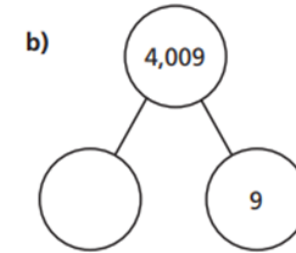
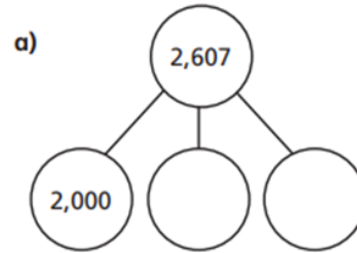
5 a) Draw an arrow to 3,009 on the number line.



b) Draw an arrow to 2,500 on the number line.



6 Complete the part-whole models.



7 What is the value of the 7 in each number?

- a) 3,071    b) 307    c) 7,004    d) 5,711

8 a) Alex makes a number on a place value chart.

- Her number has a digit total of 17
- There are 2 more counters in the hundreds column than the thousands column.

What numbers could Alex have made?

b) Make a number and write a list of clues to describe it.

After you have watched the video have a go at the questions on the worksheet.

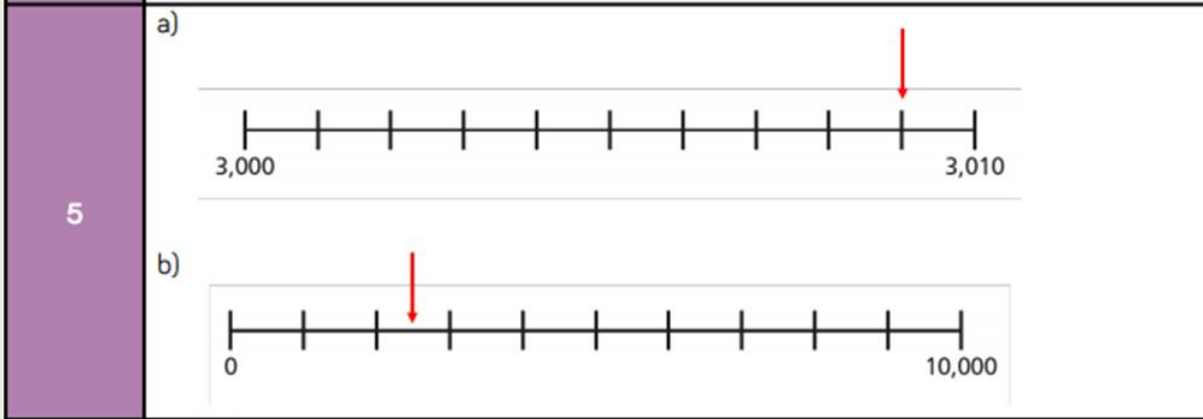
Answer in your books or on paper.



# Wednesday - Maths L-Recap numbers to 10,000 - answers

3	<p>a) 2,866 2,875 2,965 3,865</p> <p>b) 1,255 1,246 1,156 256</p>
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	1 more	10 more	100 more	1,000 more	
4	3,000	3,001	3,010	3,100	4,000
	7,213	7,214	7,223	7,313	8,213
	4,510	4,511	4,520	4,610	5,510
	1,281	1,282	1,291	1,381	2,281
	1,899	1,900	1,909	1,999	2,899
	5,959	5,960	5,969	6,059	6,959



6	<p>a) 600, 7</p> <p>b) 4,000</p>
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Question	Answer
7	<p>a) 70</p> <p>b) 7</p> <p>c) 7,000</p> <p>d) 700</p>
8	<p>a) Various answers. Some examples:</p> <ul style="list-style-type: none"> <li>• 5,732</li> <li>• 3,590</li> <li>• 1,367</li> </ul> <p>b) Open ended question depending on the number chosen.</p>

*Mark your work. How did you do?*

*Make sure you check your corrections.*

*Can you work out where you went wrong?*

### how to set up:

- The children can ask a family member to join in the game with them.
- 1 child / parent begins as a timer, the other as a runner.



### equipment:

- Each runner – 6 scrunched up pieces of paper, 1 stopwatch and 1 shoe as a marker.

### how to score:

- Drop the paper when you hear the word "stop".

### how to play:

- The runner starts at the marker (shoe) with 1 piece of paper, run as fast as they can in 5 seconds.
- The runner drops the paper as soon as they hear the "stop" signal.
- The runner returns to the start and picks up another piece of paper. They repeat the activity and run for 10 seconds.
- Repeat again for 30 seconds.
- Swap roles and repeat.

## Wednesday - History

Make a list of all the different methods of transport available to us today...

Some of these methods of transport haven't always been around...

Today we will focus on railways...

**What do you think is the purpose of the railways?**

Did you know that they weren't always used for passengers?

*Wednesday - History*

## Victorian Railways





Wednesday - History

Victorian Railways.

Railway transport was the most popular means of travel by Victorians, who were the people that lived between 1837 and 1901, during Queen Victoria's 64-year reign. Britain has the oldest railway system in the world and was the first country in history to use steam locomotives.

Victorian trains and railways played a huge role in the Industrial Revolution and the enormous economic and social changes that took place during the Victorian era. Before rail travel, goods and materials were transported using canals and roads but these were too slow and ill-equipped to cope with the dramatic growth of British trade and industries.

Wednesday - History

Victorian Railways.

Railways completely transformed Victorian life. As Britain's incredible railway infrastructure grew and developed, people were able to quickly, easily, and cheaply get to places that had previously seemed very far away.

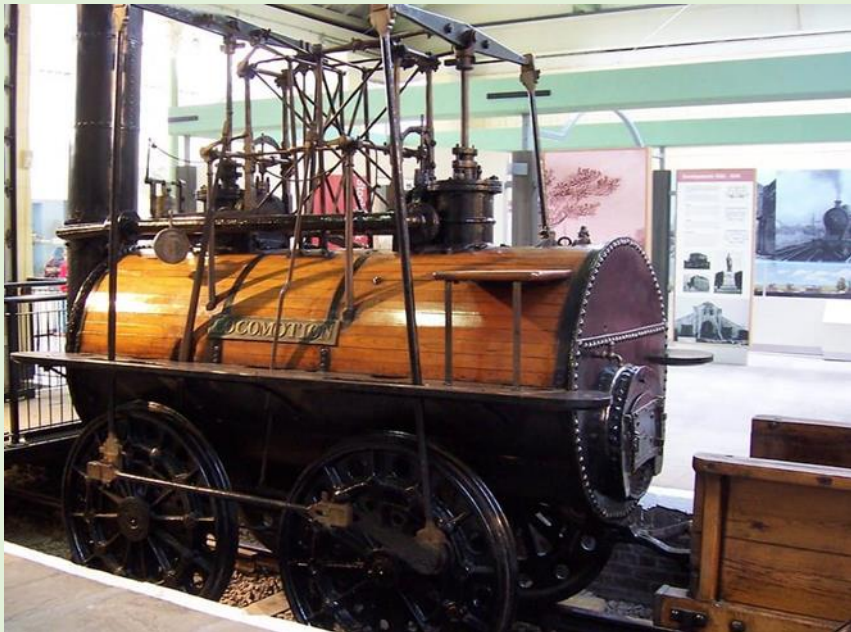
Railways enabled more people to go on day-trips or holidays, they made communication quicker and facilitated the growth of national newspapers, and the ease of mobility afforded by them meant that it was easier to maintain national law and order.

Wednesday - History

Victorian Railways.

## 1825: The First Passenger-Carrying Railway To Use Steam Locomotives

The first passenger carrying railway line to use steam power was the Stockton and Darlington Railroad, built by George Stephenson and opened in 1825. The first train to run on the railway was Stephenson's Locomotion No.1.



12 years before Queen Victoria's reign.



Wednesday - History

Victorian Railways.

## 1829: The Rainhill Trials

In 1829, a competition called the Rainhill Trials took place to find the fastest steam locomotive for use on the forthcoming Liverpool to Manchester Railway. The winning locomotive, built by George Stephenson and his father Robert Stephenson, was called The Rocket and reached a history-making speed of 29 mph.



8 years before Queen Victoria's reign

Wednesday - History

Victorian Railways.

Watch video:

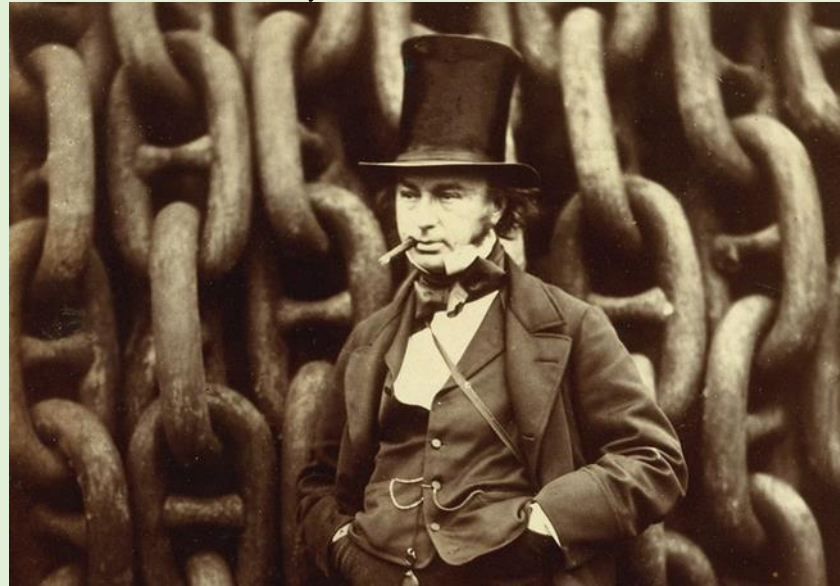
<https://www.bbc.co.uk/bitesize/clips/zky3cdm>

Wednesday - History

Victorian Railways.

## 1833-1841: The Great Western Railway

In 1833, pioneering engineer Isambard Kingdom Brunel (pictured below) was appointed chief engineer of the Great Western Railway, which would run from Bristol to London. In order to build the 116 mile railway, Brunel had to construct tunnels, viaducts and bridges; including the two-mile long Box Hill Tunnel. It was a hugely ambitious project and a major achievement for Brunel, whose designs revolutionised railways. The first section of the Great Western Railway opened in 1838, but the line wasn't fully complete until 1841.



Wednesday - History

Victorian Railways.

Watch video

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7>



Wednesday - History

Victorian Railways.

By the end of Queen Victoria's reign over 1100 million passengers were using trains.

The railway system offered new chances for travel, holidays, transporting goods, developing businesses and the growth of towns and cities. The distance between town and countryside was erased. Dairy produce and fish could be delivered easily to different parts of the country within hours. Increased communication allowed for the spread of ideas and national newspapers.

A standardized time was introduced across Britain as trains were timetabled. The mobility of labour and maintenance of law and order were made easier. Of course, the railway network also stimulated the coal and iron industries but led to the decline of the canal system.



Wednesday - History

Victorian Railways.

However, with more people and goods on the move, trains and railway stations arguably, offered new opportunities for crime. The first carriages were unlit and unconnected by corridors, so there were cases of lone travellers being robbed or attacked. Railway stations were often packed and busy which made theft easier. The first railway murder took place in 1864 on train travelling from Fenchurch Street towards Hackney on the North London Railway and caused a great deal of public concern about travel safety.

Wednesday - History

Victorian Railways.

Why do you think the development of the railways had lots of positive consequences?

Wednesday - History

Victorian Railways.

- **Social** - affecting people's lives.
- **Political** - increasing awareness of political movements and national news.
- **Economic** - improving the financial status of Britain.

# Wednesday - History

Social	Political	Economic
1. The railways broke down stereotypes and mixed cultures because people from different regions were able to meet.	1. Political movements spread around the country because members of organisations such as Chartism and the Anti-Corn Law League could travel around the country to drum up support.	1. Railways became a major employer because people were needed to build, run and maintain railways.
2. British time became standardised because trains had to run to a set timetable across the country.	2. The government could send soldiers by train to stop political unrest and patrol protests.	2. The transport of heavy materials became much cheaper.
3. Railways encouraged people to travel further and this meant people could move to different areas to find work.	3. MPs were able to travel more quickly between their constituencies and the Houses of Parliament in London.	3. Perishable food could be moved quickly, so foods such as vegetables and dairy products could now reach the market while they were still fresh.
4. People were able to take short holidays and day trips.	4. Political newspapers, pamphlets and newsletters could be delivered by train.	4. More people were able to add fish to their diet because ports could transport fresh seafood to markets.
5. Many sports became regulated because national competitions could be set up for rugby, football and cricket.		5. Regional products now became household names around the country.
6. National newspapers could now be delivered.		6. People were willing to invest in railway stocks and this boosted Britain's economy.
		7. One of Britain's biggest exports was locomotives and train parts.

Wednesday - History

List/sort the flash cards of consequences into leisure, economy and communication.

Leisure- free time

Economy- jobs, money

Communication- interaction.

## Wednesday - History

Post could be delivered much more quickly.

Thousands of people were employed to help build the railways (they were called Navvies).

It cost less money to transport raw materials around so the cost of things decreased.

Daily newspapers could be transported around the country quickly and cheaply.

The steel, forestry and mining industry all grew because these things were needed to build railways.

**People with only a bit of money could invest in railways and become rich.**

## Wednesday - History

<p>New towns (like Crewe) grew as important junctions where passengers changed trains.</p>	<p>Vegetables and dairy products arrived in cities while they were still fresh so more people could afford them.</p>	<p>Sports teams could travel around the country so national leagues were set up.</p>
<p>Fish could be delivered quickly to cities before it went off.</p>	<p>Everybody had to start using the same time so that train timetables were the same across the country.</p>	<p>People could travel around the country to see their favourite sports teams play.</p>

## *Wednesday - History*

Trains connected people with seaside towns like Brighton and Skegness so they could go on holidays and day trips.

Meant country children could travel to towns to go to school.



Thursday - Spelling  
Complete the tasks from the  
worksheet onto paper 😊

**Below is a list of words you have been learning from Set 2.**

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words.

Each sentence must consist of seven words or more. Good luck!

observant	observance	expectant	expectancy	hesitant
hesitancy	dominant	dominance	patient	patience
efficient	efficiency	transparent	transparency	frequent
frequency	communicate	controversy	conscience	
conscious	convenience	correspond	criticise	curiosity

.....



# Thursday - Guided Reading

## Submerged City



# Thursday - Guided Reading

Write all answers onto paper.

1. Can you identify the city? What clues are there to suggest this?

2. Is there anything unusual in the picture that you wouldn't normally expect to see?

3. Where would you normally expect to find the animals that are present in the image?

4. What do you think has caused the flooding?

# Thursday - Guided Reading

Write all answers onto paper.

5. Do you think this is a real picture of possible future events? Why/why not?

6. What do you notice about the unusual tower? Why do you think it was built?

7. Do you think the tower is large enough to provide sanctuary for the whole population of London? If not, what has happened to the rest of the people?



# Thursday - English

## Lesson 2

Write all work into your workbook or on a piece of paper.

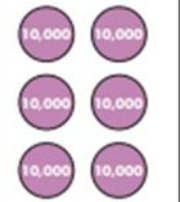




Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-investigate-suffixes-tion-cian-sion-ssion-c8up2c?activity=video&step=1>

SUFFIXES IN ENGLISH			
<b>-sion/-tion</b> (State of being)	<b>-ate</b> (Become)	<b>-ful</b> (Notable for)	<b>-ic/-ical</b> (Having the form)
Position Promotion Cohesion Affection Ambition	Mediate Collaborate Create Eradicate Detonate	Handful Playful Hopeful Skillful Thankful	Psychological Hypocritical Methodical Nonsensical Musical
<b>-ive</b> (Having the nature of)	<b>-less</b> (Without)	<b>-ly</b> (Related to/quality)	<b>-ward, -wards</b> (Direction)
Inquisitive Informative Attentive Abortive Active	Meaningless Hopeless Homeless Mindless Spotless	Softly Slowly Happily Crazily Madly	Towards Afterwards Backwards Inward Outwards

L- Recap numbers to 100,000 - Warm up

What is the number represented on this place value chart?

TTh	Th	H	T	O
				

a) Write the number in numerals and words.

b)

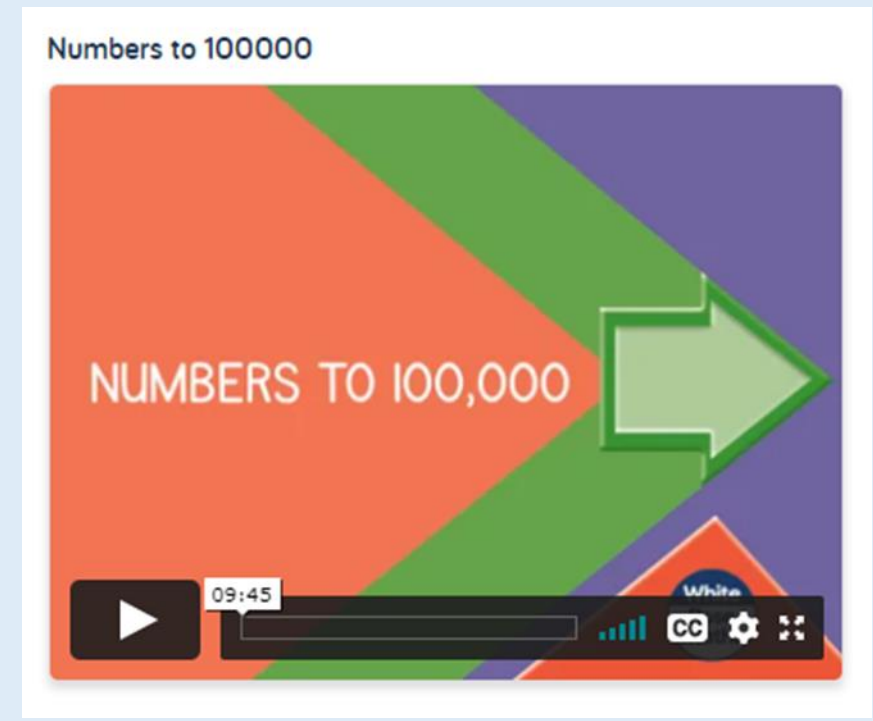


I added 2 counters in the tens column.

What number has Teddy made?

Click on the link below to access the video for the learning.

<https://whiterosemaths.com/homelearning/year-6/week-1/>





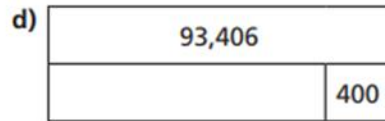
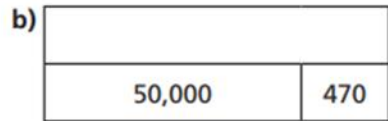
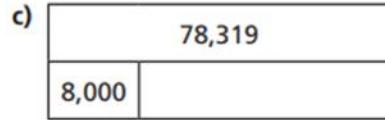
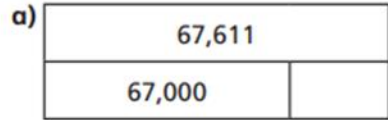
# Thursday - Maths L- Recap numbers to 100,000



3 Draw counters on a place value chart to represent each number.

- a) 416    b) 22,305

4 Complete the bar models.



5 Complete the number sentences.

a)  $42,000 = \square + 2,000$

b)  $17,250 = 10,000 + \square + \square + 50$

c)  $20,455 = \square + \square + \square + \square$

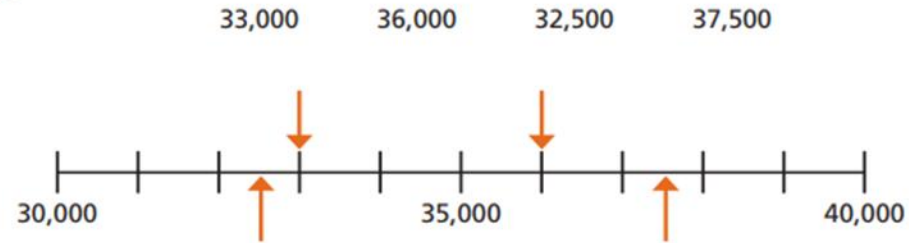
d)  $70,090 = \square + 10,000 + \square$

e)  $50,641 = 40,000 + \square + \square + 341$

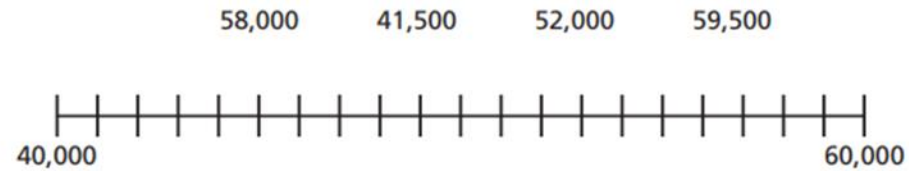
6 a) Write two 5-digit numbers that have a 6 in the thousands place.

b) Write two 4-digit numbers that have a 6 in the thousands place.

7 a) Use these numbers to add labels to the number line.



b) Write these numbers on the number line.



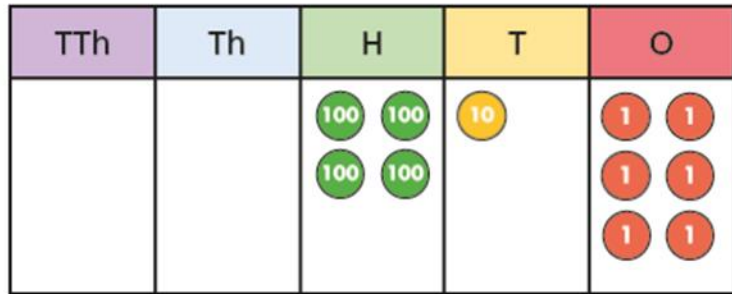
c) Draw an arrow to estimate where the number 2,360 will be on the number line.



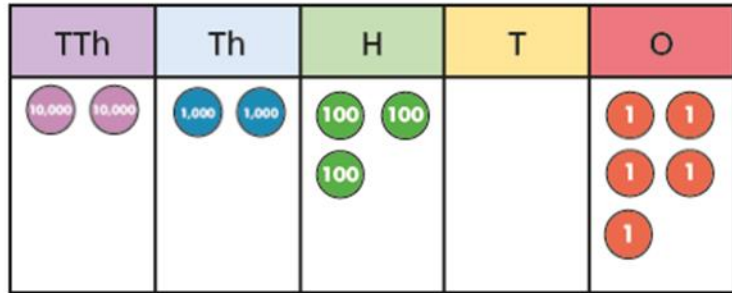
*After you have watched the video have a go at the questions on the worksheet. Answer in your books or on paper.*

# Thursday - Maths L- Recap numbers to 100,000

a) 416

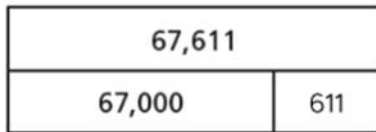


b) 22,305

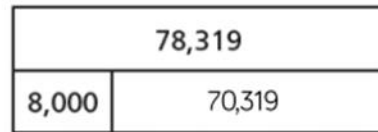


3

a) 67,611

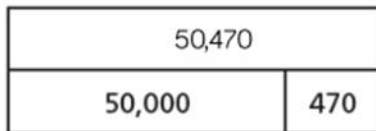


c) 78,319

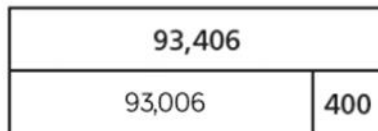


4

b) 50,470



d) 93,406



5

- a) 40,000
- b)  $7,000 + 200$
- c)  $20,000 + 400 + 50 + 5$
- d)  $60,000 + 90$
- e)  $10,000 + 300$

Question Answer

6

a) Any two 5-digit numbers with a 6 in the thousands place

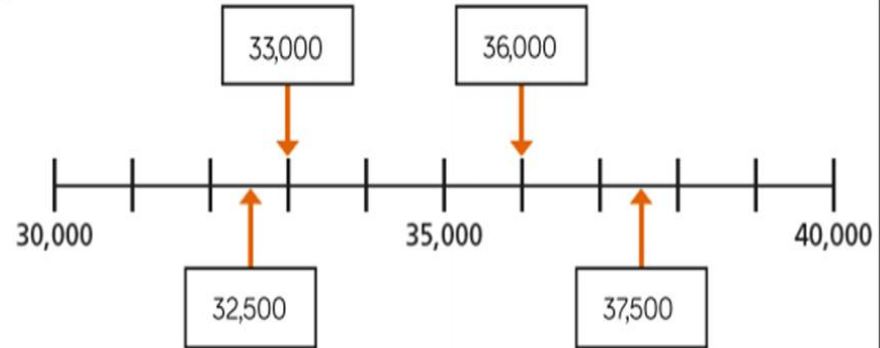


b) Any two 4-digit numbers with a 6 in the thousands place

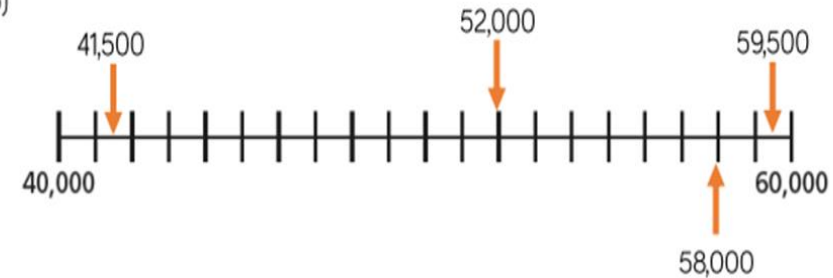


7

a)



b)



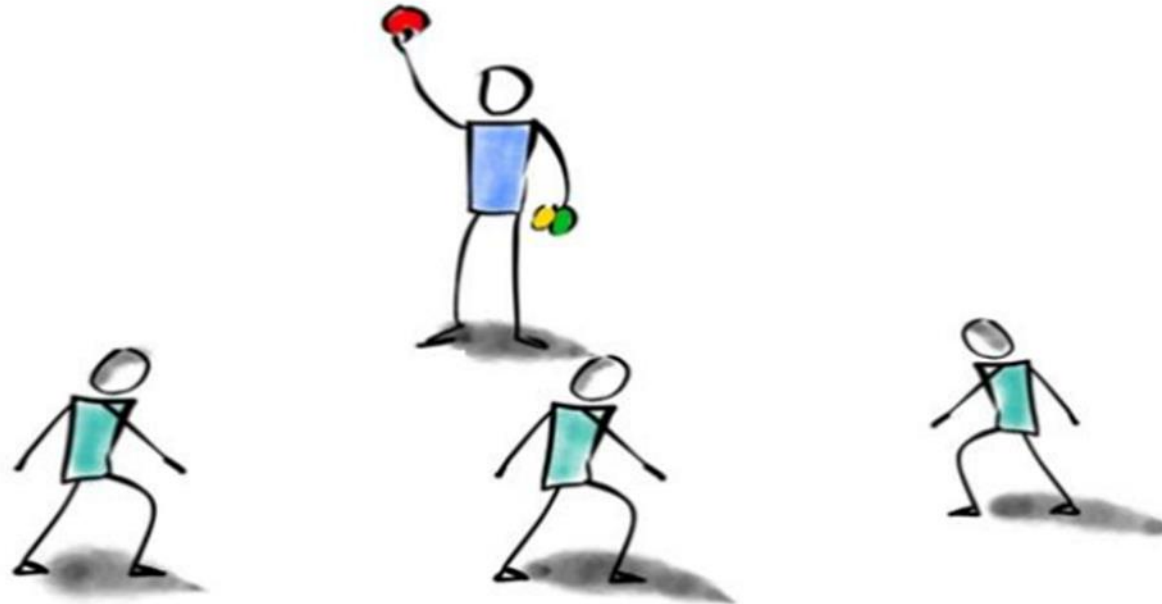
c) Arrow drawn in appropriate position.

After you have watched the video have a go at the questions on the worksheet. Answer in your books or on paper.

### equipment:

- 1 x small red item.
- 1 x small orange item.
- 1 x small green item.

[Video Demonstration](#)

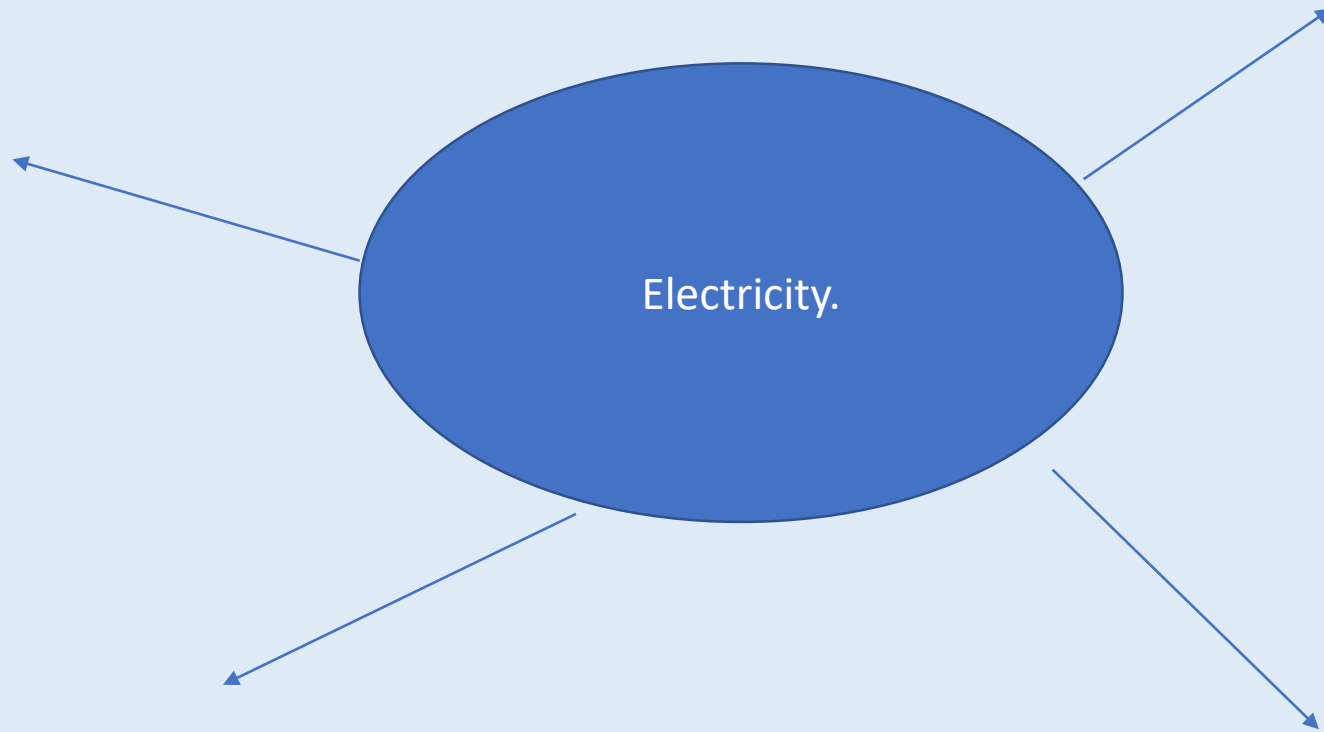


### how to play:

- Ask everyone to find a space in the garden.
- Explain the actions they must perform to each item:
- Red = Walk   Orange = Jog   Green = Sprint
- Hold up the items at random intervals. This activity can be performed on the spot if space is limited.
- Progression: Use animal movements (eg. red = snake, orange = kangaroo, green = giraffe).

Electricity,

Create a thought shower about everything you think you already know about electricity.



Thursday - Science

Electricity- To recognise component symbols.

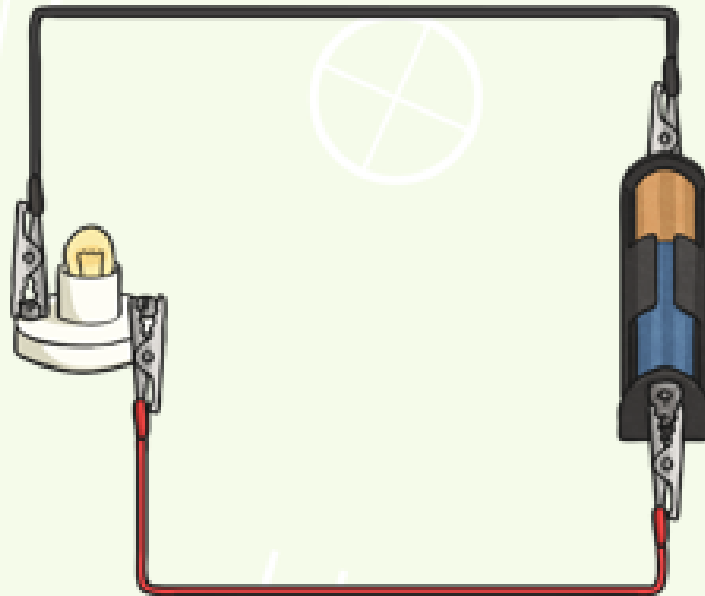
## Circuits

What is a circuit?

What parts do all circuits contain?

Can you draw a circuit which includes a bulb?

## Circuit Diagram



Is there anything about this circuit diagram you don't remember or understand?



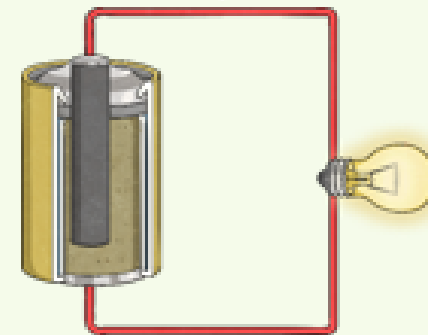
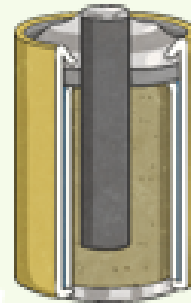
## Battery or Cell?

In everyday language we call a single cell a 'battery' but this is not the correct scientific usage.



Scientifically, this is a cell. It is a single unit, containing two electrodes and an electrolyte.

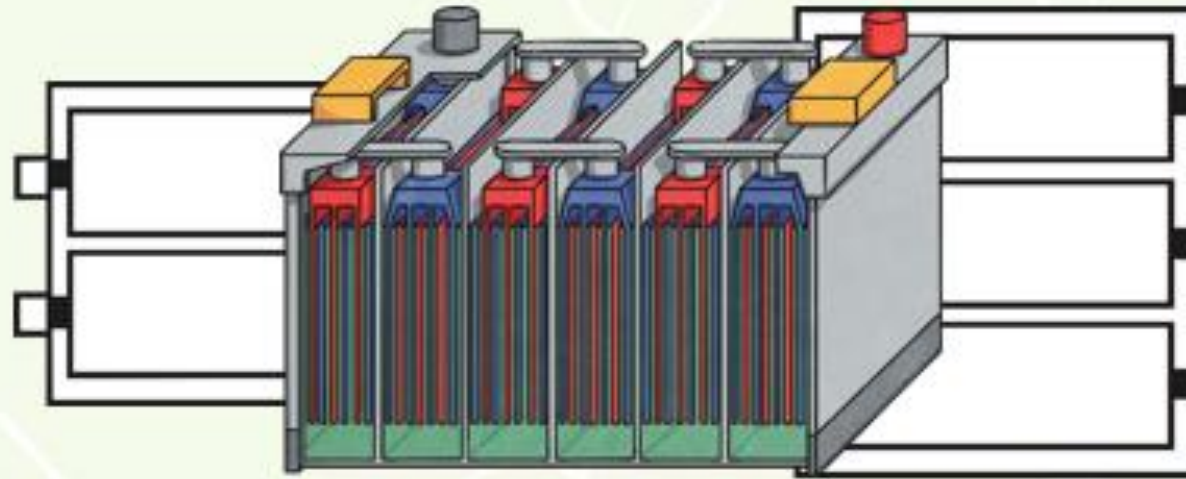
**Electrodes** are charged electrical conductors inside a cell. Each cell has one positive and one negative electrode.



An **electrolyte** is a chemical that reacts with the electrodes to produce an electrical current.

## Battery or Cell?

A battery is the scientific name for a collection of cells joined together.

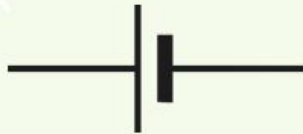
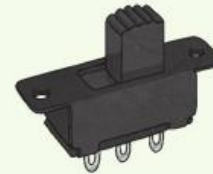


The above diagrams show single cells in individual cases linked together. Some larger batteries, such as car batteries, contain the multiple cells inside one case.

## Scientific Circuit Symbols



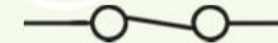
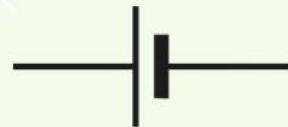
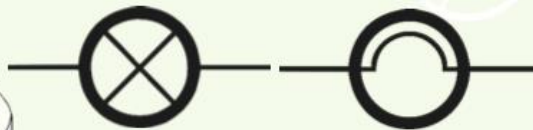
Match the parts of a circuit with their scientific symbols.  
(Sometimes there will be more than one symbol for a circuit part)



## Scientific Circuit Symbols



Match the parts of a circuit with their scientific symbols.  
(Sometimes there will be more than one symbol for a circuit part)



## Scientific Circuit Symbols



Match the parts of a circuit with their scientific symbols.  
(Sometimes there will be more than one symbol for a circuit part)

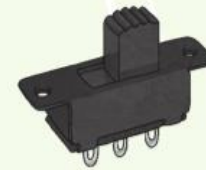
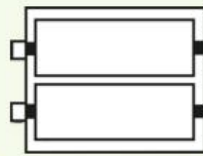
A collection of physical components and their corresponding scientific symbols for matching. The components include: a battery, a switch, a motor, a buzzer, a lamp, a plug, and a pair of pliers. The symbols include: a battery symbol, a switch symbol, a motor symbol (a circle with 'M'), a buzzer symbol (a circle with a vertical line), a lamp symbol (a semi-circle on a base), a plug symbol (a circle with a cross), and a wire symbol (a simple line).

The components shown are: a battery, a switch, a motor, a buzzer, a lamp, a plug, and a pair of pliers. The symbols shown are: a battery symbol, a switch symbol, a motor symbol (a circle with 'M'), a buzzer symbol (a circle with a vertical line), a lamp symbol (a semi-circle on a base), a plug symbol (a circle with a cross), and a wire symbol (a simple line).

## Scientific Circuit Symbols



Match the parts of a circuit with their scientific symbols.  
(Sometimes there will be more than one symbol for a circuit part)





Thursday - Science

Electricity- To recognise component symbols.

Memorise the components for 1 minute.



bulb



bulb



cell



battery



wire



motor



buzzer



open switch - off



closed switch - on

Thursday - Science

Electricity- To recognise component symbols.



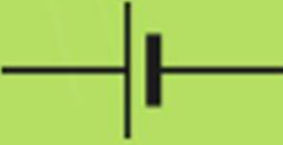
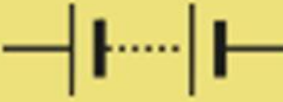





Draw the symbols for the following components.

- A bulb
- A cell
- A battery
- A wire
- A motor
- A buzzer
- An open switch
- A closed switch.

Thursday - Science

Electricity- To recognise component symbols.

Were you correct?

 <p>bulb</p>	 <p>bulb</p>	 <p>cell</p>
 <p>battery</p>	 <p>wire</p>	 <p>motor</p>
 <p>buzzer</p>	 <p>open switch - off</p>	 <p>closed switch - on</p>

# Friday - Spelling

## Spud's Spelling Search

Find as many words as possible from Set 2.

A	T	C	U	R	I	O	S	I	T	Y	T	H	I	S
S	N	R	Y	S	A	T	U	N	N	Y	N	E	N	U
S	E	Z	K	C	N	K	A	Y	E	V	E	S	D	O
I	T	R	T	Y	O	V	O	F	R	T	I	I	E	I
S	S	D	K	N	R	N	F	A	A	C	D	T	P	C
T	I	Y	N	E	E	I	V	C	P	C	E	A	E	S
A	S	R	S	O	C	U	I	E	S	G	B	N	N	N
N	N	B	H	I	P	N	Q	O	N	R	O	C	D	O
T	O	D	E	E	U	S	P	E	A	I	V	Y	E	C
E	C	N	W	M	R	T	E	G	R	A	E	V	N	G
Y	C	X	M	Z	V	K	F	R	T	F	D	N	T	O
Y	C	O	N	T	R	O	V	E	R	S	Y	G	C	V
E	C	N	E	I	C	S	N	O	C	O	Z	D	D	E
E	X	P	E	C	T	A	N	T	I	B	C	H	V	D
E	C	N	A	N	I	M	O	D	P	G	J	L	C	Q



There are **18 words** from **Set 2** to find. They are set out horizontally, vertically and diagonally. To make it harder, some words read backwards. Write the words as you find them on the lines below. You may use a list to help you.

There are 18 words from Set 2 to find.  
See below...

Week 5	Week 6	Week 7	Week 8
observe	expect	hesitate	dominate
observation	expectation	hesitation	domination
observant	expectant	hesitant	dominant
observance	expectancy	hesitancy	dominance
patient	efficient	transparent	frequent
patience	efficiency	transparency	frequency
assistant	obedient	independent	consistent
assistance	obedience	independence	consistency
communicate	conscience	convenience	criticise
controversy	conscious	correspond	curiosity

They are set out horizontally, vertically and diagonally.

When you see them write them down on your piece of paper.

Write each word into an exciting sentence.

## Friday - Guided Reading

### Two Sides of a Coin.

Ella unpacked her bag for the second time. Pencil case. Notepad. Forms and documents. Everything was there, just as it had been the first time. No harm in checking, right? She could not believe everything finally started tomorrow. Was she nervous, or excited? Really it felt as though her insides could not make their minds up so were flitting back and forth between the two. Ever since she had found out she was going to join Wood Lane Primary School all those weeks ago, her mind had raced from hopes to fears and back again.

She could remember meeting the head teacher, Mrs. Watson, and being told that she could move right into Year Six the following September.

Well, that following September was now, and tomorrow was her first day at her new school.

Not too far away geographically, but in a whole other world of experience, Grace was getting ready for bed. She too had mixed feelings about what was to come in the morning. She always got a strange, almost hollow feeling on the evenings before going back to school. It was never an all-consuming emotion, but rather just a sense that something different was approaching. It was odd to have a mildly negative feeling about school because she really enjoyed it, and in fact, there was so much for her to look forward to.

## Friday - Guided Reading

### Two Sides of a Coin.

This year, at Wood Lane, she would be going into Year Six. Year Six! Top of the school! Her final year at the place where she had been for her whole education so far.

How could it be that in exactly one year's time she would have a different uniform laid out on her chest of drawers ready for the morning? How would that feel? She did not need to think too much about that now. It was time to sleep. Time to drift off into dreams of ruling the school with Sammi and Farah and teasing Caleb Howder at playtime. Time to avoid thinking too much about getting up early and trying not to talk too much during lessons with Miss. Collins, her new teacher this year. Time to... forget... about... the things which... Ella wanted to make sure she got an early night too.

There would be so many new people to meet tomorrow; so many faces and names to remember! Her mother always said that an early night made your brain sharper, so she was going to follow that advice. A long, relaxing night's sleep would also make sure she did not look like a grumpy mess the next morning! Her brain, however, had other plans. She just lay there, wide awake, for what seemed like hours.

Thoughts and concerns and high-definition, anxiety-ridden scenarios whined their way into her mind like mental mosquitoes, and it was all she could do to try and swat a few of them away.



## Friday - Guided Reading

### Two Sides of a Coin.

Would the children in her class like her? She knew she should not worry too much about that, but everybody wants to be liked when they join a new school. Would the teachers and dinner ladies and teaching assistants help her out? She was painfully aware that there would be a lot of faces and places she would not know. Would she forget something or make a fool of herself?

Anything would be preferable to dying of embarrassment on her first day! As the thoughts whirred and buzzed and her eyes stayed obstinately alert, Ella just lay there and tried to calm down. Just relaaaaax. Just breeeeaaathe.

Grace woke bright and early. Whether it was her mind worrying that she would be late on the first day back, or her heart pumping excitement around her body, she did not know. All she knew was that it was time to get ready! Uniform: on. Hair: brushed. Breakfast: inhaled. Once her teeth were cleaned (or at least, shown a toothbrush), she managed a final check of her bag before she was out of the door in record time! Year Six! Ruling the school!

## Friday - Guided Reading

### Two Sides of a Coin.

She met Sammi at the end of the road. As a special year six treat, they had been allowed to walk without their parents. The first sign that they were all grown up! When they walked over the railway bridge, heads held high, they caught sight of Farah waiting by the traffic lights.

Three queens of the playground, they strode through the school gates, smiling at the year threes, fours and fives who were running around like wild things. So immature. Ella had arrived early.

She had eventually fallen asleep, but she might as well not have for all the good it felt like it had done. She was so very tired. This was not how she had planned this morning to start at all. However, she was in now, and had made it to her new classroom with plenty of time to spare. Everything was ready. Was she? The children in her class began to filter in from the playground to join her. Grace looked around for new faces as she and her entourage swept into the classroom. They took their seats at the middle table. Not too close (too geeky) or too far back (too obviously the place for troublemakers).

It was time for the register. Grace settled in and waited for her name. It was time for the register. Ella's new life at a new school was about to officially begin. She took a deep breath. 'Good morning everyone. I'm Miss. Collins, your new teacher. This is my very first day at Wood Lane Primary School. Welcome to class 6C. Welcome to Year Six!'

# Friday - Guided Reading

## Two Sides of a Coin - Comprehension

### Section A

1. Having read just their introductions, do you think the two characters will meet?  
Why?

2. What is the effect of stretching out the words 'relaaaaax' and 'breeeeeathe'?

3. What does the fact that the girls walk 'heads held high' tell you about how they are feeling?

## Friday - Guided Reading

4. Explain the word 'flitting'.

5. What does the use of the phrase 'high-definition' tell you about Ella's thoughts and how sleepy/awake she is?

6. What is the effect of the author describing Grace's morning routine in the form of a checklist?

7. Find two words used instead of 'walked' which show that Grace and her friends are confident.

# Friday - English

## Lesson 3

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-explore-word-class-68tkjc?activity=video&step=1>





# Maths Friday- L-Recap numbers to 1 million. Warm up

What numbers are represented in the place value charts?

a)

HTh	TTh	Th	H	T	O
●● ●● ●● ●●	●●	●●	●● ●● ●● ●● ●● ●	●● ●● ●●	●

b)

HTh	TTh	Th	H	T	O
	●● ●● ●● ●	●			●● ●● ●● ●● ●● ●

c)

HTh	TTh	Th	H	T	O
●● ●		●● ●	●● ●●		●● ●● ●●



Click on the link below to access the learning for today

<https://whiterosemaths.com/homelearning/year-6/week-1/>



# Maths Friday-recap numbers to a million

2 Make these numbers in a place value chart.

- a) 104,379      b) 804,363      c) 92,715      d) 690,018

What is the same about all the numbers you have made?

*After you have watched the video have a go at the questions on the worksheet.*

*Answer in your books or on paper.*

3 Complete the table.

Numerals	550,000		850,000	
Words	five hundred and fifty thousand	six hundred and twenty thousand		seven hundred and sixty-two thousand

4 a) Circle all the numbers that have 2 in the hundreds column.

295      2,095      19,216      200,000

b) Write three more numbers that have a 2 in the hundreds column.  
Each number should have a different number of digits.

5 Write the value of the 3 in each number.

- a) 387      d) 307,612  
b) 5,306      e) 531,476  
c) 7,903      f) 603,956

6 Partition each number into its parts. The first one has been done for you.

a)  $32,607 = 30,000 + 2,000 + 600 + 7$

b)  $2,915 =$  \_\_\_\_\_

c)  $30,316 =$  \_\_\_\_\_

d)  $438,390 =$  \_\_\_\_\_

e)  $769,688 =$  \_\_\_\_\_

# Maths Friday-recap numbers to a million- answers

2

a) 104,379

HTh	TTh	Th	H	T	O
1		4	3	7	9

b) 804,363

HTh	TTh	Th	H	T	O
8		4	3	6	3

c) 92,715

HTh	TTh	Th	H	T	O
	9	2	7	1	5

d) 690,018

HTh	TTh	Th	H	T	O
6	9			0	1

Many possible answers e.g. they all have a digit total of 24, they are all less than a million; they are all greater than 90,000 etc.

3	620,000 Eight hundred and fifty thousand 762,000
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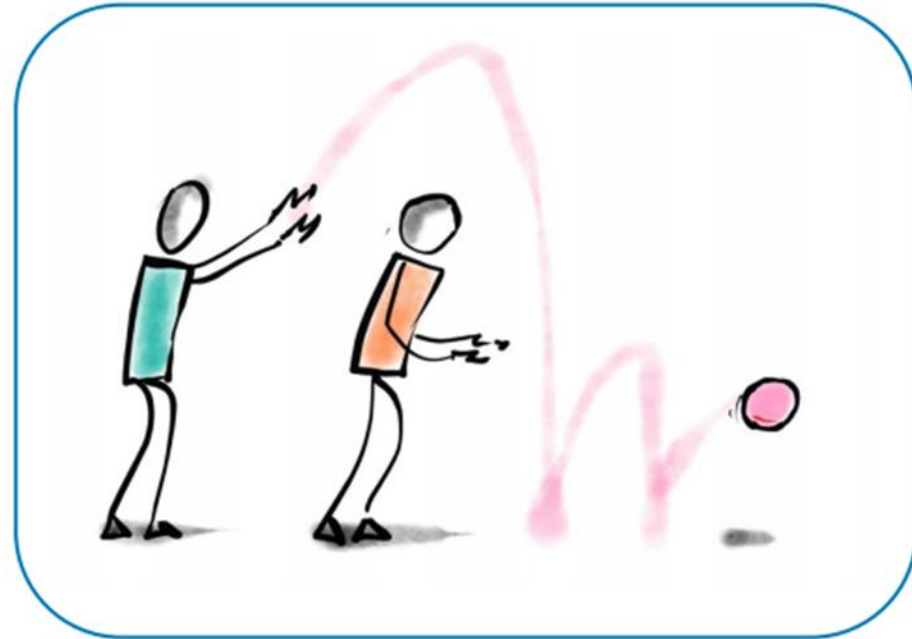
4	a) <b>295</b> 2,095 <b>19,216</b> 200,000 b) Many possible solutions.
5	a) Three hundred b) Three hundred c) Three ones d) Three hundred thousand e) Thirty thousand f) Three thousand
6	b) $2,915 = 2,000 + 900 + 10 + 5$ c) $30,316 = 30,000 + 300 + 10 + 6$ d) $438,390 = 400,000 + 30,000 + 8,000 + 300 + 90$ e) $769,688 = 700,000 + 60,000 + 9,000 + 600 + 80 + 8$

### how to set up:

- Use a space in the garden.
- This game requires 2 players so parent or siblings must join in!
- If you do not have a ball, use a rolled up pair of socks, or rolled up ball of paper.

### equipment:

- Balls, or
- Socks, or
- Balls of paper



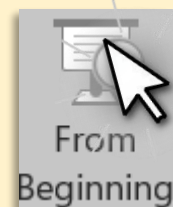
### how to play:

- Pairs stand one behind the other facing in the same direction.
- The child / parent at the back has the object (ball/sock/paper).
- They throw the object over their partners head, so it lands in front of them.
- The child / parent at the front must react and attempt to catch the object before it touches the ground.
- Rotate roles throwing and catching.
- **Progression:** Make the game competitive, must catch with eyes closed, etc.

# KS2 Home learning: Influences and decisions



Play this slideshow from beginning



Remember! You can use your own paper to do the activities on, or type on the worksheets. You don't have to print them off.



## We are learning about what influences our opinions and decision-making



### We will be able to:

- ✓ Identify who or what may influence our opinions or decisions.
- ✓ Recognise situations where people may be positively or negatively influenced.
- ✓ Identify steps we can take to manage negative influences on our opinions or decisions.

# Influences on opinions and decisions

We all have opinions about things and these can affect the decisions we make. Some of our opinions and the decisions we make may be a result of someone or something influencing us.

**Influence** means when someone or something affects someone else's opinions or decisions.

## What's our starting point?

Make a list of **who** or **what** you think might influence a person's opinions or decisions, (e.g. parents, family members, teachers).





# Influences on opinions and decisions

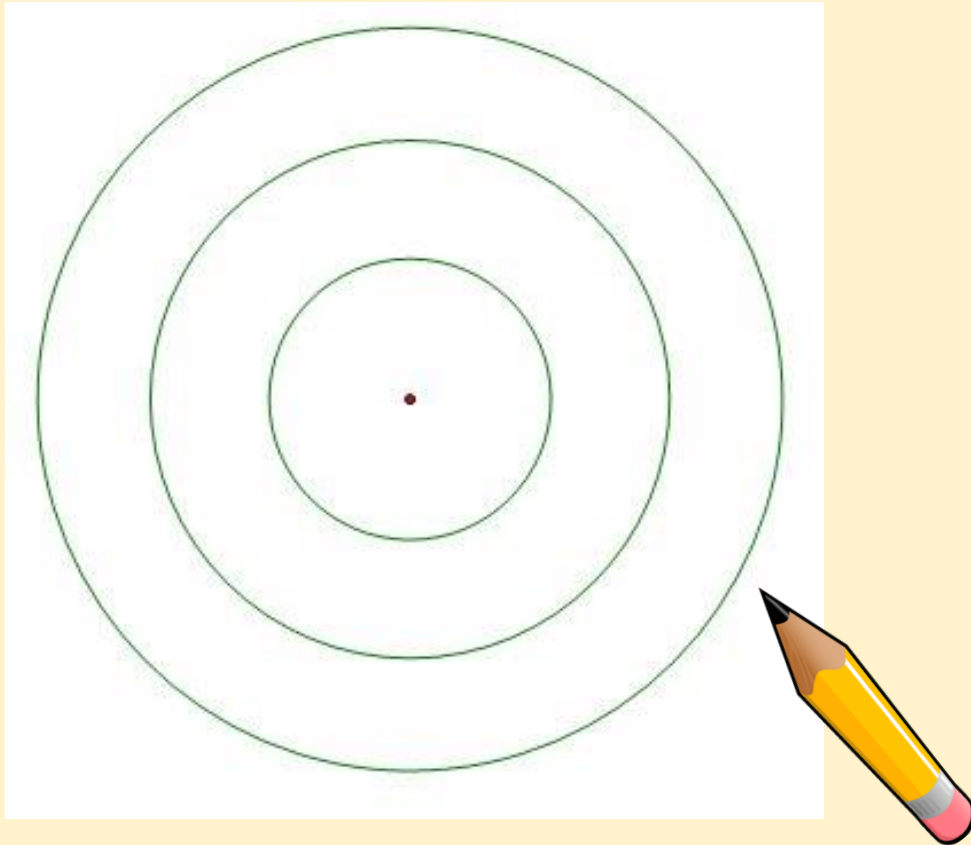
Your list might look similar to this...

<b>Who</b> might influence someone	<b>What</b> might influence someone
<ul style="list-style-type: none"><li>• Parents/carers</li><li>• Sisters/brothers</li><li>• Faith leaders (priest, imam, rabbi)</li><li>• Best friend, friends</li><li>• Teachers</li><li>• Grandparents</li><li>• Aunties/Uncles</li><li>• Pop stars/celebrities</li></ul>	<ul style="list-style-type: none"><li>• School</li><li>• Advertising on TV or online</li><li>• Online content (e.g. social media)</li><li>• TV programmes</li><li>• Video games</li><li>• A story someone is told about something</li></ul>

# People and things that influence us

**Who and what are the influences in your life?**

**Draw three circles like the ones below**



**In the centre,** draw or write the people and things that you think most influence your opinions and decisions.

**In the next ring,** draw or write the people and things that you think have some influence, but not as much as the those you put in the centre.

**In the outer ring,** draw or write the people and things that have some influence, but not very much.

# Positive influences on opinions and decisions

Influences can be positive and can help us:

- ✓ **make good decisions/choices**
- ✓ **recognise what is right and what is wrong**
- ✓ **to feel confident about ourselves and the things we do**



**Can you think of any other ways in which people or things might influence us?**

**Share your ideas with a family member.**

# Giving opinions and recognising consequences

Read these situations (on **Resource 1** in your worksheet pack).

Put a tick in the columns to show the extent to which you agree or disagree (*you can type on the sheet or print it off*).

Statements	Strongly agree	Agree	Disagree	Strongly disagree
It is ok to tell a lie to someone, as long as they don't find out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone finds 50p down the back of the sofa, it is acceptable for them to keep it for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone saw a £20 note sticking out of a cash machine on the street, it would be okay for them to take the note and put it in their pocket.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 years old is too young to own a smartphone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone accidentally loses or breaks something that doesn't belong to them, they should tell the person it belongs to immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone should be paid the same amount of money, no matter what their job is (e.g. teachers, footballers, shopkeepers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Underneath each one, or on a separate piece of paper, write the reasons for your opinion, including any consequences or ways in which people might be affected by each statement or action.

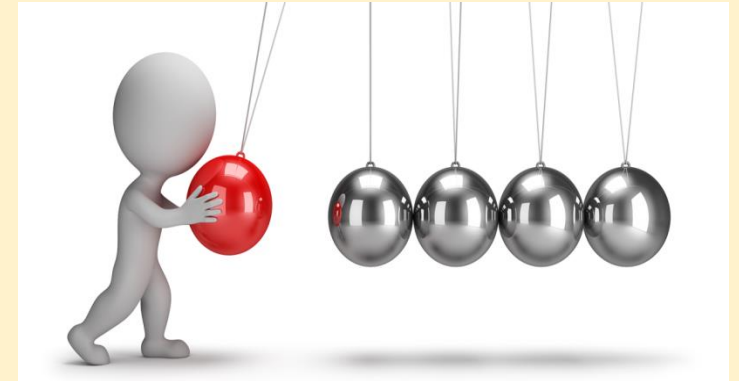
## Resource 1: Giving opinions and recognising influence

Statements	Strongly agree	Agree	Disagree	Strongly disagree
It is ok to tell a lie to someone, as long as they don't find out. <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone finds 50p down the back of the sofa, it is acceptable for them to keep it for themselves. <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone saw a £20 note sticking out of a cash machine on the street, it would be okay for them to take the note and put it in their pocket. <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Everyone should be paid the same amount of money, no matter what their job is (e.g. teachers, footballers, shopkeepers). <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Giving opinions and recognising consequences

Sometimes, it is clear when something is right or wrong and lots of people will agree, but other times it can be difficult to know what to do and people might have very different opinions.

Thinking about the possible consequences, and how our actions affect others, can be one way to help us decide what to do.





# Remember!

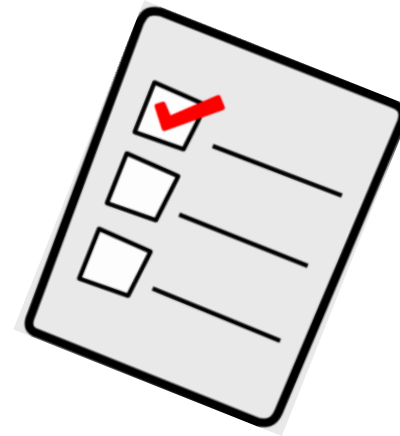
- In different situations, some influences are stronger than others.
- Influences can be positive or helpful in some cases and negative or unhelpful in others.
- We can use different strategies in different situations, to manage influences that might affect our decisions.



But it is always a good idea to consider:

- ✓ who or what may be influencing our decisions,
- ✓ whether the influence is helpful or unhelpful
- ✓ why they might be trying to influence us (e.g. because they really want to help us, or to encourage us to spend money on something)

# What have you learned?



Now go back to the list you made at the beginning of who or what you think might influence a person's opinions and decisions.

Add in any new ideas you have about:

- what influences people's opinions and decisions
- how situations may be influenced both positively and negatively
- different ways in which influences can be managed to help with decision-making