

## Class 6H

*Hello, everyone! I hope you have been able to enjoy the sunshine and celebrate Easter!  
Please see below for this fortnight's tasks.*

*For those of you who were in school in the final days that we were open, a reminder - and for those that weren't - a top tip! Please use this time at home to really take ownership over your own learning - fill in the gaps for topics/aspects that you know you find tricky, especially in Maths and SPAG! Then, you will be extra well-prepared for secondary school.*

*Congratulations to all of you who have been doing Mathletics - our class total is really impressive! Here's a challenge - let's see if you can put our class to the top of the champions list!*

*Take care and I hope to see you all very soon.*

*Miss Hill xx*

If you were in school and received a pack of work, you will have been given activities and the mark schemes. Please do not rush to do all of these straight away! Instead, use these to supplement the activities that will be published on the School website for our class.

For the activities sent home as paper copies, I suggest that on one day, you do a test/activity. Then, ideally, the next day mark the test/activity (perhaps with an adult's help) and try to do your corrections. If there are topics that you are struggling with, try to go online and find out more - you could just do a google search, use BBC Bitesize, Twinkl, Education City, etc.

### MATHS:

*You have two maths booklets compiled by Mrs. Bennett & I over the years - revision booklets with key facts to help.*

- Maths Easter revision booklet;
- Arithmetic Paper 7
- Arithmetic Paper 8
- Maths Reasoning 1a
- Maths Reasoning 1b
- Maths Reasoning 2a
- Maths Reasoning 2b
- Maths Revision booklet - Multiplication & Division
- Maths Revision booklet - Fractions, Decimals & Percentages
- Maths Revision booklet - Position & Direction
- Maths Revision booklet - Statistics
- Maths Revision booklet - Algebra
- Maths Revision booklet - Addition & Subtraction
- Maths Revision booklet - Properties of Shape

### LITERACY:

Reading Activity Booklet - Fiction, Non-Fiction & Poetry

SPAG Test Paper 1

Ninja SPAG test

SPAG Revision Booklet - Grammatical Terms and Word Classes

SPAG Revision Booklet - Sentences, Phrases and Clauses

SPAG Revision Booklet - Verb Forms & Tenses

SPAG Revision Booklet - Punctuation

SPAG Revision Booklet - Vocabulary & Standard English

SPAG Revision Booklet - Spelling


**For each week day, I would much prefer you to only do a bit every day and do it really well, rather than 6 hours of not very good work! Try to structure your day so that you have a good mix of activities - rest, food, exercise, play/fun, school work, reading for pleasure, electronics/TV time, sleep, etc.**

I suggest each day that you spend:

One hour on literacy

One hour on numeracy

One hour on topic work

<p>Find out as much as you can about Neil Armstrong. Use your research to write a detailed biography of his life.</p> <p>Use the planning template below to remind you of the key features of this text type.</p>	<p>Our history topic this term is Inventions.</p> <p>William Morris was a designer and inventor - research his work and create a factfile about him - you could create a collage/montage of his work.</p> <p>Experiment with his style of art by doing some block printing if you have paint. You could use sponges, potatoes, bubble wrap, celery, etc. to cut up and shape to be your printing template.</p> <p>I have also attached some William Morris patterns to colour in.</p>	<p>Science - Explore Education City's Learn Screens for Year 5 Space.</p> <p>Focus on: Gnomon knows; New Horizons; and Around the world.</p> <p>Use this as a starting point for your research.</p> <p>Write explanations, including diagrams for how we get day and night; and how we get the seasons.</p> <p>You could make a sundial to show the time and test it out in your garden.</p> <p>Research the sunrise and sunset times in different cities around the world. Produce a table of information - what do you notice about the times on any one day? What do you notice about the times over a period of days?</p>
<p>Red Cross Power of Kindness - <a href="https://www.redcross.org.uk/get-involved/teaching-resources/kindness-calendar">https://www.redcross.org.uk/get-involved/teaching-resources/kindness-calendar</a></p> <p>You could print the calendar or design your own.</p> <p>(See below for extra information on this).</p>	<p>If you wanted to, you could choose another of the 'Changes within the Reign of Queen Elizabeth II' that you started for homework in the last week that we were together - there's a reminder of it on the pages below.</p>	<p>BBC Ten Pieces - explore the activity ideas on the website. <a href="https://www.bbc.co.uk/teach/ten-pieces/get-creative-with-classical-music-at-home/z6tqgp3">https://www.bbc.co.uk/teach/ten-pieces/get-creative-with-classical-music-at-home/z6tqgp3</a></p> <p>Explore the Ten Pieces Films - <a href="https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3">https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3</a></p>
<p><a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a></p> <p>Using the link above, access Week 1, which is all about ratio. This is another topic that, again, we ran out of time to cover in class. There is a short film clip to watch, which teaches you the key points. Then there is an activity sheet to download to work from or to print if you can. The answers are then available as a separate download. There is one lesson per day, if you wish to use it.</p> <p>When you have completed Week 1, start Week 2 - it's a continuation of ratio and then work on angles, which should be revision for you as we have covered this.</p> <p>On Mathematics, I will also set tasks to revise the work we have covered. Let's see how many points you can achieve!</p>	<p>Fancy a change from Joe Wicks? Every weekday morning at 11am, Ollie from <i>The Beat Goes On</i> is running live body percussion workshops on YouTube.</p> <p><a href="https://www.youtube.com/user/OllieTunmer/videos">https://www.youtube.com/user/OllieTunmer/videos</a></p> <p>PE - It's really important that we all stay fit and active. Try to do at least an hour of playing in the garden or walking out with a parent every day. Fresh air makes us all feel better! If you're stuck inside, try a Joe Wicks workout: <a href="https://www.youtube.com/watch?v=-TGEdzRzSbw">https://www.youtube.com/watch?v=-TGEdzRzSbw</a></p> 	<p>Remember to read for pleasure daily.</p> <p>Work towards completing your reading passport. I have included a copy of your reading passport below.</p>

- You could also go online and use Education City, Mathematics, Timestable Rockstars, etc.
- Also, remember your photography competition!
- You might be interested....on weekday mornings, Pie Corbett presents a free, creative and interactive literacy show called [RadioBlogging](https://radioblogging.net/) at 9.30am. The hour-long show teaches writing and children can post their own writing online and receive feedback. <https://radioblogging.net/>



## Changes Within the Reign of Queen Elizabeth II

Your task is to research, plan, write, edit and present in neat a non-chronological report on a specific change within the reign of Queen Elizabeth II.

You might like to choose:

- 1973 - Joining the EEC.
- 1979 - Margaret Thatcher becoming first female Prime Minister.
- 1981 - The Humber Bridge opening.
- 1992 - Channel Tunnel opening.
- 1997 - Hong Kong being handed back to China.
- 1997 - Princess Diana dying.
- 1999/2000 - Celebrating the Millennium.
- 1948 - NHS starting.
- 2012 - London Olympics.
- 1966 - England winning the Football World Cup.
- 1969 - Concorde making maiden flight.
- 1958 - First motorway opening.



However, you may choose any specific change within the reign of Queen Elizabeth II - it doesn't have to be on the list. BUT please do NOT choose discoveries/inventions - this is a topic we will be covering instead in the Summer term!



Use the non-chronological planning template to help you PLAN - but remember that your final neat version should NOT be written on the planning sheet.

You may present your work in neat using a computer and any program you wish or you may present your work by hand.



You will have two weeks of homework time to do this. Please hand your work in on

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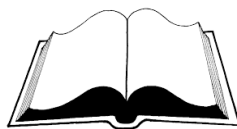
**CRANWELL**

**PRIMARY SCHOOL**



**READING**

**PASSPORT**



# CRANWELL PRIMARY SCHOOL READING PASSPORT



**Surname** .....

**Given name/s** .....

.....

**School** .....

**Class** .....

**Date of Birth** .....

**Signature** .....

# A Book by a Male Author

Book Title.....

Author .....

Date completed .....

Review



# A Book by a Female Author

Book Title .....

Author .....

Date completed .....

Review





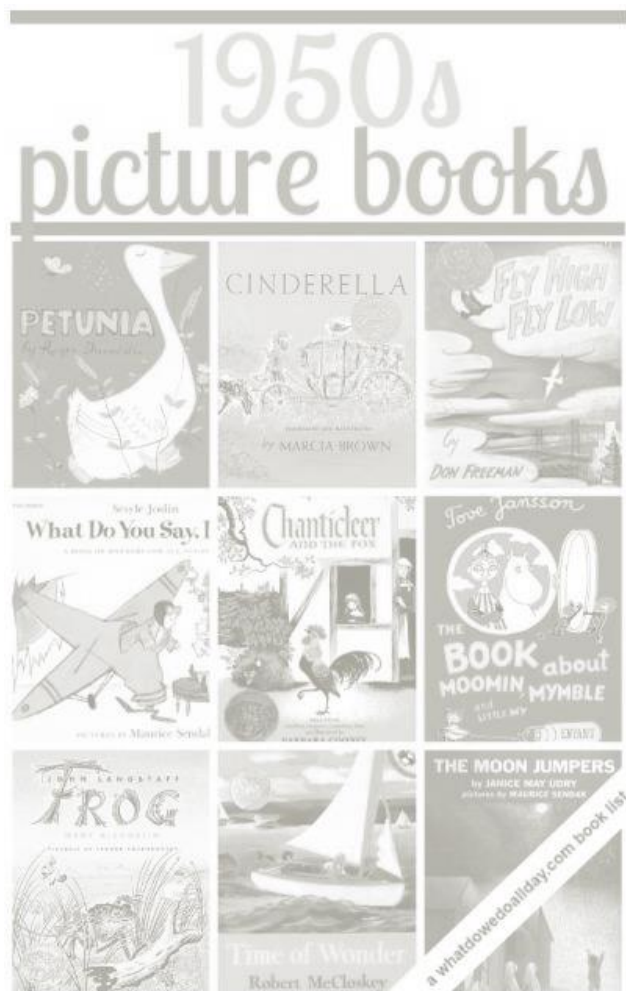
# A Book First Published Before 1950

Book Title .....

Author .....

Date completed .....

Review



# A Book that is part of a Series

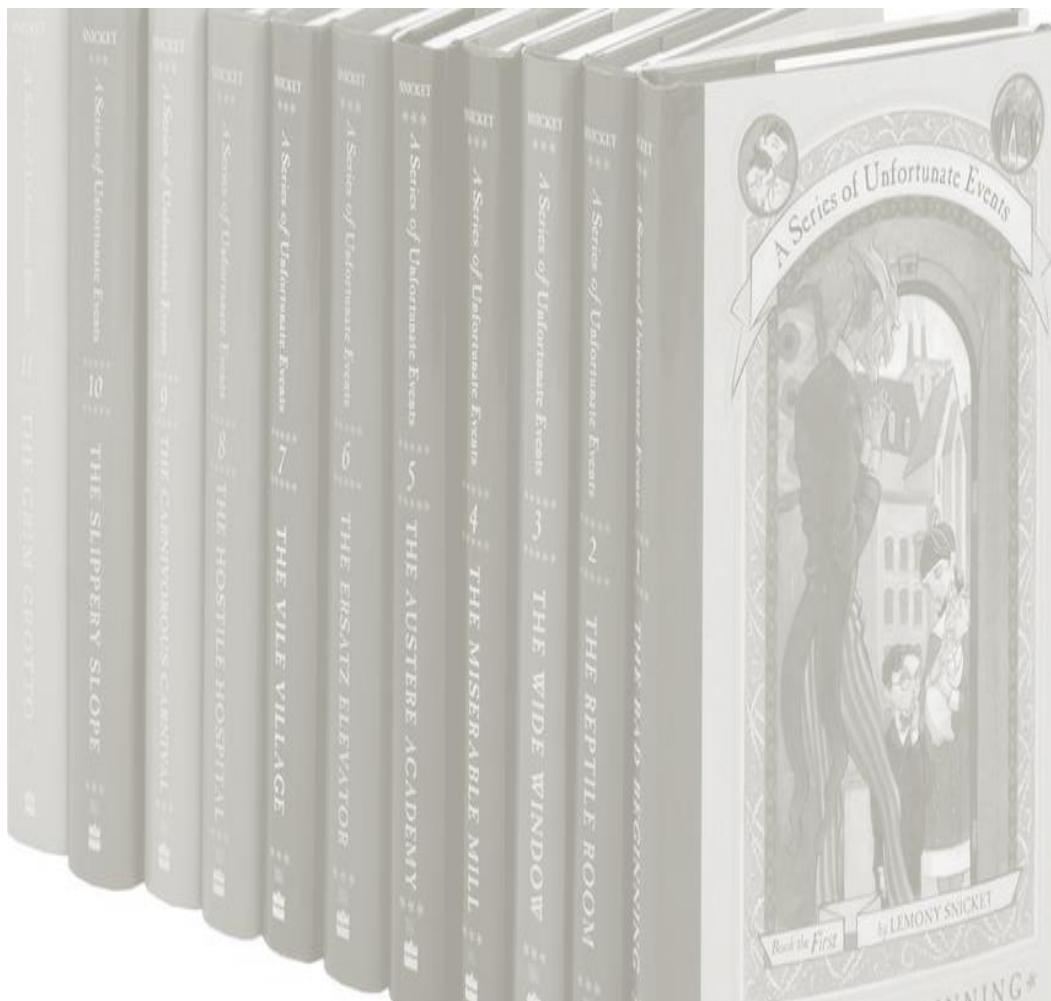


Book Title .....

Author .....

Date completed .....

Review



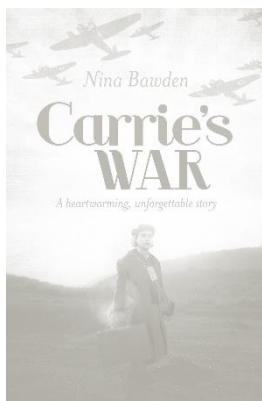
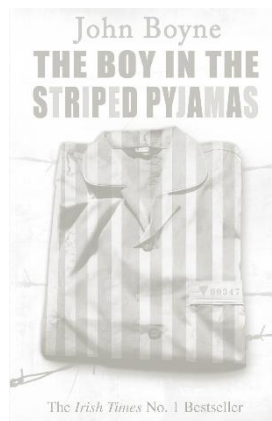
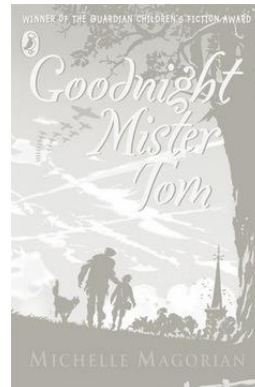
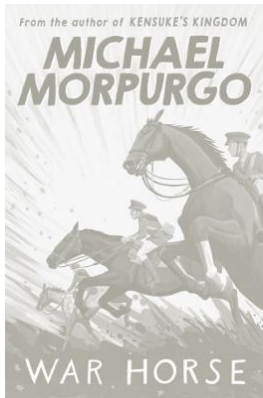
## A Book Set During War Time

**Book Title** .....

**Author** .....

**Date completed** .....

**Review**



**A Book by Michael Morpurgo**

Book Title .....

Date completed .....

Review



@ Biography or Autobiography

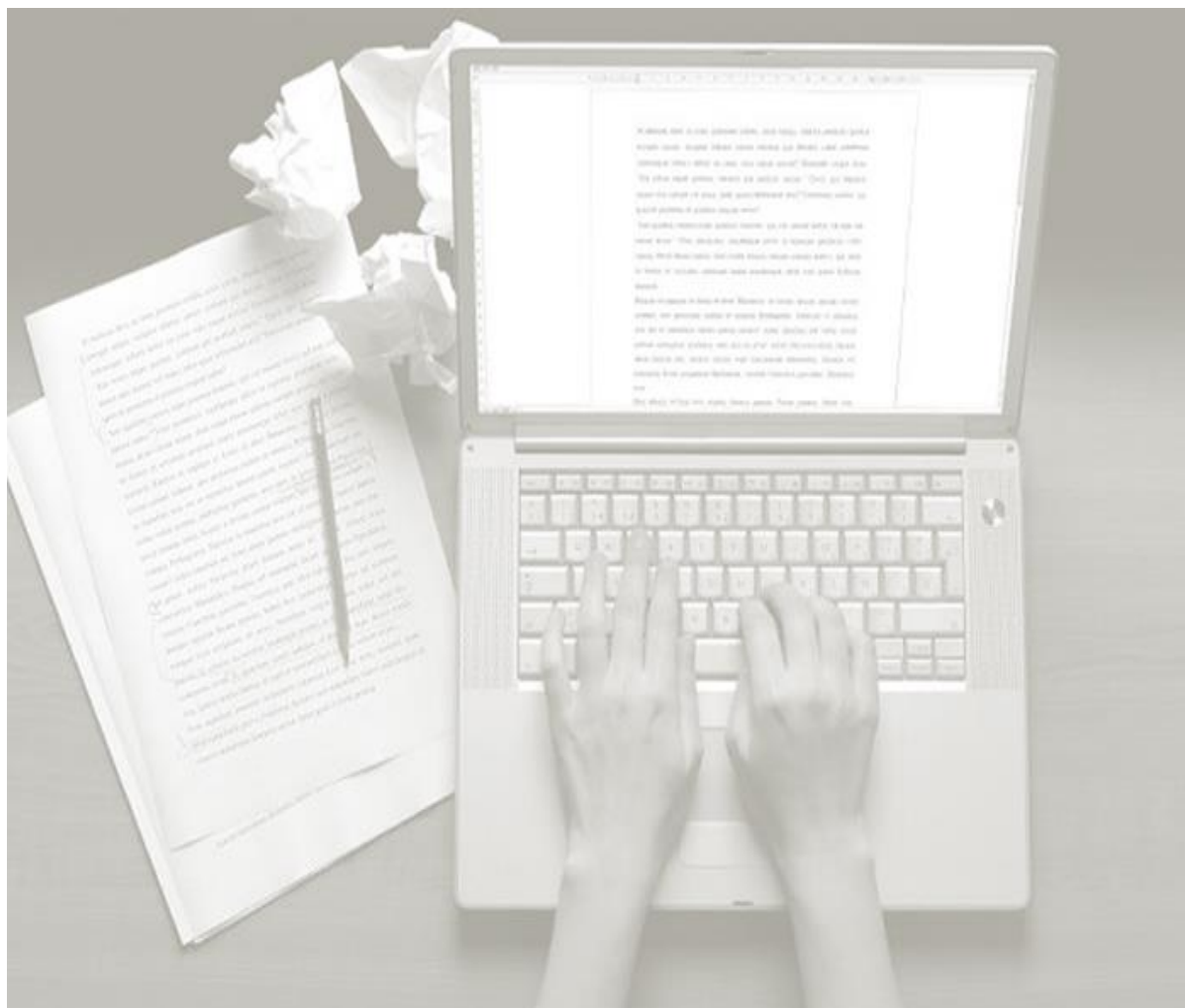
Book Title

.....

Author .....

Date completed .....

Review



A “Classic” Book

Book title .....

Author .....

Date Completed .....

Review



*A book set in a significant period in History*

*Book Title .....*

*Author .....*

*Date completed .....*

# Review

## Rosebakkelse.

4 egg, 2 ss. sukker  $\frac{1}{2}$  l.  
melke 1 mark mel.

## Karringer.

1 kg. hvt. mel  $\frac{2}{3}$  l. melke,  
200 gr. smør, 100 gr. sukker  
60 gr. æger, 1 ts. Kardemomme  
vanilje, 1 ts. kajsalt. Deigen  
bages som almindelig  
brød og arbeides  
godt. Biler 190 kar-  
ringer for ca. 1.00 kr.

## Fløen.

200 gr. smør, 50 gr. sukker,  
8 ss. fløde, 2 egg, 600 gr.  
mel, 5 ts. bagepulver.

## Lærremakroner.

2 egg, 100 gr. sukker, 50 gr.  
hvt. mel, 40 gr. smør, 180 gr.  
æger, 2 ts. bagepulver,  
8 mandelklåper. Æg og  
sukker visnes  $\frac{1}{4}$  time,  
tilsættes det smeltede smør,  
æggen, hvetemellet hvori  
bagepulveret er utrøit  
samt mandelklåperne  
tilles med besje på smør  
fløde. Stekes i en gule.

## Lærremakroner.

250 gr. smør, 250 gr. sukker,  
1 egg, 500 gr. gult mel  
20 gr. hvt. mel 4 ts. vanilje  
1 ts. bagepulver

"

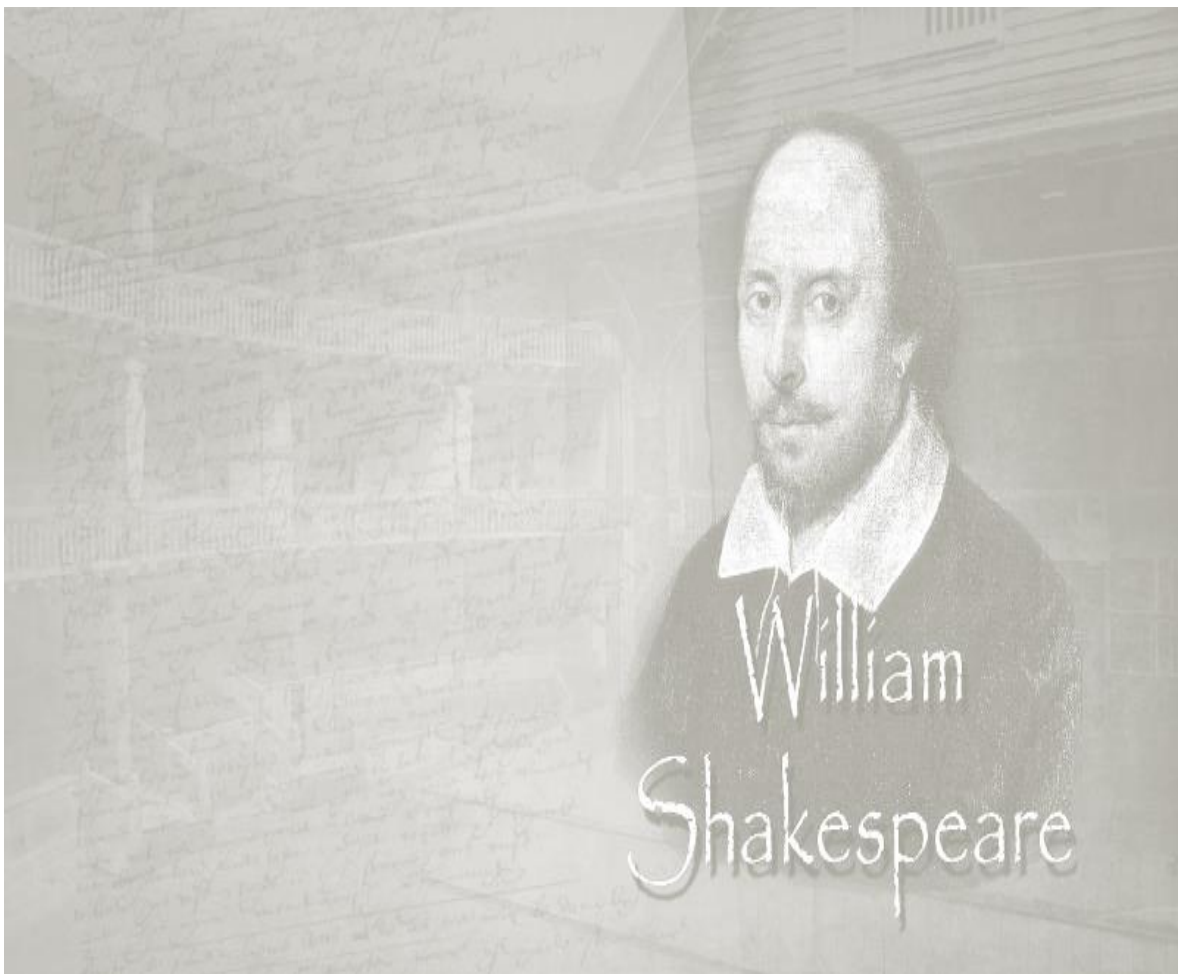


# *William Shakespeare" A Book or a Play*

*Title .....*

*Date Completed .....*

*Review*

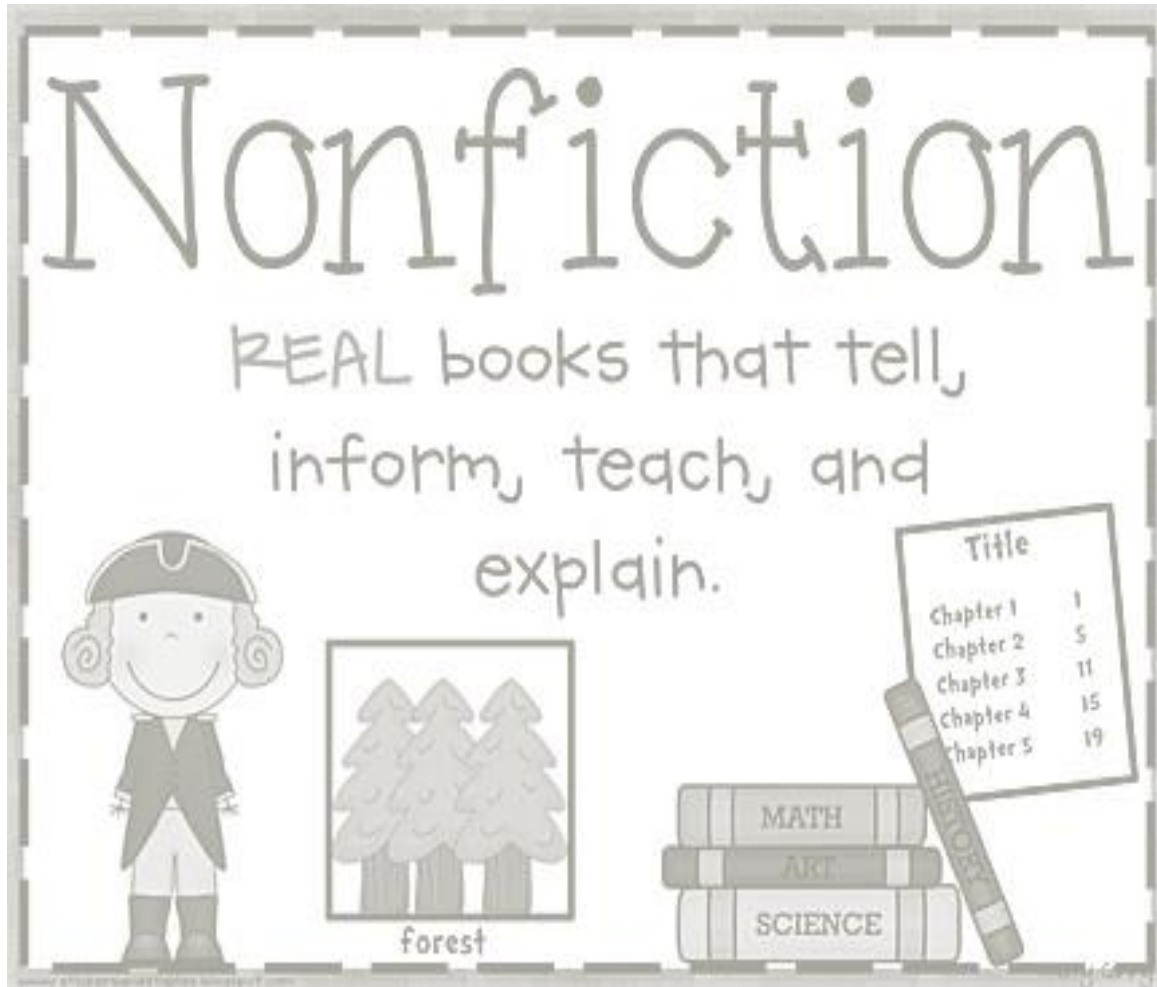


# A NONFICTION BOOK

Title .....

Date completed .....

# Review



# A Book of Poems

Title

.....

Author

.....

Date completed

.....

Review

Poetry

# The power of kindness calendar

## Supporting activities

This document supports the power of kindness calendar to provide ideas of kind acts and activities children can do at home. By including learners in the creation of ideas you can have fun together thinking of ways to be kind. Sharing ideas and drawing inspiration from social media and the news can also help stimulate ideas. At the end of the week or month, you can look back at the calendar to see all you have achieved.

### 1. What does kindness mean?

Discuss what the word kindness means. Draw a mind map and write down some words related to kindness. How does kindness make them feel? Write or draw what kindness means.

### 2. Five kind acts

Encourage learners to think of five kind acts they can do over the next few weeks. Perhaps they will be more helpful at home, be kind to a sibling or pet, or see how they could support a good cause.

Remember by staying at home as much as possible you are all helping save lives - this could be one of their kind acts. Washing hands for 20 seconds with soap and water and maintaining a safe distance from others when you all have to go outside, are all acts of kindness.

Use the record card helps children decide on five kind acts that they'll each do during the month. They can use this to look back on all they have achieved.

### 3. Doing helpful things

How could learners be helpful around the home? Could they keep their bedroom tidy, help lay or clear the table or put the washing away? Children can ask themselves: How did it feel to be kind? What did it mean to the person you were helping? What might you do next?

### 4. Being kind to yourself

Think of ways your household or group can be kind to themselves. This could be continuing to do things that make them happy. Ask your children to write or draw things they like doing and can still do while isolating, such as listening to or playing music, drawing or speaking to friends on the phone.

### 5. Ways to cope

Being calm in a crisis can mean we are able to support others. For example, use the breathe with colour activity to help children breathe deeply and slowly so they can stay calm if they ever feel worried or upset. Help children think of a colour for relaxed feelings (like the warm golden sun) and one for 'not so good' feelings (like grey, the colour of a rainy day). You may wish to discuss how the colours make them feel and then [redcross.org.uk/education](https://www.redcross.org.uk/education)

practice it together - breathing in with the good colour... out with the bad colour.  
For more ideas and information of coping strategies look at our resources around coping.

## **6. Discovering kindness**

Take some time to focus on positive news stories. Together, you could collect all the stories about acts of kindness you have heard recently, such as musicians holding concerts on social media or balconies, people offering to do each other's shopping, or the way communities are coming together to support each other and appreciate health workers during this period.. Learners could make a presentation, video or podcast and present their own 'kindness news' programme sharing all the positive news they can find.

## **7. Kindness in the community**

Those currently self-isolating could be feeling lonely. Simple acts of kindness could make a big difference. Could you involve children in telephoning a neighbour or grandparent, delivering some shopping or encourage them to write a letter or draw a picture. Could they teach them a new skill over the phone? Many children are drawing pictures of rainbows and putting them in windows to share hope, could you do something similar?

## **8. Being grateful**

Help learners to think about what they are grateful for. Ask them to draw around their hand on a piece of paper, in each outline of a finger write one thing they are thankful for. For example: family, friends or the environment.

## **9. Looking to the future**

Discuss hopes for a kind future. When this crisis is over how might we continue to be kind to each other?

## **10. Reflecting and sharing kind acts**

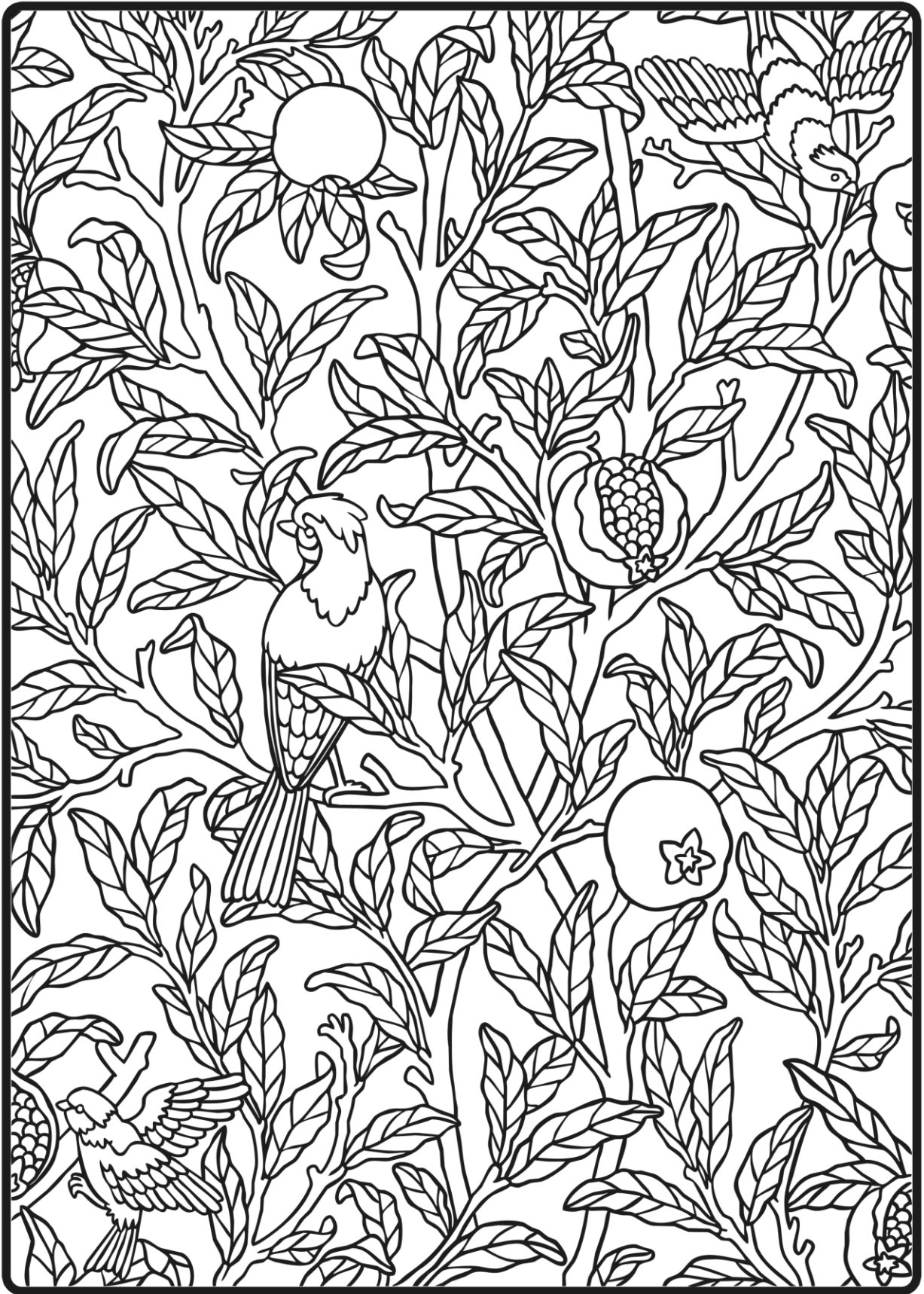
At the end of the week or month encourage learners to look back on all their kind acts and all that they have achieved. What are their hopes for the week ahead? Ask them to share one thing that they are proud of.

## **Sharing your kindness.**

You could take a photo of your kind acts and share on Twitter, Facebook and Instagram using #PowerofKindness and @BritishRedCross.

Children may have more specific questions surrounding the coronavirus situation. We have created a coronavirus resource which includes activities to inform learners about and encourage them to engage critically with information they may hear on the news and social media. The resource has been designed for 11 to 18 year-olds but there might be aspects that are relevant to younger learners. For more support around how to explain the situation explore our resources on talking to children about a major emergency. To find all our resources visit [redcross.org.uk/education](https://www.redcross.org.uk/education)



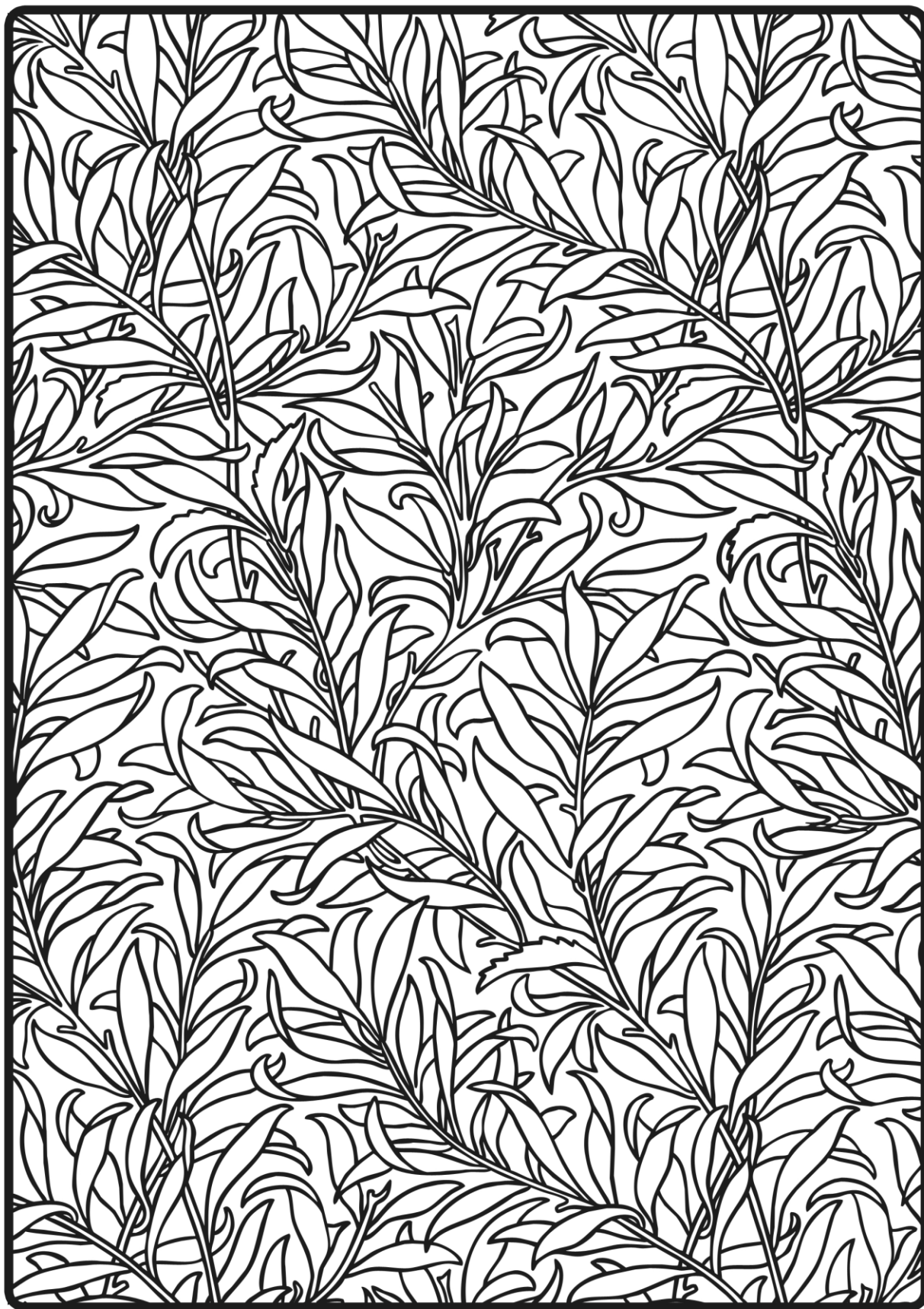












Text Type:	<b>Biography</b> RH VERSION
Purpose:	To tell the life story of a famous or important person.
Text Features:	Written in the past or present tense: ( <b>was, did, had</b> or <b>is, does, has</b> ). Written in the third person: ( <b>he, she, they</b> ) Setting, early life, why they are important, conclusion.
Openers:	<b>To signal time and sequence:</b> <i>He was born in..., He grew up with..., It was a time when..., At first..., After this..., Eventually..., Later in life..., He became...</i> <b>Opinion:</b> <i>He is regarded by many to be..., It could be argued , Some believe...</i> <b>Contrast and comparison:</b> <i>However..., Despite this..., Also..., This may seem...,</i> <b>Conclusion and summary:</b> <i>It is thanks to..., The fact that..., Even today...</i>
Vocabulary:	<i>influential, significant, talented, gifted, famous, infamous, popular, respected, pioneered, invented, discovered, ambitious, determined, unique, remembered</i>

Title:

#### Paragraph 1: Introduction

- Name of the person
- Profession/job
- Why they are a significant person

- ☐ Write about events in the order that they actually happened - chronological order.
- ☐ Concentrate on the most interesting events in their life.

#### Paragraph 2: Early life

- Use subheadings.
- A paragraph about the person's childhood and early life
- When and where they were born
- The time in which he/she lived

### Paragraph 3: First important event

- Use subheadings
- A paragraph which describes the first important thing they did or what made them famous.
- A few well-chosen quotes.
- Include some thoughts and feelings for the person.

### Paragraph 4: Second important event

- Use subheadings
- A paragraph which describes the second important thing they did or what made them more famous.
- A few well-chosen quotes.
- Include some thoughts and feelings for the person.



#### Paragraph 5: Conclusion

- When and how did they die?
- Why was the person important?
- What impact did they have?
- What is their legacy, what have they left behind?
- Why/how will they be remembered?
- Aim to link the end back to the start.

