



ENGLISH

WEEK 2

Please remember to always check the online resources before looking at them with your child e.g. online stories

Fiction Genres - Narrative

Activity One:

Thinking back to last week, we discussed different genres and their features – **what genre do you think these fits into? Why?**

- *Steven jumped up onto the table because of the snakes slithering underneath him on the red hot ground. He grabbed his rope which he had on his belt, twirled it over the light bulb and swung his way out of the window.*
- *It was a dark and gloomy room. Steven's 9-year-old brother sheepishly crept in. He could not see a thing. "BOOOO!!!!!!!" a voice shouted. He screamed, and ran out of the room.*

What makes a good genre?

Horror Genre

This week we will be looking at the genre – Horror, **what are the features of a horror story?**

- *The plot attempts to scare or terrify the reader*
- *They may contain ghosts, ghouls or skeletons*
- *There may be an unusual twist in the tale*
- *It takes the reader on a roller coaster journey*
- *The author keeps the reader in suspense*

Read this extract from Dracula by Bram Stoker:

I went down deeper into the vaults, where the dim light struggled, although to do so was a dread to my very soul. Into two of these I went but saw nothing except fragments of old coffins and piles of dust; in the third, however, I made a discovery.

There, in one of the great boxes, of which there were fifty in all, on a pile of newly dug earth, lay the Count! He was either dead or asleep, I could not say which for the eyes were open and stony, but without the glassiness of death and the cheeks had the warmth of life through all their paleness, and the lips were as red as ever. But there was no sign of movement, no pulse, no breath, no beating of the heart. I bent over him, and tried to find any sign of life, but in vain.

What words and phrases make this a horror story? Highlight to show what words you consider to be linked to horror. **How would you continue this story?**
What would happen next? Annotate some notes, on paper, with your ideas.

Thinking about horror stories, **what other characters or settings could be used for a horror (or thriller) story?**



ENGLISH

WEEK 2

Activity Two:

Think of three reasons why people might enjoy a horror story.

Look back at your notes from the previous activity, **what characters or settings did you record? Why would these be relevant for a horror story?**

Read the short story on the PowerPoint - Slides 2-5 (**Year 6, Resources, Horror Genre PPT**), once you have read the story, discuss: **what did the author do to create this horror story?**

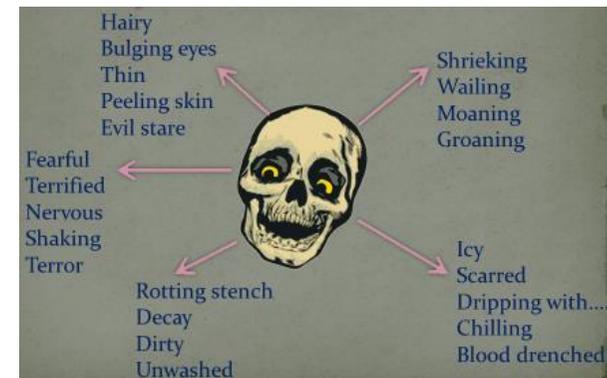
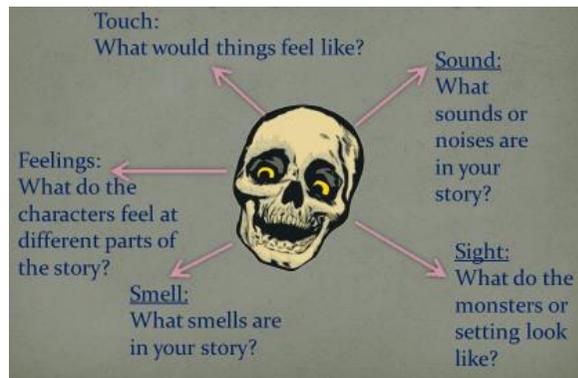
Think about the features needed, for the story to be classified as horror. Create a checklist:

- Spooky setting or place (e.g. old empty place, creepy locked door, forest)
- Unusual or creepy main character (e.g. monster, ghost, vampire or zombie)
- Create suspense by using description, short sentences, cliff hangers and feelings
- End with a surprise

Now begin to think about your own short horror story – **who will their character(s) be? Setting?**

Activity Three:

You need to begin creating a character profile or profiles and a setting description, using your senses.



Using any notes, you have made, write a short description for a setting and characters. You could ask an adult at home to share some ideas with you and write the beginning part together (this is like our shared writing within the classroom).



ENGLISH

WEEK 2

Then think about:

- Who else is in the story?
- Are there any 'victims'?
- What will the cliff hanger be?
- Will there be a surprise? If so, what?

Now you are ready to plan your story, **(Year 6, Resources, Story Plan)**.

Activity Four:

Using your plans, write your short horror style story. These are our non-negotiables – this means we expect to see you use them, or attempt to use them within your writing:

- Know your audience and purpose for writing
- Paragraphs
- Range of punctuation
- Dialogue / also to advance the actions
- Engage the reader through your descriptions of characters and setting
- Use of commas to clarify meaning
- Expanded noun phrases
- Parenthesis
- Fronted adverbials

Remember to stop and read back through your work to make corrections and / or improvements.

We look forward to reading your stories.



MATHS

WEEK 2

Activity 1 – Recap on four operations

For this activity you will recap the four operations.

Use the questions below to practise addition, subtraction, multiplication and division. Then there are three questions for you to practise applying your knowledge.

$$\begin{array}{r} 1. \quad 56833 \\ + 44105 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 68640 \\ + 28360 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 92195 \\ + 17742 \\ \hline \end{array}$$

$$\begin{array}{r} 1. \quad 74321 \\ - 13934 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 52413 \\ - 23120 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 85232 \\ - 71401 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 28446 \\ + 55824 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 68586 \\ + 75019 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 94929 \\ + 68567 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 32653 \\ - 18341 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 53145 \\ - 32672 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 46581 \\ - 13623 \\ \hline \end{array}$$



MATHS

WEEK 2

1.

		2	1	9	0
×				6	9

2.

		1	3	4	2
×				5	2

3.

		1	5	2	1
×				7	3

1.

2	2	9	5	2					

2.

4	6	8	0	8					

3.

4	9	6	7	2					

4.

6	9	7	9	2					

4.

		1	1	4	3
×				3	4

5.

		2	4	6	8
×				2	7

6.

		1	8	9	5
×				4	6

5.

8	5	0	9	6					

6.

9	1	3	3	2					

7.

8	9	6	8	8					

8.

5	3	4	6	2					

- 4) A school orders 12 boxes of dice. Each box contains six bags of dice. Each bag contains 35 dice. How many dice do the school order in total?

- 1) Six pencils cost £1.92. Three pencils and one rubber cost £1.21. What is the cost of one rubber?

- 7) A bag of five bananas costs £1. A bag of four grapefruits costs £2.40. How much more does one grapefruit cost than one banana?



MATHS

WEEK 2

Activity 2 – Maths Arithmetic assessment

See maths assessment resources.

Activity 3 – Maths Reasoning

See maths assessment resources.



DT

WEEK 2

Electrical Systems

Beginning to start our research, **what do we know?**



What are these? *These are different 'products' that someone may buy. Do they have anything in common? They all have some form of an electrical system within them to make them work.*

Your Year 4 Electricity lessons will come in handy for this activity.

Activity:

Choose one of the pictures and answer the following questions about it:

- **Who has the product been designed for?**
- **What is the purpose of the product?**
- **Why has an electrical system been used to operate the product?**
- **What input devices (e.g. switches) and output devices (e.g. bulbs) do you think have been used?**

Imagine you have created this product, what do you think the electrical circuit would look like.



COMPUTING

WEEK 2

Week 2:

Decomposition

For this activity you will create simple loop statements using decomposition. Before starting the activity make sure you are aware the decomposition is the art of breaking a task down into smaller steps.

Firstly, they need to create a TV show that uses judges. There must 4 judges and could be a TV show about anything such as the X factor, show where judges rate videos, minecraft where judges rate builds or roblox where judges rate games that are designed. The judges for each show need to have different personalities that link to the show, for example, for a singing show they would need a background in music but their personalities need to be different e.g. think about Simon Cowell – what is he like as a judge?

You will need to create their characters using the following information from the guidance sheet at the bottom of the learning organiser. There is information there that explains how to create loop statements for a judge.

You should write their statements down in their books for each judge as well as what their TV Show is.

Guidance on this activity and how to write the loop statements can be found in the **Year 6 Resources Computing Week 2 Activity.**

Strictly X-Factor

TV talent shows like *X-Factor*, or *Soapstar Superstars* have always been popular. Its not just the talent on show that make them must see TV – it's having the right mix of personalities in the judges too. Simon Cowell has made a career of being rude – even reaching the dizzy heights of a guest appearance on *The Simpsons*. In contrast judge Sharon Osbourne's on screen persona is far more supportive. It's often the tension between the judges that makes good TV.

However, if you believe Dr Who, the future of game shows will be robot judges like AnneDroid in the space age version of *The Weakest Link*...let's look at the robot future. How might you go about designing computer judges?

We need to write a program. We don't want to have to describe how judges from scratch each time. We want to do as little as possible to describe each new one.

What makes a judge
First let's describe a basic judge. We will create a plan, a bit like an architects plan of a building, it can then be used to build individual judges. What's the X-factor that makes a judge a judge? First we need to decide on some characteristics of judges. We can make a list of them. The only thing common to all judges is they have different personalities and they make judgements on people. Let's simply say a judge's personality can be either supportive or rude, and their judgements are just marks out of 10 for whoever they are watching.

Character : SUPPORTIVE OR RUDE.
Judgement : 1 TO 10.

So lets start to specify (describe) Judges as people with a personality and capable of thinking of a mark.

DESCRIPTION OF a Judge:
Character personality
Judgement mark.

All we are saying here is whenever we create a Judge it will have a personal character (it will be either RUDE or SUPPORTIVE). For any given judge we will refer to their character as "personality". It will also have a current judgement, which we will refer to as mark: a number between 1 and 10.

Best Behaviour

We are now able to say whether a judge is rude or supportive, but we haven't actually said what that means. We need to set out the behaviours associated with being rude and supportive. To keep it simple, let us say that the personality shows in the things they say. A rude judge will say "You're a disgrace" unless they are awarding a mark above 5/10. For high marks they will grudgingly say "You were ok I suppose".

TO Speak:
IF (personality IS Rude) AND (mark <= 5)
THEN SAY "You're a disgrace".
IF (personality IS Rude) AND (mark > 5)
THEN SAY "You were ok I suppose".

It would be easy for us to give them lots more things to choose to say in a similar way. We can do the same for a supportive judge. They will say "You were stunning" if they award more than 5 out of 10 and otherwise say "You tried hard".

Ten out of Ten

The other thing that judges do is actually come up with their judgement. We will assume, to keep it simple here, that they just think of a random number – essentially throw a 10 sided dice under the desk with numbers 1-10 on. Judges' decisions can sometimes look like that on TV!

TO MakeJudgement:
mark = RANDOM (1 TO 10).

Putting that all together to make our full judge description we get:

Our final plan for making judges

DESCRIPTION OF A Judge:
Character personality
Judgement mark.

TO Speak:
IF (personality IS Rude) AND (mark <= 5)
THEN SAY "You're a disgrace".
IF (personality IS Rude) AND (mark > 5)
THEN SAY "You were ok I suppose".
IF (personality IS Supportive) AND (mark > 5)
THEN SAY "You were stunning".
IF (personality IS Supportive) AND (mark <= 5)
THEN SAY "You tried hard".

TO MakeJudgement:
mark = RANDOM (1 TO 10).





GEOGRAPHY

WEEK 2

For this activity children will need explore the Hogsmill river and its features e.g. where is its source? Which river does it flow into? What's special about it?

Using facts from the internet and the learning organiser you should discuss which facts they would like to include in a leaflet encouraging people to come and explore the Hogsmill river and its features.

Key facts should include:

- Source of the Hogsmill River grid reference TQ219627, a chalk spring just outside Bourne Hall. Using “what3words” app find the location name for this site and other places of interest, e.g. home, school.
- There are only around 200 chalkstreams in the world.
- The Hogsmill River flows into the River Thames at Kingston.

- Leaflets should include the following features.
- Directions (how to get there)
- Sub Headings –
- Big bold writing to draw you in
- Photo's
- Persuasive writing
- Dates for exciting events
- Symbols for toilets, disabled parking, café
- Shops – café, gift shop
- Bullet points
- Often folded
- Address, website and phone number
- Bright and colourful
- Describe what is there and why people should come

Key phrases you could use are - You can learn...Spectacular...entertaining...dazzling...such cute animals to see...No ordinary...new...Magnificent...gorgeous...amazing and exhilarating...world famous...Breath-taking...fascinating





RE

WEEK 2

Christianity
Knowing and understanding religion

Recap and continue from week 1

Christianity – Parables

Discussion Based

Have you heard the word ‘parable’ before?

What do you think it might mean?

A parable is an imaginary story used to teach people a moral lesson or a spiritual lesson.

What do you think it means by a moral story? (e.g. how to treat people), spiritual lesson? (e.g. what God is like).

How do you think ‘parables’ link to our ‘RE’ learning? *Christians believe Jesus used parables to teach people, it helped illustrate what he was saying. They were designed to make people think about how the teaching applied to them.*

Can you name any of Jesus’ parables? We have discussed some during our reflection assemblies. The picture below may help you remember, make a list ready for the next activity.



Christianity – Parables

Watch the short clips (See Useful Website section), based on ‘The Good Samaritan’, ‘The Lost Son’ and ‘The Sower’, think about the following:

- What is the story?
- What message was Jesus trying to tell people?

Describe one of the parable that Jesus told and begin to make links to its meaning.

e.g. The parable of is about.....

Jesus was telling people that....

Reflection Time:

What impact do these parables have on how Christians live their lives?

Explain your answer.

Activity:

Complete the Parable Quiz (Resources, Year 6, RE Parable Quiz)



PE

WEEK 2

Dance

For our dance topic you will create a dance sequence. This will link with science and the circulatory system (the idea being they move and flow like blood does around the body, passing through lungs, heart etc).

You will be given a piece of music to use as a stimulus and the dance they create should entail with the beat of the music. The song will also link – however loosely – with the music, the song chosen is Pump It Up.

Normally we would conduct this activity in groups but you will have to try this by yourself.

The main aim of this week is to explore the different movements that might be associated with the circulatory system. Once you have explored this you should then link the movements into a canon. Each week we will explore different canons so that each group can then choose the one they like. This week we are looking at a fixed style of canon called reverting.

Reverting - In a reverting canon each dancer does the entire phrase from beginning to end, this can either be overlapping or non-overlapping

Reverting overlapping canon - the dancers could come in after one or two movements or after a set amount of counts.

Dancer 1 1 2 3 4

Dancer 2 1 2 3 4

Dancer 3 1 2 3 4

Cumulative - each dancer does part of the phrase and starts at different times but all dancers end at the same time.

Dancer 1 1 2 3 4

Dancer 2 2 3 4

Dancer 3 3 4

This can be varied to add more interest and excitement

Dancer 1 1 2 3 4

Dancer 2 2 4

Dancer 3 1 3 4

Dance

This week you are continuing your dance from last week. The focus for this week is to practise a new style of fixed canon – cumulative.

This style of canon follows a slightly different pattern to last week.

You might need these sequences of the screen or to hand so you can remember the different types of sequences.

Once you have practised you should show others for constructive feedback to identify strengths and areas for improvement.

**PSHE****WEEK 2**

FBV: Rule of Law
Sports Value: Inspiration
Golden Rule: All

Discuss based and you will need to include other members of your family.

Establish the rules for debating:

- One person speaks at a time
- All comments must address the previous persons before stating own
- Points must link
- Maintain good eye contact
- Use proper language and speak clearly
- Be polite, you don't have to agree but you do have to listen!

Debate: The most important 'Golden Rule' at Ewell Grove is "we look after property" – do you agree?

Look back at the order you placed the golden rules in (previous lesson) – do you still agree with this order?

Make some notes, recording points or arguments that you can use to support what you are saying within your debate (think back to our debate about Anglo-Saxon Gods and our legal system lessons).

Reflection Time:

How can the Golden Rules apply outside of school and into adulthood? Children to write a short paragraph, expressing their thoughts.

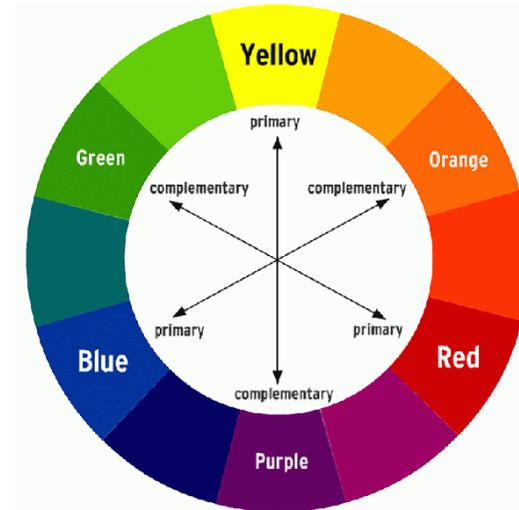


ART

WEEK 2

Complimentary Colours

Share new knowledge - Complementary colours sit across from each other on the colour wheel. These are often referred to as opposite colours and even contrasting colours. Don't be confused by the three different names, they all mean the same thing.



Activity One

You need to re-cap, explore and create a colour wheel showing complementary colours. You can use whatever you have available at home, but colour mixing works best with powder paint.

Activity Two - Local area link

Discuss the following:

How has our West Street tree changed overtime?

Think about seasonal changes and environmental changes.

Activity:

Recreate the tree using complimentary colours – these colours do not have to link to the season represented, however by looking at your pictures of the trees the audience should be able to work out which season is being represented.

Sketch the trees first before starting to colour mix and paint.





SCIENCE

WEEK 2

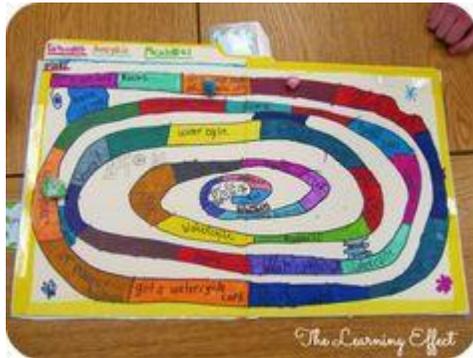
Human Circulatory System

For this activity we will explore the function of the circulatory system, where it pumps/receives blood from/to and how it enables our body to function.

Using the presentation to assist the teaching (found in science resources in Eagle), talk through the first few slides to explain each function of the heart and how it pumps and receives blood around the body. Ensure that you mention how the main arteries supply blood to the major organs.

Your task is to create a game using the information provided in the **Year 6 Resources Science Circulatory System Activity 2**.

There are also a couple of game templates in there to help you design and create your game.





USEFUL WEBSITES

Science

<https://www.youtube.com/watch?v=CWFyxn0gDEU&safe=true>

<https://www.bbc.co.uk/bitesize/topics/zwdr6yc>