

# Year 6 Home Learning: Summer 2 – Week 7

## 'Working together to achieve success'

Hello Year 6, we hope you are all keeping safe and well. Here is our final timetable to continue to support your learning at home. **We do not expect families to print out these resources.** We are really enjoying seeing all of the fantastic work you have been doing with your learning, so please continue to share with us via email at [year-6@mossgate.lancs.sch.uk](mailto:year-6@mossgate.lancs.sch.uk) and we will share these on our school's Facebook page. Thank you to all of the families for taking the time to do this at such a busy time. Please continue to use the email address if you have any questions about the learning as well.

Take care and keep safe.

Mrs Elwers

### Daily PE:

Start the day with 20-30 minutes of physical activity. Suggestions include: Joe Wicks Daily PE lesson Natasha Butler Daily Workout / Just Dance videos in YouTube. Additional physical activity are uploaded weekly onto our school website at:

<https://lancashireschoolgames.co.uk/year-3-6-spar-lancashire-school-games-activity-timetable/>

### Daily Newsround:

Watch the 5 minute news summary daily at 12:15pm by going to <https://www.bbc.co.uk/newsround> and click 'Watch Newsround' in the top right hand corner. Discuss topical items in the news and research any aspects which interest – this could be a topic, country or person. Newsround is updated daily. You could even produce your own news report on one of the topics and share it with us!

### Maths:

Go to <https://whiterosemaths.com/homelearning/year-6/> and click on **alternative plan** to access the video resources. Use the video to help explain the concept and then complete the activity (in your exercise book) which you can access by accessing the school website and following this path:

### 'Home Learning - Summer 2 – Week 7 – Year 6'.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of <b>IDL Numeracy</b> ( <a href="https://idlsgroup.com/">https://idlsgroup.com/</a> ) and/or <b>Times Tables Rocks Stars</b> ( <a href="https://play.ttrockstars.com/auth/school">https://play.ttrockstars.com/auth/school</a> ).				
	You will find the videos and ppts by following the White Rose Maths link <a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a> and clicking on Week 11. The sheets required for each day have been downloaded and are accessible by following: 'Summer 2 Home Learning – Week 7– Year 6'.				
White Rose Maths	Lesson 1 – <b>Add and subtraction</b>	Lesson 2 – <b>Multiply up to a 4 digit number</b>	Lesson 3 – <b>Short division</b>	Lesson 4 – <b>Mental calculations</b>	Lesson 5 – <b>Friday Challenge</b>

### English: Focus theme

Delve into the wicked world of villains – discovering all things dark and devious through a combination of film clips and reading.

**When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.**

**Also: Complete 15 minutes of IDL Literacy (<https://idlsgroup.com/>) daily which develops spelling, comprehension and keyboard skills.**

Mon

This week explores villains from popular children's literature and film.

Use a dictionary or <https://www.wordhippo.com/> to explore the word 'villain' and write your own definition for it.

Now read the paragraph which first describes Cruella de Vil, from the book One Hundred and One Dalmatians by Dodie Smith here:

<https://www.overdrive.com/media/278259/the-101-dalmatians>

(to access the paragraph, click 'READ A SAMPLE' below the image and scroll across 3 double pages – until you reach the page with the illustration of people and two Dalmatian dogs. On the right hand side you will see the paragraph which opens: 'At that moment the peace was shattered ...' and ends: '—rather unusual')

After you have read the paragraph once, read it again. This time, as you are reading, draw a quick sketch of Cruella based on how she is described (not what you think / have seen in a film).

Once you have drawn your picture of Cruella, label her with words and phrases from the text.

Now watch and enjoy this scene of Cruella from the 1996 film, 101 Dalmatians (rating U).

YouTube: Cruella's Entering:

<https://www.youtube.com/watch?v=IPhzSatSNQc&t=2s>

After you have watched once, view again, this time comparing Cruella's appearance to the description from the book. You may wish to write down your comparisons in a table.

Similarities to the text Differences to the text Based on what you have read and watched, which media, text or film do you think was most successful at introducing Cruella as a villain? (Give reasons for your answer.) This could be completed orally or in writing.

Tues	<p>Roald Dahl was famous for creating wickedly imaginative villains.</p> <p>ROALD DAHL – Matilda The Reader of Books downloadable as a PDF from:  <a href="http://jssisdubai.com/Document/Uploaded/Matilda.pdf">http://jssisdubai.com/Document/Uploaded/Matilda.pdf</a></p> <p>Read, watch and enjoy two of his most famous below:  Miss Trunchbull - Matilda Miss Trunchbull is first introduced in two separate places in the book: Page 63-64, paragraph opening ‘Miss Trunchbull ...’ to the end of same paragraph ‘...first day in Miss Honey’s Class’ AND Page 78-79, paragraph opening ‘She was above all a most formidable ...’ to the end of same paragraph ‘... nice school for children.’  Read both extracts – jotting down any words and phrases Roald Dahl uses which you think are particularly good/effective.</p> <p>Now watch this scene from the 1996 film Matilda (rating PG) and jot down any additional words or phrases to describe Miss Trunchbull:  YouTube: Matilda (1996) Pigtail Hammer Throw Scene (3/10)    Movieclips:  <a href="https://www.youtube.com/watch?v=ntirWguFrfM">https://www.youtube.com/watch?v=ntirWguFrfM</a></p> <p>Grand High Witch – The Witches Read the description of the Grand High Witch from the middle of page 25, chapter opening Frizzled like a Fritter to end of page 26 ‘...It was unnatural.’ here:  <a href="http://www.coamed.pbworks.com">www.coamed.pbworks.com</a>  : Roald Dahl –THE WITCHES (PDF):  <a href="https://coamed.pbworks.com/f/Roald+Dahl+-+The+Witches.pdf">https://coamed.pbworks.com/f/Roald+Dahl+-+The+Witches.pdf</a></p> <p>Now watch this scene from the 1990 film, The Witches.  (Note: Although this film has a PG rating, some children may find this clip frightening. If parents choose not to use this clip, move to the poem activity below).  YouTube: The Witches (4/10) Movie CLIP – Maximum Results! (1990) HD:  <a href="https://www.youtube.com/watch?v=TrjLNpfDTiQ">https://www.youtube.com/watch?v=TrjLNpfDTiQ</a></p> <p>Jot down any words or phrases to describe The Grand High Witch.  Based on the words and phrases you have collected for both characters, create a list poem (a poem which is written as a list of items) entitled ‘Villains.’  An example opening of a list poem based on these two texts can be found below:</p> <p style="text-align: center;"> <b>Villains Pickled in vinegar,  Foul,  putrid,  decayed,  Fierce tyrannical monster.  Arrogant eyes,  Cruel mouth,  Bloodthirsty</b> </p>
Wed	<p>Explore the worst Disney villains of all time by watching and reading these countdowns:  YouTube: Top 10 Animated Disney Villains:  <a href="https://www.youtube.com/watch?v=ZTR-lePo9PAAMCtheatres.com">https://www.youtube.com/watch?v=ZTR-lePo9PAAMCtheatres.com</a>  The Top 10 Disney Villains of All Time:  <a href="https://www.amctheatres.com/amc-scene/thetop-10-disney-villains-ofall-time">https://www.amctheatres.com/amc-scene/thetop-10-disney-villains-ofall-time</a>  After exploring both countdowns, write down if you agree with the top ten. Are there any other Disney villains the chart has missed out? Now choose your favourite Disney villains and create a set of Top Trump cards for them. Examples of what a completed Disney Villain Top Trump card may look like can be found here: Maleficent – winningmoves.com - Disney Villain cards:  <a href="https://winningmoves.com.au/wpcontent/uploads/2019/07/Disney-Villains-card1.jpg">https://winningmoves.com.au/wpcontent/uploads/2019/07/Disney-Villains-card1.jpg</a>  Scar – winningmoves.com - Disney Villain cards:  <a href="https://winningmoves.com.au/wpcontent/uploads/2019/07/Disney-Villains-card2.jpg">https://winningmoves.com.au/wpcontent/uploads/2019/07/Disney-Villains-card2.jpg</a>  An explanation of how to create a set of Top Trump cards can also be found here:  YouTube: LPDS TV Episode 6 (0:00- 3:45mins):  <a href="https://www.youtube.com/watch?v=14Ywou7Jquc">https://www.youtube.com/watch?v=14Ywou7Jquc</a></p>

Thurs	<p>Using all you have read and watched this week, design and create your very own villain – drawing a picture of them, labelling the picture with key features and characteristics and writing a short descriptive paragraph. When creating your villain, consider these points:</p> <ul style="list-style-type: none"> <li>• Think carefully about the name of your villain <ul style="list-style-type: none"> <li>– look at how other authors name their villains: Cruella de Vil has cruel devil within it, Maleficent is an adjective which means ‘do harm’, Voldemort – mort is Latin for death etc.</li> </ul> </li> <li>• Use words and phrases you have read throughout the week to describe your villain.</li> </ul> <p>Look for synonyms of these words and phrases too.</p> <ul style="list-style-type: none"> <li>• What do they do that makes them so villainous?</li> <li>• Think about how your villain speaks: Do they have an accent – like the Grand High Witch? Do they speak formally like Cruella de Vil?</li> </ul> <p>Once you have drawn and labelled your villain, write a descriptive paragraph which would be suitable if introducing this character in a story book. To help you write this, you may wish to choose your favourite villain description you have read this week, such as ‘The Grand High Witch’ description in The Witches and adapt it to describe your own villain.</p> <p>Make sure you read through your description, checking your spelling and punctuation.</p>
Fri	<p>When villains are depicted in films, music plays a key part in developing their character. Watch, listen and enjoy these villainous songs: You’re a Mean One, Mr Grinch - Dr Seuss:  <a href="https://www.youtube.com/watch?v=3Hj3U18FHgQ&amp;t=11s">https://www.youtube.com/watch?v=3Hj3U18FHgQ&amp;t=11s</a></p> <p>Epic Disney Villains Medley – Peter Hollens feat. Whitney Avalon:  <a href="https://www.youtube.com/watch?v=tBYGmHagPDE">https://www.youtube.com/watch?v=tBYGmHagPDE</a></p> <p>Imagine the villain you created yesterday is going to take the star role in a new Disney film. Taking these songs as inspiration, write and create your own villainous song which would appear in the film when your character is introduced. To create your song, first write your chorus and verses based on the characteristics of your villain. To support you, you may wish to use ‘You’re a Mean One, Mr Grinch’ as the basis for your song and change the lyrics to reflect your villain.</p> <p>The lyrics to the song can be found here: Genius.com: You’re a Mean One, Mr Grinch lyrics:  <a href="https://genius.com/Drseuss-youre-a-meanone-mr-grinch-lyrics">https://genius.com/Drseuss-youre-a-meanone-mr-grinch-lyrics</a></p> <p>An example of how you might change the lyrics could be:</p> <p style="text-align: center;">         You’re a sly one,          ‘name of villain’ You really are a snake,          You’re as sour as a lemon,          You’re as putrid as they come,          ‘name of villain’       </p> <p>Alternatively, if you are feeling really creative, you may create your own song from scratch. Once you have created your song, perform it to a family member or teacher. You may even wish to film a music video to accompany your song!</p>

## Topic

Mon	<p><b><u>Online Safety – Week 7</u></b></p> <p>Watch Episode 3: 'They have fans, but we have friends!'  <a href="http://www.thinkuknow.co.uk/8_10/watch/">www.thinkuknow.co.uk/8_10/watch/</a>.</p> <p>Answer the following questions about the cartoon: o</p> <ol style="list-style-type: none"> <li>1. What did you like about this episode?</li> <li>2. What was your favourite bit?</li> <li>3. What did Magnus offer Ellie?</li> </ol> <p>[Magnus offered Ellie time to record music in a recording studio.]</p> <ol style="list-style-type: none"> <li>4. Who was pretending to be Magnus? Why?</li> </ol> <p>[Megan pretended to be Magnus so that Selfie would miss the competition.]</p> <p>Have a look at the 'Who's Magnus' worksheet under this timetable          Write down the things that made Alfie suspicious (not so sure) about Magnus          What advice they could give to Alfie about what he could do next.          Make a poster to give information about the importance of telling a trusted adult if they have any suspicions or experience any warning signs that something might not be quite right when they are talking to someone online.</p>
Tues	<p><b><u>Topic –</u></b></p> <p>Complete an activity from the <b>mindfulness</b> section of the new topic grid.          Go to the school website - <b>Home Learning- Summer 2 – Week 7- Topic Grid</b>          Don't forget to share the tasks that you have been doing with us on <a href="mailto:year-6@mossagate.lancs.sch.uk">year-6@mossagate.lancs.sch.uk</a></p>
Wed	<p>. 'All villains are bad to the core': Do you agree with this statement?          Write a persuasive argument with your opinion – giving reasons for each point you raise.          Then create a 3d Model of your villan and send it to me on <a href="mailto:year-6@mossagate.lancs.sch.uk">year-6@mossagate.lancs.sch.uk</a></p>
Thurs	
Friday	<p><b><u>Transition</u></b></p> <p>Complete an activity from the <b>transition</b> section of the new topic grid.          Go to the school website - <b>Home Learning- Summer 2 – Week 7 – Topic Grid</b>          Remember if you have any questions about transition e-mail them to me on  <a href="mailto:Year-6@mossagate.lancs.sch.uk">Year-6@mossagate.lancs.sch.uk</a></p>



## Who's Magnus?

In Alfie's thought bubble, write down the things that made **Alfie** feel suspicious of **Magnus**.



### Answers

Your child's answers may include:

- Magnus looked overly cool
- His offer of time in a recording studio was too good to be true
- Alfie's friends didn't really know him – he was a 'friend of a friend'
- He sent **Ellie** overly nice messages – even though **Ellie** didn't really know him

## 3. MATCH - Strategies to help manage the move to secondary school.

This can be done in pairs or small groups. Different groups could be given different scenarios.

Show pupils the following five scenarios/viewpoints about starting secondary school and the list of strategies to manage change. Ask them to match up suitable strategies to each of the scenarios/viewpoints (these can be projected on the board or printed out).

### Scenarios

- 'I can't wait to join the clubs. I love sports!'
- 'Sometimes I think I could do better in school. I'm looking forward to a new start.'
- 'My new school will be a bus ride away. I hope I don't get lost.'
- 'I've heard you have lots of teachers and the work is much harder.'
- 'I'm going to a different school than most of my friends but my sister loves her new friends from secondary school, so maybe this will be the same for me.'

### Strategies

1. Learn your route to school
2. Find out who you can speak to in school if you're finding it difficult
3. Writes the names of your teachers on your timetable
4. Take your time getting to know people
5. Ask teachers for help if you are finding the work difficult
6. Keep a school map in your pocket
7. Learn the school rules
8. Ask someone you trust to do the journey to school with you before doing it alone
9. Talk to an adult at home about your worries
10. Make a homework timetable
11. Make a photo album of all your friends at primary school, remember what you are good at
12. Find out where and when school clubs run
13. Think positively (I can do this!)