

READING

Week commencing: 23.11.20

Year group: 6

Teacher: MH/CC

Monday – Once Upon a Picture/Literacy Shed

Teaching points

The Persian Post (Newspaper report)

Child will learn to:

- identify new words when you read and discuss their meaning in context
- explain and justify using evidence from the text
- retrieve simple facts

Ask your child to read the text and while doing so, underline and identify any new, unknown words and underline any interesting facts.

Questions

Quick fire retrieval questions

- 1) What is the name of Annie's sister?
- 2) What job does Annie have?
- 3) What did the palace guards find in the caves?
- 4) Police have been travelling to the caves on magic carpets all week long. True or false?

Vocabulary questions

1. What is a "haul" of treasure?
2. What does the term "hushed tones" tell us about how the men were talking?
3. Which word tells you that the police want victims of theft to get in touch?
4. Which word tells you that any more thefts from the cave will be considered a crime?

Mixed questions

1. What did witnesses report seeing?
2. How old is Annie Baba?
3. What does the chief Palace Guard think people might try to do? How do you know?
4. Explain what Miss Baba was doing when she heard about the treasure.
5. Why are reporters travelling to the village?

Resources

The Persian Post text

The Persian Post

12TH JULY 1764

ANNIE BABA AND THE THIEVES

Treasure Trove Revealed

An amazing haul of treasure has been discovered in a cave on the outskirts of town. On Monday morning, Palace Guards acting on the information provided, opened the cave. Inside, they found a trove of wealth. Witnesses reported seeing gold coins, a variety of gems, precious pearls and more.

Annie Baba (22), the local woodcutter who first alerted the palace of the find, has been allowed to keep a small selection as a reward. According to our sources, the collection is the work of a local group of thieves who have been operating in the area for a long time. Local law enforcers remain hopeful that the bandits will be apprehended soon.

The Persian Post reached out to Miss Baba for further information. "I was out cutting wood one morning when I overheard a group of men talking in hushed tones in a clearing. Concerned for my well-being, I crept as close as I could to listen. They were discussing their treasure and where it was kept!" she told our reporter yesterday. Annie went on to tell our reporter that the cave required a magical phrase to get it to open. When asked, she refused to tell us what this was. Unfortunately, the Palace Guards have been equally quiet on this matter.

Large hauls of treasure are certainly something new for this small village. Magic carpets have been flying in all week as reporters from around the country travel to get a piece of the action. Public discussion has now turned to what will happen to the find.

At a press conference this morning, the chief Palace Guard pointed out that it was still very early in their investigation. They haven't managed



Just some of the treasure recovered at the scene.

to identify any of the bigger pieces of jewellery. Once they have, they will attempt to return them to their owner. He asked that anybody who has had a valuable item stolen in the last five years get in contact. Members of the public were also encouraged to contact the palace if they have any information about the group of thieves and their whereabouts. They are likely hiding low in the woods, but they should be considered armed and dangerous at all times.

Citizens have also been reminded that the cave is an active crime scene and that further thefts will not be tolerated. This came after Annie Baba's own sister, Cassie (29), tried to enter the cave after her sister told her how. Unfortunately, in her greed, Cassie forgot the magic words to re-open the cave and was caught and brutally murdered by the thieves. Her gruesome death wasn't discovered until the guards opened the cave again on Monday.

If you have any further information regarding this ongoing story, please contact The Persian Post or the Palace Guards directly.

By M. Withers - Local News Correspondent

1. Introduce the text *'Just William'* and read with your child the text, thinking about what type of text it may be. (narrative). Ask your child to list features they might find in a Narrative Text e.g. description of characters or settings, direct speech, actions and events. Ask them to underline or highlight any unfamiliar words and talk about their meaning together. Go through each question together, discussing and answering together

2. Introduce the second text *'Why the Whales Came.'* Again, think about the type of text and its features. This time your child needs to read the text independently and independently answer the questions below. Highlight any key words in both the questions and the text that may help with the answers.

Questions

Just William – discussion questions

1. Why is William not in school on this afternoon?
2. Why do you think the Outlaws' favourite drink was liquorice water?
3. What are the words that William's mother said to the baby?

Why the Whales Came – independent questions below

Resources

Text - Just William by Richmal Crompton

Text and questions - Why the Whales Came by Michael Morpurgo

Just William by Richmal Crompton

It was a half-holiday and William was in his bedroom making careful preparations for the afternoon. On the mantelpiece stood in readiness half a cake (the result of a successful raid on the larder) and a bottle of liquorice water. This beverage was made by shaking up a piece of liquorice in water. It was much patronised by the band of Outlaws to which William belonged and which met secretly every half-holiday in a disused barn about a quarter of a mile from William's house.

So far the Outlaws had limited their activities to wrestling matches, adventure seeking and culinary operations. The week before, they had cooked two sausages which William had taken from the larder on Cook's night out and had conveyed to the barn beneath his shirt and next to his skin. Perhaps "cooked" is too euphemistic a term. To be quite accurate, they had held the sausages over a smoking fire till completely blackened, and then consumed the charred remains with the utmost relish.

William put the bottle of liquorice water in one pocket and the half-cake in another and was preparing to leave the house in his usual stealthy fashion – through the bathroom window, down the scullery roof, and down the water pipe hand over hand to the back garden. Even when unencumbered by the presence of a purloined half-cake, William infinitely preferred this mode of exit to the simpler one of walking out of the front door. As he came out on to the landing, however, he heard the sound of the opening and shutting of the hall door and of exuberant greetings in the hall.

"Oh! I'm so glad you've come, dear. And is this the baby! The *duck*! Well den, how's 'oo, den? Go-o-oo."

This was William's mother.

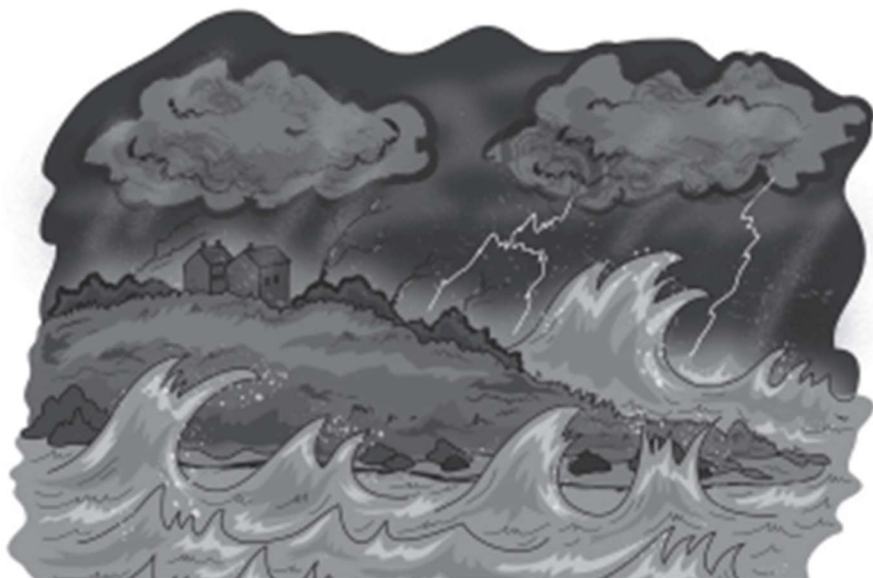
"Oh, crumbs!" said William and retreated hastily. He sat down on his bed to wait till the coast was clear.



Why the Whales Came

Michael Morpurgo

- 1 Mother was sitting in the kitchen, her chair rocking back and forth. The lamp was on the table beside her and her sewing lay in her lap. I expected a wiggling from her for being out after dark but she looked up vacantly at us as we came in and seemed neither annoyed nor surprised that we were late.
- 5 "Well," she said, a weak smile on her face. "You're back." And then, "I'm afraid your Mr Wellbeloved was right after all, Gracie. I thought he might be, you know. I didn't want to believe him, no one did, your father least of all; but he's an educated man, Mr Wellbeloved, he could see it coming."
- 9 "Right about what, Mother?" I asked. "What's happened?"
- 10 "Where is everyone?" Daniel asked. "Can't find anyone at home."
- 11 "They've all gone to a meeting in the church, Daniel. Father's gone too, Gracie. They called an island meeting as soon as they heard the news this afternoon."
- 13 "It's the war, isn't it?" Daniel said. "They've started the war, Gracie, like old Welly Belly said they would." And Mother lowered her head.
- 15 There was such a storm that first night of the war, a violent thunderstorm that flashed and rolled around the island as if it wanted to uproot it from the sea. The wind moaned and howled horribly through the house. White sheet lightning turned the night to day outside my window heralding each new rumbling crescendo of thunder.



1 Circle the correct option to complete each sentence.

a) At the start of the extract, Mother is:

annoyed anxious busy surprised

b) The narrator is:

Mother Gracie Mr Wellbeloved Daniel

2d

☐

1 mark

2 Find and copy one piece of evidence from the first paragraph that shows the story is not set in modern times.

2f

☐

1 mark

3 Mother "looked up vacantly at us".

Which word is closest in meaning to "vacantly" in this sentence? Tick one.

angrily ☐ happily ☐ blankly ☐ comfortably ☐

2a

☐

1 mark

4 Look at paragraph 2, which begins "'Well," she said.'

Find and copy two words or phrases that show Mother is anxious and unsure.

2d

☐

1 mark

5 Who do you think "old Welly Belly" is?

2d

☐

1 mark

6 Do you think Gracie and Daniel are sister and brother?

Yes ☐ No ☐

Explain your answer using evidence from the text.

2d

☐

2 marks

7 Number these events to show the order in which they happened – this may not be the order in which you read about them.

Event	Order
Gracie and Daniel came into the kitchen.	
Father went to the church.	
Mr Wellbeloved predicted there would be a war.	
They called an island meeting.	

2c

☐

1 mark

8 Look at the paragraph describing the storm. Find and copy four different words and phrases that show how severe the storm was.

2g

☐

1 mark

9 Why do you think the writer decided to write a violent storm at this point in the text? Use evidence from the text in your answer.

2f

☐

1 mark

Ask your child to choose a book from home, it may be a story book, a poetry book, a non-fiction book, a comic or a magazine. Enjoy reading and sharing their chosen book.

Activity

When your child is reading the text, ask them the meaning of certain words and question what is happening in the text.

When they have read for at least 30 minutes, ask your child to complete an activity from their school reading journal.

Resources

Reading book.

Reading journal.

Thursday – Reading Skills

Teaching points

Literal questions : ‘Who what where, literally right there in the text.’

Find the information in the text.

Activities

Answer the following questions using the text ‘The Secret Hen House Theatre.’

1. Who was cold even inside the farmhouse?
2. What was Hannah doing in her bedroom?
3. Where was Hannah’s Dad while she was writing?
4. What made her Dad shout?

Resources

The Secret Hen House Theatre text



BANG, BANG, BANG!

Somebody was trying to smash the scullery door down.

Hannah sat cross-legged on her bedroom floor, hunched over a piece of paper, her pen racing across the page. Even inside the farmhouse her breath came out in white trails, and the cold sneaked its way right through her woolly hat and three jumpers.

BANG, BANG, BANG!

Her right hand didn't leave the page as she glanced at her watch. Five to two. But it couldn't be Lottie. She never knocked. She just walked right in and yelled up the stairs.

One of the others could get it for once. She had to finish this by two o'clock.

BANG, BANG, BANG!

"Will someone answer that blasted door!" shouted her dad from the farm office.

There! Finished at last. Hannah wrote "THE END" in large capital letters. This play would win the competition, she just knew it.

BANG, BANG, BANG!

Friday – SATs Style Questions

Teaching points

Read texts thoroughly before answering questions.

Highlight key words in questions.

Read each question carefully.

Highlight key words, vocabulary and answers in the text while you are answering questions.

Always check!

Activity

Read the text below and answer the following questions.

1. Look at the first paragraph. Find and copy one word that is closest in meaning to **being anxious about something**.
2. According to the text, the garage is described as a **building site or rubbish dump**. What does this description suggest about the garage?
3. Look at paragraph 3. Find and copy one word that is closest in meaning to **silly**.
4. Do you think the boy liked the garage when he first saw it? Refer to the text in your answer.
5. Where was the strange creature in the garage?
6. The creature had been there for a long time. Give two pieces of evidence that suggest this.

Resources

The Garage text.

The garage

These questions will help you practise:

- ★ understanding words in context
- ★ identifying how language choices enhance meaning
- ★ making inferences
- ★ retrieving and recording information.

I hadn't explored the new house in detail yet, we'd only just moved in two days before. Something or someone drew me towards the dark and gloomy-looking garage. My family were inside eating – worrying about my older sister, again.

It was just me staring curiously at the garage. It resembled a building site or rubbish dump. A long stone path led you there and the door hung off its hinges, leaving a gap I could peek through.

When we first viewed the house, the estate agent stood outside the garage with his arms spread wide and said 'Think what it will look like once it's all cleaned up!' He looked at me with a cringy and stupid smile on his face. 'You could have a games room at the end of the garden!'

I wasn't interested, until now ...

I found her hiding in the dark section of the garage behind a set of broken suitcases, sitting in the dirt and dust, surrounded by cobwebs. She was pale and extremely filthy, and I was scared that she had died in that garage – but then I saw her arm twitch! I would soon find out I had discovered something terrifying but unusual. There probably wasn't another creature like her anywhere else.

WRITING

Week commencing: 23.11.20

Year group: 6

Teacher: MH/CC

Text for the week:

Monday

Teaching points

GP starter

Parenthesis is an extra part of a sentence – it gives us extra information. The sentence can make sense without it. There are three forms of punctuating parenthesis:

Commas

Brackets

Dashes

Goats will eat almost anything (**grass, vegetables, bits of rubbish**).

Bats, **a protected species**, must not be killed.

Edward – **late as usual** – finally arrived at school.

Use the examples above to write your own sentences using brackets, commas and dashes to show parenthesis.

Writing task

Read the poem Flanders Fields (attached below). While you are reading the poem, draw some images that come to your mind.

Answer the following questions based on the poem:
Who were the dead in the poem?

In your opinion, why did McCrae choose to write the poem as if it were spoken by the dead?

Who are the dead speaking to? And why? Use evidence from the poem to support your answer.

Resources

Flanders Field poem

In Flanders fields the poppies blow
Between the crosses, row on row
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders Fields.

John McCrae

Tuesday

Teaching points

GP starter

Recap information from yesterday.

1. Add a pair of brackets to the sentence below.

Carissa led the girls our best ever netball team onto the pitch.

2. Rewrite the sentence below using two commas.

Writing task

Complete the figurative language match up (attached below).

Annotate a copy of Flanders Fields – can you spot any figurative language.

<p>We visited Paris the capital of France on our holiday.</p> <p>3. Where should the dashes go in the sentence below? Mr Hughes you wouldn't believe it can jump over a table even though he's sixty.</p>	
<p>Resources Figurative language. Flanders Fields poem.</p>	

metaphor	An extreme/impossible idea used to gain maximum effect. Eg. No you can't go to the toilet; you've been twenty times this lesson already!
alliteration	Comparing one thing with another, using as/like, eg. My dog's fur is like a big fluffy cotton wool ball .
simile	A common expression which means something different to its individual words eg. The best students reach for the stars .
personification	When several words in a phrase or sentence start with the same sound. Eg. Super Simon swims like a salmon.
onomatopoeia	When one thing is described as another, eg. The sun is a giant orange in the sky.
idiom	Giving non-human things features/actions only humans could have. Eg. The haunted house watched me with its broken windows.

hyperbole	Words which sound like the thing they represent. Eg. Crash, bang, woof, snap.
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Wednesday

Teaching points

GP starter

1. Which sentence uses commas correctly?

James despite being the chattiest boy, in the class, still managed to complete his work on time.

James despite being the chattiest boy in the class, still managed to complete his work, on time.

James, despite being the chattiest boy in the class, still managed to complete his work on time.

James, despite being the chattiest boy in the class still managed to complete his work, on time.

2. Add brackets to the sentence below.

Before we go on holiday, my Dad goes through his checklist passport, tickets, toothbrush as he starts the car.

3. Explain why the parenthesis has been used in the sentence below.

Many members of the family (grandparents, cousins, aunts and uncles) are coming to the party.

Writing task

Gather senses for your own poem (see, touch, smell taste and hear). Imagine you are standing in a field of poppies or you are imaging the battle which took place where you are stood.

Resources

Thursday

Teaching points

GP starter

Capital letters and full stops

2

Add the missing capital letters and full stops to these sentences

- 1) my school is called west town primary
- 2) my mum is called tammy wilson
- 3) i have a dog his name is blackberry
- 4) the doctor asked me if i felt ill
- 5) we went to portugal in july it was too hot for me
- 6) our school is in bristol it is very old
- 7) my brother has a friend called toby i don't like him
- 8) i told my friends that i was planning a party for louise
- 9) i can't believe it's sunday already
- 10) it's really weird i can't believe it



Writing task

Recap your senses ideas from yesterday. Using the figurative language from earlier in the week, see which features you can add to each of your sense bubbles.

Resources

Friday

Teaching points

GP starter

Question, statement, exclamation or command

1

Decide whether each sentence is a question, statement, exclamation or command.

- 1) Wash up the dishes.
- 2) What a lot of mess to clean up!
- 3) What do you think you're doing?
- 4) Here are some plates.
- 5) Can you help me?
- 6) We should help to clean up, shouldn't we?
- 7) How kind of you!
- 8) Pick up that rubbish.
- 9) There is a piece of paper on the floor.
- 10) I would like you to help me.



Writing task

Using your sense ideas and figurative language ideas, write your own poem using Flanders Fields as inspiration.

Success criteria:

- similes and metaphors
- expanded noun phrases
- personification
- alliteration
- onomatopoeia

Resources

MATHS

Week commencing: 23.11.20

Year group: 6

Teacher: MH/CC

Learning focus: Division

Monday

Teaching points

Times table knowledge and inverse operations can be used to divide:

e.g. $2 \times 3 = 6$

$3 \times 2 = 6$

$6 \div 3 = 2$

$6 \div 2 = 3$

When needed, the formal method for division is the bus stop method (children are aware of this method from previous year groups and previous teaching in class).

Activity

Complete the short division questions below:

$525 \div 5 =$

$219 \div 3 =$

$126 \div 2 =$

$328 \div 4 =$

$276 \div 3 =$

$729 \div 9 =$

$648 \div 8 =$

$436 \div 4 =$

$848 \div 8 =$

$5455 \div 5 =$

Resources

Tuesday

Teaching points

Recap short division from yesterday – with examples.

Activity

Children can create questions of their own – some with remainders and some without.

Explain the mistakes

$564 \div 3$

Mistake 1

Mistake 2

Mistake 3

$$\begin{array}{r} 121 \\ 3 \overline{)564} \end{array}$$

$$\begin{array}{r} 194 \text{ r } 2 \\ 3 \overline{)564} \end{array}$$

$$\begin{array}{r} 187 \\ 3 \overline{)564} \end{array}$$

Resources

Wednesday

Teaching points

Long division is set out in the following way.

$$15 \overline{) 3640}$$

$$\begin{array}{r} 2 \\ 15 \overline{) 3640} \\ \underline{- 30} \\ 6 \end{array}$$

15 into 3 doesn't go, so look at the next digit.

15 goes into 36 two times, so put a 2 above the 6.
 $15 \times 2 = 30$

Take that 30 away from the 36 to get your remainder.
 $36 - 30 = 6$

$$\begin{array}{r} 24 \\ 15 \overline{) 3640} \\ \underline{- 30} \\ 64 \\ \underline{- 60} \\ 4 \end{array}$$

Next, carry the 4 down to make 64.

15 goes into 64 four times, so put a 4 above the 4.
 $15 \times 4 = 60$

Take 60 from the 64 to get your remainder.
 $64 - 60 = 4$

$$\begin{array}{r} 242 \\ 15 \overline{) 3640} \\ \underline{- 30} \\ 64 \\ \underline{- 60} \\ 40 \\ \underline{- 30} \\ 10 \end{array}$$

Carry the 0 down to make 40.

15 goes into 40 two times, so put a 2 above the 0.
 $15 \times 2 = 30$

Take 30 from the 40 to get your remainder.
 $40 - 30 = 10$

Activity

Go through the above explanation with your children discussing steps. Repeat with the following questions.

$$645 \div 43$$

$$8827 \div 97$$

$$725 \div 29$$

Resources

Thursday

Teaching points

Recap long division explanation from yesterday.

Activity

Complete following questions:

$$37 \overline{) 888}$$

$$28 \overline{) 1652}$$

$$83 \overline{) 8051}$$

$$37 \overline{) 2331}$$

Resources

Teaching points

Recap long division explanations – method, key points, mistakes which could be made.

Activity**Explain the mistakes** $544 \div 16$ **Mistake 1**

$$\begin{array}{r}
 16 \overline{) 544} \\
 \underline{-480} \quad (16 \times 30) \\
 164 \\
 \underline{-160} \quad (16 \times 10) \\
 4 \\
 = 40 \text{ r } 4
 \end{array}$$

Mistake 2

$$\begin{array}{r}
 16 \overline{) 544} \\
 \underline{-480} \quad (16 \times 30) \\
 64 \\
 \underline{-54} \quad (16 \times 4) \\
 10 \\
 = 34 \text{ r } 10
 \end{array}$$

Explain the mistakes $3432 \div 24$ **Mistake 1**

$$\begin{array}{r}
 43 \\
 24 \overline{) 3432} \\
 \underline{24} \downarrow \\
 103 \downarrow \\
 \underline{96} \downarrow \\
 72 \\
 72
 \end{array}$$

Mistake 2

$$\begin{array}{r}
 13 \\
 24 \overline{) 3432} \\
 \underline{24} \downarrow \\
 103 \downarrow \\
 \underline{72} \downarrow \\
 312 \\
 ?
 \end{array}$$

Resources

Weekly planner

Week commencing: 23.11.20

Year group: 6

Teacher: MH/CC

Religious Education

Teaching points

Have you ever had to be patient and wait for something you wanted? Did you have to make any preparations before it arrived? How did it feel when you finally received it?

As Christians, we can translate this to the season of Advent. Think about the following questions:

1. What are the expectations upon Christians during the season of Advent?
2. How are we expected to prepare for the coming of Jesus?

Activities

Read and discuss the hymn 'Maranatha'.

Having read the words of Maranatha, explore the meaning and symbolism of the language within the hymn through annotating the text.

Use the annotations to explain in your own words what the expectations of Catholics are in Advent, explaining about how Advent is a time of waiting /preparing. Explain how we see this message in lots of different places in prayers and traditions of the Church as well as scripture eg:

Our Father – “as we wait in joyful hope...”
The Creed – “He will come again in glory...”

Read 1 Cor 16:13-14, which outlines the expectations for Christians in Advent.

‘Be alert, stand firm in faith, be courageous,
be strong. Let love be in all.’

Explore the meaning of the words. Give examples within our daily lives. (grid to complete)

Resources

Maranatha hymn.
1 Cor 16:13-14
Grid to complete.

Maranatha

Like a sea without a shore
love divine is boundless.
Time is now and evermore
and his love surrounds us.

Maranatha! Maranatha!
Maranatha! Come, Lord Jesus, Come!

So that we could all be free
he appeared among us,
blest are those who have not seen,
yet believe his promise.

Maranatha! Maranatha!
Maranatha! Come, Lord Jesus, Come!

Death where is your victory?
Death where is your sting?
Closer than the air we breathe
is our risen King.

Maranatha! Maranatha!
Maranatha! Come, Lord Jesus, Come!

Estelle White

'Be alert, stand firm in faith, be courageous, be
strong.

Let love be in all.'

1 Corinthians 16:13-14

1 Corinthians 16:13-14

Scripture Quote	What do you think St Paul meant ?	How could we show this each day in our own lives? (think about actions as well as words)
Be alert		
Stand firm in faith		
Be courageous		
Be strong		
Let love be in all		

Science

Teaching points

Question – how do diet and lifestyle affect my body?

Discuss healthy and unhealthy choices (food, activities, etc).

What is a Healthy Diet?

Healthy Diet:

A healthy diet involves eating the right types of nutrients in the right amounts. This is also called a 'balanced diet'. Each of these nutrient types should be consumed over the course of **each day but not necessarily at each meal!**

One way to make sure that you eat a healthy diet is to ensure that you eat a variety of different foods. There may be certain foods that you don't like, but make sure that you find alternatives or substitutes so that your diet is still balanced.

Nutrient	Found in... (examples)
carbohydrates	
protein	
fibre	
fats	
vitamins	
minerals	
water	

Unhealthy Diet:

An unhealthy diet is one which is not balanced – too much of some nutrient groups are eaten and not enough of the others. It is recognised that eating too much fat is bad for humans, however it needs to be remembered that eating, say, apples all day every day is not healthy either!!

How to Have a Healthy Lifestyle

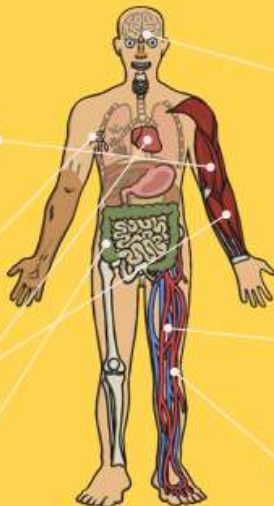
What Is the Impact of a Healthy Diet?

Carbohydrates give all cells energy. It also protects your muscles because if the body does not have enough energy it has to use the protein tissues in muscles instead. This weakens muscles in the body.

Water helps control your temperature via sweating.

Proteins are needed to create muscles and organs.

Fibre: Keeps your bowels - which include your large intestine healthy.



Fats are needed for every cell membrane - the membrane holds the cell together. Brain tissue is rich in fat. Fat is used to create hormones.

Water half the weight of a human body is water! You can survive without food for longer than you can water. 92% of the volume of blood is water! Without blood your body would not be able to transport nutrients and oxygen.

Protein is needed to make haemoglobin - the part of the red blood cells that carry oxygen.

What Is the Impact of Regular Exercise?

Helps you fall asleep faster and deeper so you are better rested.

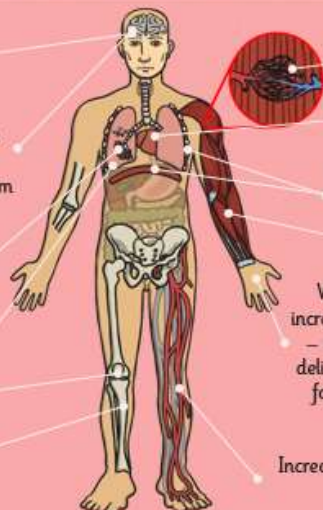
Stimulates and releases brain chemicals - for example endorphins leave you feeling happier and serotonin helps keep your mood calm and leaves you feeling relaxed.

Increases the number of air sacs (alveoli).

Increases the amount of oxygen delivered to and carbon dioxide removed from the body.

Joints are more stable.

Bones increase in width and density (The denser the bone, the stronger it is).



Increases the number of capillaries in the muscles.

Strengthens heart muscle.

Strengthens diaphragm and intercostal muscles.

Strengthens muscles.

When you exercise your body increases the circulation of blood - this means that nutrients are delivered and waste taken away faster which improves parts of the body like skin.

Increases the volume of blood and red blood cells.

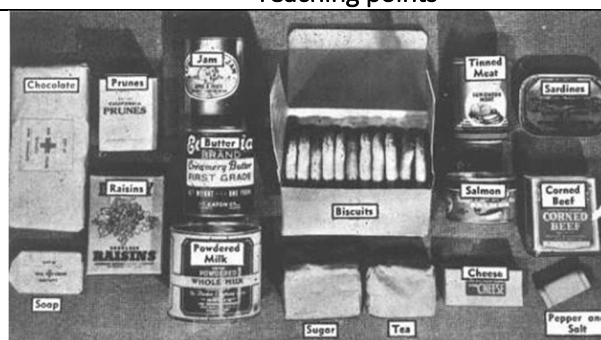
Activities

Create a brochure/leaflet advising others about the importance of living a healthy lifestyle and how they can do this.

Resources

History/Geography/Art

Teaching points



Care packages were sent to soldiers fighting in the trenches during World War One.

The Red Cross provided care parcels. In some nations, soldiers or their families had to pay for the parcels.

In general, these parcels contained any of the following:

- Sweets
- Condensed milk
- Cheese
- Tobacco
- Canned meats
- Tea or coffee
- Sugar
- Soup
- Shirts
- Underwear
- Soap
- Toothbrush and toothpaste
- Oatmeal
- Jam
- Canned vegetables
- Socks
- Towels
- Bread
- Sewing kits
- Shaving brush and soap

Activities

Design your own care package which could have been sent to a soldier living in the trenches during WW1.

Make sure all items included are appropriate.

Resources

SPELLING

Week commencing: 23.11.20	Year group: 6	Teacher: MH/CC
Spelling rule this week: The sh sound spelt ti or ci .		
Monday		
Teaching		
Read the information below about this week's spelling rule.		
Complete dots and dashes activity below.		
Activity		

Greetings once again, humans. Are you ready to revise different ways of spelling the **sh** sound? The most easily remembered spelling of the **sh** sound is **sh**. However, **ti** and **ci** can also make the **sh** sound. They can do this at the beginning of all syllables except the first one in a word.

A **syllable** is a beat in a word. Words can have one or more syllables. For example:

one beat: stop
two beats: for/get
three beats: mys/ter/y

We almost always stress one syllable more than others in multi-syllable words. Like this:

begin chimpanzee **garden** **hesitate** **embarrass**

The most easily remembered spelling of the **sh** sound is **sh**. However, **ti** and **ci** can also make the **sh** sound at the beginning of all syllables except the first one in a word.

We'll look at **sh** spelt **ti** first. Here goes:

nation	action
fraction	direction
information	explanation
competition	dictionary
initial	cautious

The **sh** sound spelt **ti** occurs at the beginning of a second, third or fourth syllable in all of these words. It is *never* used in the first syllable of a word.

The root word can sometimes help us to know when to use **ti** to spell **sh** when it is part of a suffix.

Root words ending in **t** or **te** use **ti** to make the **sh** sound.

act	action
direct	direction
complete	completion

Now let's look at **sh** spelt **ci**:

official	especially
appreciate	ancient
musician	politician
precious	delicious
spacious	

The **sh** sound spelt **ci** occurs at the beginning of a second, third or fourth syllable in all of these words. It's never used in the first syllable of a word.

The root word sometimes helps us to know when to use **ci** to spell **sh** when it's part of a suffix.

Root words ending in **c**, **cs** or **ce** use **ci**.

offi**ce** official

politi**cs** politician

space**ce** spacious

motion	
spacious	
station	
delicious	
especially	

subtraction	
politician	
section	
explanation	
infection	

Spelling rule this week: The sh sound spelt ti or ci.

Tuesday

Teaching

Re-read the information above about your spelling rule this week.

Complete word changers.

Activity

prefix	root word	suffix	root word + prefix and/or suffix
inter-	nation	-al	international
			misdirection
in-	act	-ion	
			reinfection

prefix	root word	suffix	root word + prefix and/or suffix
re-	juvenate	-ion	
			antisocial
mis	represent	-ation	
			miscalculation

Spelling rule this week: The sh sound spelt ti or ci.

Wednesday

Teaching

Re-read the information above about your spelling rule this week.

Read each sentence below and find the correct word that fits into the gap. Read all the sentences before making a final decision.

Activity

calculation

miscalculation

1 We ran out of paint before we had finished redecorating because of Auntie's .

2 According to my , we should reach our fundraising target.

office

officially

official

3 I was told to go and sit outside the head teacher's .

4 Daniella is now captain of our football team.

competition

compete

competed

5 I would love the opportunity to in the Olympic Games.

6 After training for the , every muscle aches.

conscience

conscious

7 Everyone thinks I cheat because I always win, but my is clear.

8 I'm of the fact that we need to leave in the next five minutes.

Spelling rule this week: The sh sound spelt ti or ci.

Thursday

Teaching

Explain this week's spelling rule to somebody at home.

Use the spelling cards below to test yourself with the spelling rule. Sort the words into hardest to spell on the bottom of the pile and easiest to spell on the top. Then ask someone at home to read out the spelling and you write it down. Look at the spelling and mark your answer. Correct it if you have spelt it incorrectly.

Activity

direction

explanation



Spelling 6 U6

Spelling 6 U6

competition

cautious

Spelling 6 U6

Spelling 6 U6

especially

appreciate

politician

section



Spelling 6 U6

Spelling 6 U6

explanation

infection

Spelling 6 U6

Spelling 6 U6

international

misdirection

inaction

reinfection



Spelling 6 U6

Spelling 6 U6

rejuvenation

antisocial

Spelling 6 U6

Spelling 6 U6

misrepresentation

miscalculation

Spelling rule this week: The sh sound spelt ti or ci.

Friday

Teaching

Today, our focus is on orange words. These words don't necessarily follow a pattern or rule but we need to be able to spell them.

These are tricky words that do not follow a rule. Practise spelling these words at home. You can try writing them in different coloured pens or pencils, pyramid spellings, make a wordsearch or using neumonics. Make sure you look up any meanings/definitions you are unsure of.

Equipment

Exaggerate

Rhyme

Leisure

Restaurant

Shoulder

Activity