



## Victoria Dock Primary School Home Learning Plan



### Year 6

### Monday 5<sup>th</sup> October – Friday 9<sup>th</sup> October

As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible, video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by members of the school staff following a quarantine period.

<b>Year 6 Maths – Online Learning</b>		
<b>Four Operations</b>		
<b>Lesson</b>	<b>Video Link</b>	<b>Worksheet</b>
Lesson 1 Add whole numbers with more than 4 digits (column method)	<a href="https://vimeo.com/456839553">https://vimeo.com/456839553</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO1-Add-whole-numbers-with-more-than-4-digits-column-method-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO1-Add-whole-numbers-with-more-than-4-digits-column-method-2019.pdf</a>
Lesson 2 Subtract whole numbers with more than 4 digits (column method)	<a href="https://vimeo.com/456839795">https://vimeo.com/456839795</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO2-Subtract-whole-numbers-with-more-than-4-digits-column-method-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO2-Subtract-whole-numbers-with-more-than-4-digits-column-method-2019.pdf</a>
Lesson 3 Inverse operations (addition and subtraction)	<a href="https://vimeo.com/456840063">https://vimeo.com/456840063</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO4-Inverse-operations-addition-and-subtraction-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO4-Inverse-operations-addition-and-subtraction-2019.pdf</a>

Lesson 4 Multi-step addition and subtraction problems	<a href="https://vimeo.com/456840256">https://vimeo.com/456840256</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO5-Multi-step-addition-and-subtraction-problems-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-2-WO5-Multi-step-addition-and-subtraction-problems-2019.pdf</a>
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**Year 6 Writing – Online Learning**

**Narrative Writing**

This week, we are continuing our unit of writing based on the book, A Monster Calls by Patrick Ness. There will be mainly sentence-stacking lessons throughout the week, building up to us planning our own piece of writing towards the end of the week. Have a go at the tasks below to help you be ready for your return to school.

	<b>Sentence Stacking 1</b>	<b>Sentence Stacking 2</b>	<b>Sentence Stacking 3</b>
<b>Plot Point (What are we writing about)</b>	Invitation from a monster	The monster’s rampage	Conor remains unmoved
<b>Success criteria (What’s the point of each sentence)</b>	<ol style="list-style-type: none"> <li>1. Alliteration</li> <li>2. Synonyms</li> <li>3. Subjunctive form</li> </ol>	<ol style="list-style-type: none"> <li>1. Dialogue</li> <li>2. Action</li> <li>3. Personification</li> </ol>	<ol style="list-style-type: none"> <li>1. Synonyms &amp; repetition for effect</li> <li>2. Actions</li> <li>3. Subordinating conjunctions</li> </ol>
<b>Model/example (How I would write it)</b>	<p style="text-align: center;">Twigs tangled, roots wrenched and leaves laced to form the monster of his nightmares. Conor stared out at the beast. The monster lowered its gnarled hand. “Come with me!” it bellowed. Conor said, “If I were to put myself in your hands, if I were to go with you, then what would you offer me?”</p>	<p style="text-align: center;">“I have come to get you Conor O’Malley,” thundered the monster. “I’ll do what I want,” said Conor casually. Stomping across the soil, the monster strangled clouds, tore at trees and pummelled brickwork. The clouds hid behind the moon, the trees trembled and the bricks shuddered in fear.</p>	<p style="text-align: center;">A real monster. A huge real monster. A huge, angry real monster. Shrugging, yawning and leaning on the window sill, Conor watched the monster. Despite the monster’s aggressive, threatening presence, Conor felt no fear. Provided sentences: “Shout all you want,” Conor shrugged, barely raising his voice. “I’ve seen worse.”</p>

**Year 6 Reading & Phonics – Online Learning**

**Analysing vocabulary and summarising information**

This week in guided reading, there are three main tasks which could be done at home:

1. Read the interview with Vashti Hardy, below. Using context and breaking down the words (like we did last week), write a synonym for each word which is in bold capital letters.
2. For each of the phrases below, explain what Vashti Hardy is trying to tell us (about the thing in brackets)
3. Based on chapter 3 of Brightstorm, write a short diary entry as either Arthur or Maudie, detailing what has happened to you in the last day and how you are feeling. **If you don't have access to Brightstorm, feel free to write as any character from a book you are reading at home.**

**Analysing challenging vocabulary (Interview with Yashti Hardy)**

NCO: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

- I attempt the pronunciation of unfamiliar words, working out the meaning of words from the context.

**Task:** Read the interview with Yashti Hardy, below. Using context and breaking down the words (like we did last week), write a **synonym** for each word which is in bold capital letters.

**Brightstarm**

**INTERVIEWER:** Which 3 adjectives would you choose to best describe your book?

**VH:** I love your choices! I'm going... **ADVENTUROUS, PACEY** and imaginative

**INTERVIEWER:** What books, people, ideas and inspirations have helped you to write Brightstarm?

**VH:** I've always loved real-life stories of exploration like Shackleton's Imperial Trans-Antarctic Expedition to Antarctica. I'm a big fan of Bear Grylls too - as I couldn't go out and jump in quicksand or a frozen lake easily in real life, his programmes were a godsend in helping me learn survival techniques to help Arthur out! I also have a great non-fiction book called A Teacup in a Storm: An Explorer's Guide to Life by Mick Cornsley which is **PACKED** full of excellent explorer facts. I found my **INITIAL** idea for Brightstarm in the book which was Shackleton's advert to find his crew. I also love Amelia Earhart for how she inspired so many females to **PURSUE** their dreams (she's basically Harriet Culpepper!).

**INTERVIEWER:** What do you hope readers will get from reading Brightstarm?

**VH:** Aside from sheer enjoyment and an escape into adventure, I hope readers will see themselves in Arthur and Maudie and know that with determination, inner grit and a bit of **TENACITY**, you can achieve amazing things!

**INTERVIEWER:** If you could build your own sky-ship, what would it look like? Who would you choose to join the crew? Where would you go? How would it travel?

**VH:** I don't think I can beat the Aurora - it's my perfect sky-ship. It's **ELEGANT** and eco-friendly. My crew would probably be made up of my author friends Jennifer Killick, Lorraine Gregory and James Nicol. We would have a lot of fun, but I know they would work hard and have my back too. We would **RETRACE** Ernest Brightstarm's original voyage north to the volcanic isles...

**INTERVIEWER:** What is your favourite made-of-transparent that exists only in literature?

**VH:** The predator cities of Marital Engines by Philip Reeve. A **GENIUS** idea!

**INTERVIEWER:** Can you give us a little more of a behind-the-scenes insight in to what goes in to making such a high-quality book like Brightstarm?

**VH:** Writing a book is a cyclic process of imagining, writing, planning, editing, revising, and so on whilst bouncing off the brilliant brains of your agent and/or editor, until you reach a stage where you all feel it's the best it can be! For Brightstarm, I drew quite detailed maps early on because it helped me work out the stops **EN-**

**ROUTE**, the hazards they may come across and the journey times. Scholastic said from the start that they'd like a map in the book, so they took my original and then their clever designer created the one on the flap of the book!

**INTERVIEWER:** If you were to choose the character that is most like you from Brightstarm, who would it be and why?

**VH:** I think Arthur is most like me. He is **TENACIOUS**, which I tend to be, and when I was younger I would've been able to relate to that feeling of trying to find your way in the world and not knowing where you fit. Also he loves books!

**Wednesday 7th October**

2/22

**Analyzing author's use of language (Brightstairn Chapter 3)**

NCO: identifying how language, structure and presentation contribute to meaning

- I can discuss and evaluate the writer's craft by commenting on the use of language, including figurative language, considering the impact on the reader.

**Task:** For each of the phrases below, explain what Vashdi Hardy is trying to tell us (about the thing in brackets)

- a. time in the library stood still (**time**)
- b. like sun on a still pool (**arm**)
- c. hands were cold and sent shivers the length of Arthur's back (**Mr Smethwicke**)
- d. Arthur's blood drained to his feet (**Arthur**)
- e. hugging her tool belt to her chest (**Maudie**)

**Challenge:** Can you think of any alternative phrases with the same meaning of the ones above?

**Friday 9th October**

2/22/22

**Summarising key information (Brightstairn Chapter 3)**

NCO: summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

- I can summarise key information from different parts of a text.

**Task:** Based on yesterday's notes (and chapter 3 of Brightstairn), write a short diary entry as either Arthur or Maudie, detailing **what has happened to you in the last day and how you are feeling**.

**Challenge:** Can you include any of your hopes, almost predicting what you think will happen in the coming chapters of the book?

## Other Subjects – Online Learning

### Science

This week, we are continuing to learn about the historical breakthroughs in science regarding electricity. Have a look at the fact sheet below and create your own poster/leaflet which explains what you think are the most important facts.

### History

Building on from our topic work last week, when we looked at a timeline of the Victorian Era, we would like you to choose which you think are the most important events from the selection below. We would like you to choose the events which you think are most significant and important for the country. Which events do you believe changed the country the most?

Also, we would love you to think carefully about what you would like to know based on the events in the selection below. Please write a few questions you would like to find the answer to in coming week. Feel free to even do a little research yourself. We'd love to hear what you find out.

\*\* If you are unable to access resources and would prefer a paper copy of these instructions, please contact the school office.

**1837**  
The new Houses of Parliament are built.

**1856**  
According to law, every county now has to have its own police force.

**1840**  
The first postage stamp, the 'Penny Black', is used.



**1852**  
The first postbox is built.

**1842**  
The Mine Act means that children under 10 can no longer work in underground coal mines.

**1864**  
Children under 10 can no longer work as chimney sweeps.

**1851**  
The first free public library opens in Winchester.

**1851**  
The Great Exhibition runs from May to October in London.

**1901**  
Queen Victoria dies and Edward VII becomes king.

**1840**  
Queen Victoria marries Prince Albert.

**1856**  
The Crimean War ends.

**1896**  
The speed limit for horseless carriages (early cars) is raised from 4mph to 14mph.

**1878**  
Public places in London are given electric lighting for the first time.

**1876**  
Alexander Bell invents the telephone.

**1871**  
Queen Victoria opens the Royal Albert Hall.



**1859**  
Charles Darwin's 'On the Origin of Species' is published.

**1861**  
Prince Albert dies from typhoid.

**1838**  
'Oliver Twist' by Charles Dickens is published.

**1870**  
Schools are built for children aged 5-10.



**1838**  
Slavery is abolished in the British empire.



**1872**  
The first FA cup final is held.



**1839**  
French artist Louis Daguerre introduces the world to photography.

**1876**  
Queen Victoria is declared empress of India.

**1880**  
The Education Act makes school compulsory for all children.

**1881**  
The first home with electric lighting is built.



**1844**  
The Factory Act means that children between 8 and 13 no longer have to work over 6½ hours a day.

**1840s**  
Britain's railway network grows until most town and villages have a rail connection.

**1838**  
Queen Victoria is crowned at age 18.







# History of Electricity Reading Comprehension Sheets

In modern life, we use electricity on a daily basis and do not think anything of it. We take it for granted. However, for most of human history electricity was not known about so how and why did that change? Read on!



While we did not know that electric currents existed, we were aware of shocks from a fish. We called it 'Thunderer of the Nile'.

Ancient Egyptians thought that electric fish were 'protectors' of other fish. Electric fish were written about by the Ancient Greeks, Romans and Arab Scholars.

We Ancient Greeks knew that rubbing amber would make light objects attract to it. We thought it became magnetic.

What they were actually observing was static electricity!



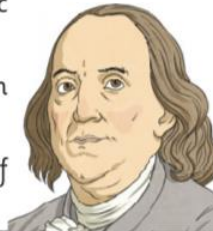
It was not until hundreds of years later in the 1600's that **William Gilbert** studied and distinguished between magnetism of metals and static electricity. He used the Greek word for amber - 'elektron' - and invented a new Latin word - electricus.



**Benjamin Franklin** was the first person to study electricity in depth. One of his most important findings was proving that lightning was electrical (it had been thought of as different up until then). He flew a kite during a storm, to which he had attached a key. When the kite was indeed hit by lightning, he felt electric sparks from the key.

He was very fortunate not to be electrocuted! This is not an experiment that needs to be repeated!!

He was also the first to store electricity and knew it consisted of positive and negative charges.



**Alessandro Volta** invented the first battery - which was known as the 'voltaic pile' as it was made of layers of zinc and copper which was either combined with sulphuric acid or saltwater brine to create an electric current.

Volta's name was also the basis for the following words:

**Voltage:** This is the electric force that causes free electrons to move from one atom to another.

**Volt:** Is the unit of measurement for Voltage (written as V).



