



## Victoria Dock Primary School Home Learning Plan

### Year 6

Monday 12<sup>th</sup> October – Friday 16<sup>th</sup> October



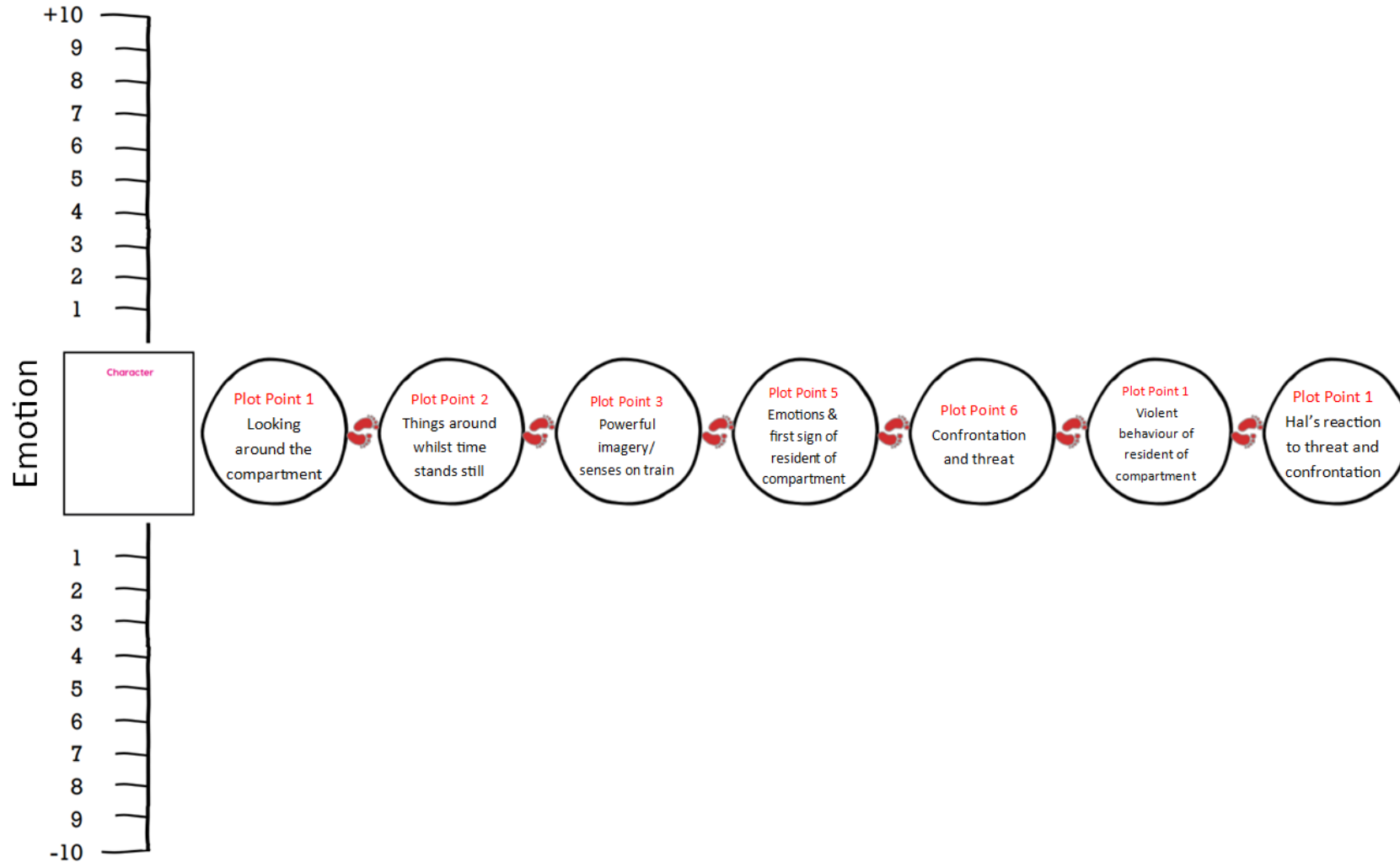
As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible, video links and additional 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 18 Factors	<a href="https://vimeo.com/464220956">https://vimeo.com/464220956</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO2-Factors-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO2-Factors-2019.pdf</a>
Lesson 19 Common factors	<a href="https://vimeo.com/464241360">https://vimeo.com/464241360</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO9-Common-factors-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO9-Common-factors-2019.pdf</a>
Lesson 20 Common multiples	<a href="https://vimeo.com/465048249">https://vimeo.com/465048249</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO10-Common-multiples-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO10-Common-multiples-2019.pdf</a>
Lesson 21 Primes to 100	<a href="https://vimeo.com/465049678">https://vimeo.com/465049678</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO11-Primes-to-100-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y6-Autumn-Block-2-WO11-Primes-to-100-2020.pdf</a>

Year 6 Writing – Online Learning

Narrative Writing

This week, we are writing our own short narrative story, using the skills we have built up in our guided piece around Patrick Ness' A Monster Calls. We planned this writing last week but below is a rough template for your own story. It should focus on either Hal or Lenny (from the Highland Falcon Thief) and their confrontation with another passenger who returns to find them in their compartment.



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

**Providing reasoned justifications and comparing characters**

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

1. Read the first extract, from Onjali Rauf's *The Boy at the Back of the Class* and complete the task below.
2. Read the second extract, from Onjali Rauf's *The Nightbus Hero* and complete the second task below.
3. Use your knowledge of both of these extracts to complete a character comparison in the third task below.

*Manday 12th October*

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*Providing reasoned justifications for my views (The Boy at the Back of the Class by Onjali Rauf)*

*NCO: provide reasoned justifications for their views.*

- *I can provide reasoned justifications for my views and refer to the text to support my opinion.*

*Starter: Which of these sentences is the best summary for pages 1-4? Discuss with your partner.*

*The main character has found some beautiful stationery.*

*The main character is going to buy some new stationery.*

*The main character is talking about their new stationery.*

*The main character is asking for some new stationery.*

*Task:*

*Do you agree with the statement below? You may agree with it in some ways but not in others. Make at least three different points in your answer and use evidence for each.*

*The main character loves school.*

*Challenge: Do you feel that the main character is similar to any other characters in books you have ever read? Explain.*

Tuesday 13th October

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Providing reasoned justifications for my views (The Night Bus Hero by Onjali Rauf)

NCO: provide reasoned justifications for their views.

- I can provide reasoned justifications for my views and refer to the text to support my opinion.

**Starter:** Which of these sentences is the best summary for pages 1-4? Discuss with your partner.

The main character is in trouble.

The main character is going to get in trouble.

The main character is about to get someone else in trouble.

The main character is going to get in more trouble.

**Task:**

Do you agree with the statement below? You may agree with it in some ways but not in others. Make at least three different points in your answer and use evidence for each.

The main character loves school.

**Challenge:** What questions do you have about this book based on what you've read?

Wednesday 14th October

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Comparing characters (The Night Bus Hero v The Boy at the Back of the Class)

NCO: making comparisons within and across books

- I can compare and contrast characters, themes and structure in texts by the same and different writers.

**Starter:** Do you think the main characters from both of the extracts we have read are similar? Discuss with your partner.

**Task:** Compare both characters from the extracts we have read on Monday and Tuesday. Do you think they are the same in any way? Also, what are their differences? Make at least three points with evidence copied from the text.

**Challenge:** Who would you rather be friends with? Explain your reasoning.

# 1

## THE EMPTY CHAIR

There used to be an empty chair at the back of my classroom. It wasn't a special chair. It was just empty because there was no one sitting in it. But then, one day just three weeks after school started, the most exciting thing that could ever happen to anyone, happened to me and my three best friends. And it all began with that chair.

Usually, the best thing about starting a brand-new term is that you get extra pocket money to buy new stationery with. Every year, on the last Sunday of the summer holidays, my mum takes me on an Extra-Special Adventure to hunt down my stationery set for the new school year. Sometimes I get so excited that my feet feel jumpy inside and I don't know which shop I

book and isn't real, I want to be just like him when I grow up. I think being a reporter and getting to solve mysteries and go on adventures must be the best job in the world. My mum and dad used to buy me a brand new Tintin comic book for my birthdays, and Mum saves all the comics her library are about to throw away because they're too old or ripped and gives them to me, so I have a whole collection of them now. I've read them all at least fifty times. But I'll have to think of another pet to travel with because I'm allergic to dogs. I don't think cats or hamsters or even trained mice could be half as useful as a Tintin's dog, Snowy. And even though I've thought about it for at least a year now, I still haven't come up with anything.

Because the Tintin stationery set was a lot more expensive than the astronaut one and wasn't on sale, I could only buy a pencil case, a small ruler and two rubbers. I had to think about it for a very long time but in the end, I decided spending all my pocket money in one go was worth it. Not just because everything had Tintin on it, but because if you press a button on the pencil case, Snowy barks and Captain Haddock's voice cries out 'Blistering barnacles!'. I've already been told

want to go into first. There aren't many nice stationery shops where I live – they only ever have boring dinosaur sets for boys or princess sets for girls. So Mum takes me on the bus and train into the city where there are whole streets of shops – even huge department stores that look like tall blocks of flats from the outside.

Last year, I found a space-themed set with pictures of an astronaut floating past the moon. It was on sale too, so I bought a pencil case, a maths set, rubbers and a long ruler – and still had nearly a pound left over! The ruler is one of my favourite stationery pieces, because the astronaut floats across it in water mixed with silver stars. I played with it so much that the astronaut got stuck to one side and couldn't be bothered to move again. But it wasn't my fault. Mr Thompson, our teacher last year, had such a boring voice that my hands needed something to do. That's why it's important to have fun stationery with you in class – because you never know when you'll need to stop your brain from falling asleep or doing something that might get you into detention.

This year, I bought a Tintin and Snowy set. I love Tintin. Even though he's only a character in a comic

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off for pressing it in the middle of maths class this year, but if you can't press a barking dog button in maths then I don't see the point of it.

I don't like maths. Simple maths is fine, but this year we're learning about long division and square numbers and all sorts of things that my brain doesn't like doing. Sometimes I ask for help, but it's embarrassing putting your hand up too many times to ask the same question. I'm lucky because Tom and Josie and Michael always help me with the things I get stuck with. They're my best friends and we do everything together.

Tom's got short spiky hair and a side-smile and a big Adam's apple that looks like a ping-pong ball got stuck in his throat. He's the smallest in our group but he's also the funniest. He only joined our class last year after his parents moved here from America, but we became friends instantly. He has three older brothers who all tease and bully him. Not seriously – only for a joke. But I think they steal his food too which is why he's so skinny and always super-hungry. I once saw him eat a whole pizza with extra toppings and a double cheeseburger for lunch and still not be full up! So I hide my snacks and chocolate bars from him when I can.



## TWO SNAKES AND THE SCHOOL SOUP

'HECTOOOOOOORRRRRRRGGGGH! STOP RIGHT THERE!'

I froze with my hand hovering above the large vat of bright red tomato soup. It would have been a perfectly ordinary pot of soup, if it hadn't been for the long, bright green rubber snake that was now floating around right in the middle of it.

'HECTOOOOORRR! I'M WARNING YOU!'

I slowly turned to look over my shoulder. I could see all the dinner ladies in their bright blue uniforms staring at me with their mouths wide open, like doors someone had forgot to shut. Everyone in the dinner hall had frozen. Except for Mr Lancaster. His mouth was open wide too, and getting wider like a big black hole.

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the second rubber snake joined the first with a splash. Blobs of tomato soup flew out everywhere. A splodge landed with a *SPLAT* on Mrs Baxter's head. A second lump hit with a *SCHLOP* on another dinner lady's cheek. A third struck with a *GLOOP* on Mr Lancaster's twitchy nose, and oozed down to the floor with a *drip, drip, drip*.

'RIGHT, YOUNG MAN! YOU'VE DONE IT NOW! COME WITH ME!'

That's a thing people call me when they get really angry – 'young man'. It's as if they're so mad they can't remember my name. In fact, no one ever says my name normally anymore. It's either 'young man' or 'HECTOOOOOOORRRR' shouted in a voice which tells me right away that the person is angry with me. Even Will and Katie just call me 'H'. But I don't care. I used to, but I don't anymore. Most people are so stupid that it doesn't matter what they think of me. They're like those tiny annoying flies that buzz around you when you're trying to have an ice cream. The worst part is, the stupidest, most annoying bugs in the country all seem to be at my school.

I imagined what it might be like to swat people with

I could tell he was getting ready to explode because his face had gone as pink as a baboon's bottom, and his nose was starting to twitch.

'Don't you dare,' he hissed, glaring at the second rubber snake I was holding in my hand.

I looked down at the second snake. This one was bright red. Almost as bright red as the boring soup Mrs Baxter had made.

I knew I had two options. The first one was to *not* drop the second snake in. I would still get punished for the green snake, but maybe it wouldn't be quite as bad.

The second option was to drop the snake in. That would make Mr Lancaster even madder than he already was and make Mrs Baxter *really* mad. But it would serve her right for being the worst dinner lady we'd ever had – always narrowing her eyes and giving us the smallest spoonfuls of the things we wanted, and plonking giant spoonfuls of the things we hated on to our plates. It was about time someone got her back. Plus it would make Will and Katie, my two best friends, laugh.

'WELL? WELL?' said Mr Lancaster.

Looking back at Mr Lancaster, I grinned and let go of the snake. A gasp echoed around the dinner hall as

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a giant fly swatter, as Mr Lancaster started to march me out of the dinner hall. I gave Will and Katie a wink on my way out – after all, I had won our bet! But they were laughing so hard I don't think they even saw me.

'SIT RIGHT THERE AND DON'T YOU DARE SAY A WORD!' snapped Mr Lancaster, pointing at the detention sofa.

Mr Lancaster is the head teacher and sometimes I wonder if the certificates on his wall are really secret awards given to him for being the stupidest and most annoying head teacher in the country. The funny thing is, he *thinks* he's clever. He's always watching me, and waiting to catch me out, just so that he can cry 'HECTOOOOORRRR!' in front of the whole school. When he does that, the veins in his neck go from being two-dimensional to three-dimensional. He's always giving me weird warnings too. Last week it was 'ONE more time and you'll be out on your ears so quick, your head will be spinning like the solar system!'

Today it's: 'You're THIS close to getting your legs chopped right off from under you, young man! And then what will you be? Legless! That's what!'

If Mr Lancaster really wants to get rid of me or my

## Other Subjects – Online Learning

### Science

Have a look at the sheet below and decide if the circuit will work or not. If the circuit will not work, explain why and what would be needed in order for the circuit to work.

### Art

This half-term, we have been studying different aspects of sketching, including perspective drawing, drawing figures in motion, and faces. We would like you to have a go at using these skills to draw a scene from the Highland Falcon Thief. You can choose whatever scene you would like.

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

