

Year 5/6 Keep Calm and Carry On

wb. 6.7.20

Hello everybody, we hope that you have had a wonderful weekend and are ready for another week.

Monday

PSHE- Everybody has rights.

This week we are going to focus on our rights!

<https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/introducing-the-crc/>

We are going to look at the website above. Do you think that we all get these rights?

- Do you think every child in the world gets the same rights?
- Do you think that the world is fair?

Think about what we have read in Boy87.

- Do you think that Shif gets the same rights that we get?
- Which of the rights on the website do you think that we get that Shif doesn't?

We are going to create a comparison poster showing which rights you think we get that Shif doesn't.

- Do you think this is right?
- What could Shif do to change his life for the better?

Maths – Interpreting data

Look at the slide on the next page and answer the questions. A key skill that we will need going into life will be the ability to interpret data.

Question 1 asks us to tell the story. This is basically explaining what we see and any comparisons we can make, such as bar 1 has the most compared to the rest.

Reading – Independent reading and language

Re-read the chapter entitled 'Hell'.

Can you find any key vocabulary that you don't understand? Write it down. Make a guess at what you think it means before going to look it up.

Were you correct?

discs, stifle, genuine, tension,
impatient, shipping container,
bullet holes, border, escape

These are some of the key words in the chapter - do you know what they all mean?

Topic – Art. Wave art.

Today we are going to be creating some art using the ocean as the focal point.

Oceans are something we can depict great deals of emotion from, through the calmness or the anger in the waves. We are going to use a range of art resources to create our image of a wave. This will add depth and texture to our work.

Look at these images of Waves art work - what do you notice?

Have a go at creating your own wave art. Here are some tips to help you and things to think about:

- What did the other artists use?
- How do you want the viewers to feel when looking at your art?
- What sort of emotion do you want the sea to depict?

Tuesday

Transition

Today we are going to be using the knowledge we have gained about transition over the last week to create a poster or information leaflet to guide people in what things they could do to make their transition into secondary school easier.

Include things like:

- Top tips
- Things to avoid
- What to remember on your first day.

Try to make your work stand out so people want to read it.

Maths – Interpreting data.

Today we will be continuing work on interpreting data. We are going to be looking at the data within a table and making comparisons and ordering the information.

Extension:

- Can you turn the data in the table into a graph?
- What sort of graph would be best for you to use?

Reading – Boy 87 – Hell

Look at the chapter entitled 'Hell'

Can you use your inference skills to answer the following question? Let's discuss this one together.

The prisoners feel Bini & Shif are their 'only chance to take a little piece of ourselves to freedom'. Only Shif and Bini are planning to escape, how will the others also be free?



Now try the following independently:

1. At the beginning of the chapter, what suggests to Shif that something is happening?
2. What's the escape plan?
3. Why have they waited for the boys?
4. Why do they want to help them?
5. What's the significance of the border?

Topic – Geography – Escape to Europe.

Today we are going to thinking about Shif and his journey to Europe. We are going to use the information given to us in the text to work out which direction he took and why? A good chapter to read is the chapter entitled 'Border'.

On the blank map of Africa, can you plot the route you believe Shif would have taken to escape his home country? Include on the map:

- His start point
- His end point
- The names of the countries he passes through
- The oceans/seas that are relevant to his story



Some of the countries Shif would have to travel through are deserts.

What can you remember about the desert biome?

Let's watch this: <https://www.youtube.com/watch?v=n4crvs-KTBw>

Complete the sheet about desert biomes (sheet available on home learning page).

Wednesday

English – Boy 87 - Emotions

Lesson 1 – Emotions

LC: drawing inferences on characters' feelings, thoughts and motives from their actions.

What do we mean by emotions? Make a list of as many emotions as you can.

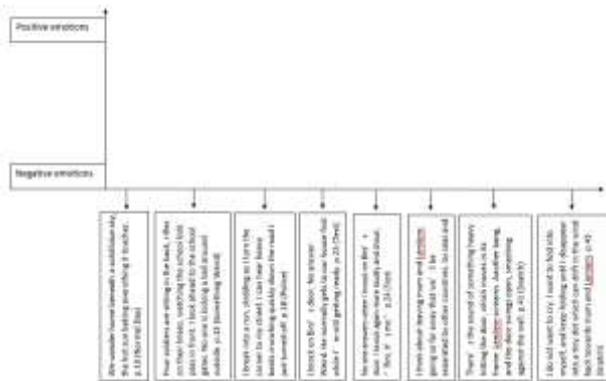
Look at your list of emotions and sort them into positive and negative emotions.

Talk about the different emotions from the book that we have already read.

For each example, think about Shif is feeling. Can you think of a word or phrase to describe these feelings?

Use your ideas from working with your partner to create an emotions graph.

- The Y axis goes from the most negative emotions to the most positive.
- Decide where to plot each event and add a word to describe the emotion at this point.



Think about the first part of the book that you have read so far and the extracts you have looked at today. Why do you think an author uses emotional language?

Why do you think an author uses emotional language?

Extract from Hell 2 – p.57

I must have dozed off eventually, because I wake as small circles of sunlight shine through the wall where it meets the ceiling, scattering discs of gold across the floor. It takes a minute to remember where I am. Then, with a wave of nausea, the previous day floods through my mind. I stare up at the circles again. Something so beautiful seems lost here. Then, slowly, I realize that the sunlight holes are bullet holes. Someone must have fired at the box to make air holes so that we don't all suffocate.

How has Elie Fountaine grabbed the reader's attention? How does Shif feel and how do you know?

Complete the grid to show what technique the writer used.

Time to practice - Remember that a writer's job is to get the reader to care about the topic they are writing about. Try to include as many examples from below as possible:

- Powerful verbs
- Effective adjectives
- Carefully chosen adverbs
- Extra details
- Show the reader, don't tell them

Maths – Creating a game

Today we are going to be creating our own maths games to play together.

Think about an aspect of maths you know a lot about. How could you turn this into a game? Fractions, decimals or times tables are just some examples of what you could do.

Reading – Independent reading and comprehension

Today we will be continuing to read more of Boy87 independently.

As you read through can you think of 5 green questions that you could ask your peers? You will need to make sure that you know the answer before asking them.

RE – The Good Samaritan.

We are going to create an axis of emotion for a story from the bible (the good Samaritan).

We will discuss specific points in the story and how those involved may have been feeling and why.

Listen carefully to the story. Can you plot the points where there may be a change in emotions onto your graph? Which emotions will you put on your axis?

(Story on powerpoint.)

History – WW2 Vehicles

Today we are going to finish creating a giant set of Top Trump cards based on the vehicles used during WW2. We will use the netbooks/ipads to research the vehicles and will then rate them.

You will need to find the variety of vehicles used and then find their:

- Size
- Weight
- Speed
- Mobility (use the information to rate it out of 10)
- Deadliness (use the information to rate it out of 10)

Thursday

PE – Striking and Fielding - Rounders

Maths – Mathletics

Complete the Mathletics tasks which have been set for you and then have a go at the Live Games.

Reading – Boy 87

Create a film poster for if the book was turned into an epic movie!

PSHE – Online safety.

This afternoon, in class, we will be having another virtual meeting with PSCO Danny. He will be teaching us about the importance of staying safe online and how to do so.

Can you create a poster to show others how to stay safe whilst online?

Friday

English – Language – Role Play & Hot Seating

I can understand how language choices can change and enhance meaning

With a partner, think of list of emotion words that we could use to start a sentence. Think of some synonyms to help add variety to your writing.

Now try to create some of your own sentences. Can you write some of them in first person as we will be writing our diary entry this week in first person?

Read the extract.

- How is Shif feeling at this point in the story?
- Think about what they might say to each other and how they might be feeling.

Work with a partner to role play a possible conversation that the 2 characters might have. Try to include different type of sentences that show how Bini and Shif are feeling.

Hot Seating

If you could ask Shif or Bini anything at this part of the story, what would it be?

Planning a diary entry

Complete the planning table, thinking about:

- 3 key events you want to include in your diary entry for this section of the book.
- The emotion/s you want to share with your reader.
- Words and phrases you can include or magpie to make your reader feel these emotions.

Once you have finished planning, start to write your diary entry! Think carefully about what GPS techniques you should be including!

Maths – Today we will spend some time on TT Rockstars. We will be holding a tournament between boys and girls (including Miss Cooper & Mr Thurlby). Join us at 11:30.

Reading – Comprehension – Comic Strip

Look at what you have read so far. Can you create a comic strip summarising the key events that have taken place so far? (Sheet available.)

Science – Investigation. Planning and carry out an investigation based on insulation.

Last week we planned our investigation, this week we will be conducting it.

Record your results in the table.

Was your prediction correct?