

Year 6 Week 4

Welcome to our fourth weekly update, South America Class. Thanks to everyone who has sent through work or submitted it on Purple Mash. It is so nice to see what you are learning at home.

Thank you to everyone who has sent photos to us of you learning at home – please continue sending this through to manorprimary@sgmail.org.uk Please remember if you do not want your child's image shared please do not include it on any photos you send us.

English

This is the opening of a book named Evernight by Ross Mackenzie.

There was a man made of midnight, and his name was Shadow Jack.

The name suited him well; his clothes were dark and his hair was darker. His eyes were pools of shadow. As he slipped through the winding labyrinth of the slums on the night our story begins, his intentions were darkest of all.



For English this week, I would like you to write your own character description using this as inspiration. You can design your own character or use a character from a book or film.

Think about the feeling you wish to create and how you wish to portray your character to the reader.

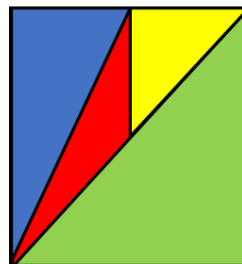
What techniques has Ross Mackenzie used to describe Shadow Jack – could you use these too? Think about intentional repetition, use of punctuation and metaphors (his eyes were pools of shadow).

Maths

Continue to use the White Rose Maths homelearning page to support you with your Maths learning this week. It begins with looking at angles in polygons and then moves onto problem solving <https://whiterosemaths.com/homelearning/year-6/>

You could also have a go at the challenges below if you want more maths!

Explain

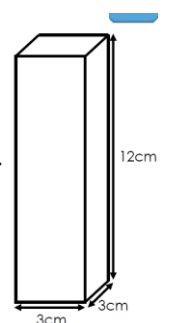
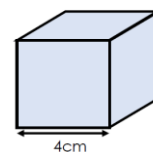


Which fractions do you see?

Estimate

The cube is full of water. The water will be poured into the cuboid.

Estimate the height that the water will reach in the cuboid.



HINT – think about how we can calculate volume of a cuboid.

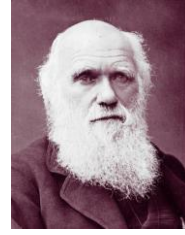
Reading

Read the opening extract of *The Subtle Knife* by Phillip Pullman (at the end of the newsletter) and answer the questions below by using evidence from the text and your inference skills.

I also thought I would share a few images from one of my favourite books of the moment that was recommended to me by Miss Beech. I love it and it is really making me think! – *The Boy, The Mole, The Fox and The Horse*.



Topic



Hopefully you will have seen the Knowledge organiser for this term which has been sent out to you all. For this first week for our 'Adapting to our World' topic, I would like you to find out all about Charles Darwin.

Research this famous naturalists thinking about the following questions:

- When was he born/when did he die?
- What was his life (family, circumstances) like?
- What was the world like at the time he lived? What else was happening at this time?
- Why do we remember him?
- What beliefs and ideas did he have?
- Do you agree with him or have questions about his thinking?

After you have found out all about him, please share your findings by producing a factfile, an information text or a poster to communicate your research. Consider your presentation as well as your content. Email them (or photos of them) to me so that I can see all your great work!

Art




On my daily exercise earlier, I went for a walk in the woods and really enjoyed listening to all the birdsong around me. I even saw a woodpecker (I got a lot more excited than my daughters about that!) but it reminded me of an art project I had seen earlier this week that I wanted to share with you.

This task is inspired by the fantastic book 'Sometimes I feel ...'



Choose a bird and think about what their bird song sounds like. Think about how this song might 'look' and how you can share this on paper.

I know what fantastic artists you all are and how some of you absolutely love art so I thought I would give you it as an

	<p>additional task this week. Send them through asap to put a massive smile on my face!</p>
<p>Gem Power Challenge</p> 	<p>Your Gem Power Challenge this week is to use some Ruby Power to focus on a task with a grown up and show them that you are listening and looking at them. This is called active listening. Can you tell a grown up what you have done well with your learning?</p>  <p>Ruby Power</p> <ul style="list-style-type: none"> - I actively listen to others when they talk - I use my eyes and ears. - My positive learning behaviour allows others to learn. - I recognise my own successes and accept praise from others. - I can pick out examples of what I have done well. - I encourage others to learn and praise them when they've been successful, saying what it is they did to be successful. - I understand how others might feel when they make a mistake, or are disappointed; I try to cheer them up. - I notice when others need help and I offer to support them. - I can talk about my positive qualities as a learner and as a person. - I can recognise qualities in others that make them capable learners and good people.
 <p>Home Learning Stars of the Week</p>	<p>Each week we will be looking at our class blog, EdShed spellings and TT rock stars to spot our 'Stars of the Week'.</p> <p>A massive well done to the children who have been using TT Rockstars over the last week and who are improving their scores and speed of recall. A massive shout out to Cole, Freddie and Cem who have played the most minutes over the last week.</p> <p>Remember, you should be playing a minimum of 15 minutes every single day to help you with your instant recall of all of the times tables facts. If you do this, it will really help you prepare for your secondary school Maths lessons and your new teachers will be so impressed!</p> <p>Well done the children who are regularly using EdShed. A special mention should also go to the three children who have completed the most games – Toby, Cole and Cailen</p>

Recent examples of fantastic home learning – keep sending them into please.



An extract from Toby's excellent novel ...

That night, when Violet was snoring soundly, George slipped out from under his covers and headed down the spiral staircase from their bedroom. He slipped on his shoes at the bottom step and ran into the dining hall and then into the entrance hall. He pushed open the doors leading into Myth city and sprinted the length of Demon Lane to Kraken Road. Then he heard something, a swish of a cloak, a bird's feathers, the wind? The bins beside him crashed to the floor. He stood frozen to the spot. What was it, *who* was it?

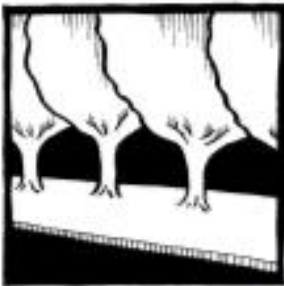
And a brilliantly thoughtful response for the English task from Cole ...

"When I was a boy and I would see scary things in the news, my mother would say to me, 'Look for the helpers. You will always find people who are helping.'"

- Fred Rogers

I believe this quote means out of every negative thing that you or other people face try to take a positive out of what's happened. For example there are some tough and difficult things happening right now, but try as hard as you can to stay happy and joyful, because if you are sad and down during this time it's just going to make the people around you down and everyone is not going to feel positive. So just remember, when you feel down and upset that you can't see family members, just take a moment to think that when this is all over how good and special it will feel when you first meet up again. This quote doesn't just apply to now it also applies to what challenges you faced in the past and to what you may face in the future. So whenever you're feeling worried and upset about something speak out and I will guarantee you there will be someone willing to help you.

The Subtle Knife – Phillip Pullman



Will tugged at his mother's hand and said, "Come *on*, come *on*..."

But his mother hung back. She was still afraid. Will looked up and down the narrow street in the evening light, along the little terrace of houses, each behind its tiny garden and its box hedge, with the sun glaring off the windows of one side and leaving the other in shadow. There wasn't much time. People would be having their meal about now, and soon there would be other children around, to stare and comment and notice. It was dangerous to wait, but all he could do was persuade her, as usual.

"Mum, let's go in and see Mrs Cooper," he said. "Look, we're nearly there."

"Mrs Cooper?" she said doubtfully.

But he was already ringing the bell. He had to put down the bag to do it, because his other hand still held his mother's. It might have bothered him at twelve years of age to be seen holding his mother's hand, but he knew what would happen to her if he didn't.

The door opened, and there was the stooped elderly figure of the piano teacher, with the scent of lavender water about her as he remembered.

“Who’s that? Is that William?” the old lady said. “I haven’t seen you for over a year. What do you want, dear?”

“I want to come in, please, and bring my mother,” he said firmly.

Mrs Cooper looked at the woman with the untidy hair and the distracted half-smile, and at the boy with the fierce unhappy glare in his eyes, the tight-set lips, the jutting jaw. And then she saw that Mrs Parry, Will’s mother, had put make-up on one eye but not on the other. And she hadn’t noticed. And neither had Will. Something was wrong.

“Well...” she said, and stepped aside to make room in the narrow hall.

Will looked up and down the road before closing the door, and Mrs Cooper saw how tightly Mrs Parry was clinging to her son’s hand, and how tenderly he guided her into the sitting room where the piano was (of course, that was the only room he knew); and she noticed that Mrs Parry’s clothes smelt slightly musty, as if they’d been too long in the washing machine before drying; and how similar the two of them looked as they sat on the sofa with the evening sun full on their faces, their broad cheekbones, their wide eyes, their straight black brows.

“What is it, William?” the old lady said. “What’s the matter?”

“My mother needs somewhere to stay for a few days,” he said. “It’s too difficult to look after her at home just now. I don’t mean she’s ill. She’s just kind of confused and muddled and she gets a bit worried. She won’t be hard to look after. She just needs someone to be kind to her and I think you could do that quite easily, probably.”

The woman was looking at her son without seeming to understand, and Mrs Cooper saw a bruise on her cheek. Will hadn’t taken his eyes off Mrs Cooper, and his expression was desperate.

1. Did William's mother think Mrs Cooper could help them?
2. What did Mrs Cooper notice which suggests something is wrong?
3. How is Will feeling during this extract? Which words and phrases support your answer?
4. Why do you think Will has gone to Mrs Cooper?
5. What do you think might have happened prior to this event in the story? Why are Will and his mother looking for help.