

Yellow Class – Home learning – W/C 11th May 2020

Dear Yellow Class

I hope that you all continue to be well and that you are remaining active and positive during these difficult times. This week is quite poignant for us members of Yellow Class, as it would have been SATs week! I am so proud of you all and the hard work that you undertook in preparing for these tests and the progress that you all made. To reward yourselves, please make sure that on Friday afternoon you mark what would have been the end of SATs by relaxing, perhaps watch a film and enjoy copious amounts of cake (which is what we would have done in school). It would be great if you could send me photos of this celebration of yourselves.

It has been lovely to continue to hear from some of you and see the learning that you have achieved and to hear how you are getting on. Please continue to keep me updated with what you have all been up to and keep in touch.

Continue to keep yourselves safe and remember to keep smiling!

Kindest regards

Mrs Summers

Maths

In Maths, this week, and in forthcoming weeks, we are going to continue to focus on properties of shapes in particular interior angles of shapes in order to consolidate this topic area. Again, here is the overview of what we will be learning, in Maths, over the forthcoming weeks:

https://content.twinkl.co.uk/resource/62/02/tp2-m-2567221-y6-properties-of-shapes-planit-maths-steps-to-progression-overview-english_ver_3.pdf?token=exp=1588079270~acl=%2Fresource%2F62%2F02%2Ftp2-m-2567221-y6-properties-of-shapes-planit-maths-steps-to-progression-overview-english_ver_3.pdf%2A~hmac=29df89fb492d98c951b2ce9c53705040a5fd9bf1378af0f773eaccc7fbee81c1

This overview links directly to the White Rose Hub planning which we follow as a school:

https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/Sols/Primary/Summer_Term_SOL/Year-6-2018-19-Summer-Block-1-Properties-of-Shape.pdf

The above will be useful in supporting learning of each of the following lessons and it will give you further explanations and additional tasks to have a go at. **Please use this in conjunction with the following lessons to embed understanding.**

As with last week, you will need a Twinkl account to access this week's learning. Please see the following link which shows you how to set up a free Twinkl Account.

<https://www.bing.com/videos/search?q=how+do+you+get+a+free+parent+twinkl+account&docid=608040259246555671&mid=CF6367759070A5FFDA62CF6367759070A5FFDA62&view=detail&FORM=VIRE>

English

Thank you for all of your excellent VE day poems and I hope that you were able to join in with some of Friday's celebrations. Your poems have all been forwarded to Outwell Parish Council for them to make their decision on who has won the £25 prize for themselves and a further £25 for a charity of their choice. As soon as I have any further information, I will let you know. For this week's English, we are going to be embarking on a two-week unit of work based on Oliver Twist. A lot of the planned activities will provide opportunities for you to revise grammar and punctuation concepts and your learning will culminate in an extended narrative based on an extract from the book. If you have access to the film, I would suggest watching it to enhance your understanding. I look forward to sharing your completed narratives.

Reading

For this week's Reading Comprehension, I would like for us to attempt to use Purple Mash's 'Serial Mash' for resources. We will be sharing a 'Sapphires' text which is aimed at 9 to 11 year olds. The name of the text is Buster's Blitz. You will be expected to read one chapter each day and to answer the associated quiz questions. This means that by the end of this week, you should have completed chapter 5. There is an additional task for each chapter, should you choose to complete it. Please visit www.purplemash.com and find Beaupre School. You will need your log in details including passwords which were stapled to your original home learning packs. If you do not know your log in details, please e-mail me at yellow@beaupre.cambs.sch.uk and I can let you know what they are.

Science, Topic and non-core lessons


Please refer to the second home learning pack (issued at the start of this half-term). Please continue with your extensive project for Science (Keeping Healthy). Please continue with all Topic lessons and projects related to Africa, as well as completing PE and French lessons. If any of you have exhausted all of these tasks, please let me know.

	Maths	English
1	<p>Today we are going to be learning about properties of shapes and we are going to be starting our first lesson on 2D shapes which will build on the knowledge that you have acquired over the past week. Lesson 1 is on triangles.</p> <p>https://www.twinkl.co.uk/resource/tp2-m-150-planit-y6-properties-of-shape-lesson-pack</p> <p>From this link, you will find a folder full of learning resources to complete this lesson. Please work through the powerpoint slide show. Afterwards, please complete the worksheet. You can either print this out to record on it, or record your answers in your workbook with the date, title of the task and the question numbers. Again, the tasks are differentiated 3 ways. Start with the sheet recommended for you but if you fancy a challenge try a more difficult sheet afterwards. The answers are at the foot of this document, to allow you to self-mark your work and assess your accuracy as you are going along. There is a challenge task too for you to complete. Additionally, there is a practical task that you can either print out or replicate to further embed understanding.</p>	<p>In today's lesson we are going to be thinking about the story of Oliver Twist and our objective is to understand the plot. Please enjoy sharing the following extract to familiarise yourself with the story.</p> <p>Chapter 1 – 3 https://www.youtube.com/watch?v=pSeTnTCKd4 From Chapter 4 https://www.youtube.com/watch?v=bUQh7Z1oGol</p> <p>We will be reading up until the part in the story where Oliver is caught committing the crime of pick pocketing.</p> <p>What is society like then? How are children viewed and treated by society? What crimes are committed in the story? What motivations would there have been for crime?</p> <p>In today's lesson, I would like you to consider the story of Oliver Twist that has been shared so far. I would like for you to create a storyboard with 6 sections that focus on the main parts of the story so far. It is up to you how you structure into 6 parts but you should focus on the most prominent aspects of the story. Please feel free to refer back to my narration to aid your remembering. Each section of the storyboard should contain both a picture and a couple of sentences explaining the picture. Feel free to use speech bubbles to enhance your work. If you have apps like Book Creator, please feel free to do this electronically, however, free-hand is also fine.</p>
2	<p>Today we are going to be learning about properties of shapes and we are going to be starting our first lesson on 2D shapes which will build on the knowledge that you have acquired over the past week. Lesson 2 is on quadrilaterals.</p> <p>https://www.twinkl.co.uk/resource/tp2-m-151-planit-y6-properties-of-shape-lesson-pack</p> <p>From this link, you will find a folder full of learning resources to complete this lesson. Please work through the powerpoint slide show. Afterwards, please complete the worksheet. You can either print this out to record on it, or record your answers in your workbook with the date, title of the task and the question numbers.</p>	<p>As mentioned in yesterday's narration, the extract of the story of Oliver Twist that we are going to be focusing on is from when Oliver leaves Mr Sowerberry's funeral directors and runs away to London (Chapter4).</p> <p>In today's lesson, we are going to be exploring settings (where the story, at various times, takes place) with our objective being to plan ideas and vocabulary that could be used in our setting.</p> <p>Task 1 - Please see Appendix 1 – You are going to be using this table to record vocabulary. Use my narration from Chapter 4. What words and phrases could be added to your table to enhance description? Look at the images. What words and phrases come to mind for each setting? Imagine you are Oliver; how would he feel? What mood and image are you trying to convey? What would he describe that he can see? For example, hazy sunshine warming weary bones or sheltered by a sky of dancing clouds creating hope or distant billowing chimneys standing proudly in the distant city.</p>

	<p>Again, the tasks are differentiated 3 ways. Start with the sheet recommended for you but if you fancy a challenge try a more difficult sheet afterwards. There is a challenge task too for you to complete. Again, there is a practical task that you can either print out or replicate to further embed understanding.</p>	<p>Task 2 - Please use Appendix 2 which is description by Charles Dickens and by Bertie Doherty (who writes about Victorian times). What words and images can you 'magpie' from it? Add to your table.</p> <p>Task 3 – Watch the following clip. https://www.youtube.com/watch?v=pigmgUCxg_0 Can you add to your chart with what you can see and hear?</p> <p>Task 4 – Use a thesaurus to upgrade your vocabulary. Can you work with someone else in your family to enhance vocabulary and check that you've used the most suitable choices? Add to your table.</p> <p>Task 5 - https://www.twinkl.co.uk/resource/ks2-descriptive-setting-word-mat-bumper-pack-t-e-1 Can you add to your descriptions from any of these appropriate word mats?</p>
3	<p>Today we are going to be learning about properties of shapes and we are going to be starting our first lesson on 2D shapes which will build on the knowledge that you have acquired over the past week. Lesson 3 is on polygons.</p> <p>https://www.twinkl.co.uk/resource/tp2-m-155-planit-y6-properties-of-shape-lesson-pack</p> <p>From this link, you will find a folder full of learning resources to complete this lesson. Please work through the powerpoint slide show. Afterwards, please complete the worksheet. You can either print this out to record on it, or record your answers in your workbook with the date, title of the task and the question numbers. Again, the tasks are differentiated 3 ways. Start with the sheet recommended for you but if you fancy a challenge try a more difficult sheet afterwards. There is also a further resource sheet for you to complete, as well as a challenge sheet.</p>	<p>In today's lesson, we are going to be focusing on character descriptions, and are going to be considering three main characters: Oliver, Dodger and Fagin. Our objective is to plan vocabulary and phrases that we will use when describing our characters in our narratives.</p> <p>Task 1 – See the character descriptions in Appendix 3 Highlight any descriptions based on their appearance (what they look like) magpie any nouns/adjectives, clauses or phrases you might like to use for each character. Start three mindmaps – one for each character - to record your ideas.</p> <p>Task 2 – Look at the images in Appendix 4. What descriptions can you add to your mindmap? For example, the old man's stone-cold, suspicious eyes looked right into your soul or his matted, protruding beard partly masked the suspicious twitching of his whispering lips</p> <p>Task 3- Re-watch my narration. What descriptions can you use to add to your mindmaps?</p> <p>Task 3 – Watch the following clip again from yesterday. Can you add to the description for each character? What do you think each characters' personality is like? How do they say things? How do they move? Are they confident? Shy? Experienced? For example, His flushed red cheeks contrasted starkly against his pure pale skin and it was impossible for him to hide his innocence.</p> <p>Task 4 – Use a thesaurus to upgrade your vocabulary and record these words on your mind maps.</p> <p>Task 5 – Can you add any further vocabulary to describe these characters by using the following description word mats?</p> <p>https://www.twinkl.co.uk/resource/physical-appearance-adjectives-word-mats-t2-e-41981</p>

4	<p>Today we are going to be learning about properties of shapes and we are going to be starting our first lesson on 2D shapes which will build on the knowledge that you have acquired over the past week. Lesson 4 is using the knowledge you have accrued on polygons to use reasoning to respond to questions.</p> <p>https://www.twinkl.co.uk/resource/tp2-m-158-planit-y6-properties-of-shape-lesson-pack-classifying-geometric-shapes-4</p> <p>From this link, you will find a folder full of learning resources to complete this lesson. Please work through the powerpoint slide show. Afterwards, please complete the worksheet. You can either print this out to record on it, or record your answers in your workbook with the date, title of the task and the question numbers. The worksheet is based on reasoning and again this is differentiated 3 ways. Start with the sheet recommended for you but if you fancy a challenge try a more difficult sheet afterwards. There is a discussion task as well for you to work through with either a parent, older sibling or perhaps you could do so with a classroom peer through social media.</p>	<p>In today's lesson we are going to be thinking about dialogue, as this is where we bring grammar and punctuation into our series of lessons. A dialogue is a conversation between two people. The objective for today's lesson is to plan dialogue that can be used in next week's narrative. When using speech in a piece of writing, we know that inverted commas are used. We know that it is important to punctuate inverted commas correctly. Please see the following powerpoint:</p> <p>https://www.twinkl.co.uk/resource/t2-e-1581-punctuating-speech-powerpoint</p> <p>Please make sure that you use the double inverted commas, as we do in class.</p> <p>Task 1 – Relisten to both my narration and the Oliver clip.</p> <p>https://www.youtube.com/watch?v=pigmgUCxg_0</p> <p>What do you notice about the different ways in which the characters are speaking? You will probably notice that Oliver speaks much more formally than Dodger. This could be an opportunity to plan to use the subjunctive to create a level of formality. For example, "If I were to have the chance again, I would still not reconsider," Oliver thought to himself.</p> <p>Task 2 – Next, you will need to plan some of the things that the characters might say. I would like to see a range of things planned. Although you will be able to get a feel of the types of expressions that the characters might say and the way in which they might speak, I want you to make up your own dialogue that will fit with the story so far. You might start to think about some of the reporting clauses (bits of information that go between speech that could be used). I would like you to remember to use NSNL (new speaker, new line) and to show speech where it is used before the verb and where it follows a verb. Please see my WAGOLL in Appendix 5.</p>
5	<p>Before moving onto our next topic next week, which will be Drawing Shapes, I would like for you to attempt SATs questions (taken from past papers) to consolidate your learning on angles over the past two weeks. Please use the following link to take you to questions based on angles and lines. The questions range in difficulty with some requiring less reasoning than others.</p> <p>https://www.maths4everyone.com/resources/sats-questions.html</p>	<p>Task 1 - Starter – Model verbs. Modal verbs modify a verb to suggest a degree of certainty or possibility. What modal verbs can you think of? Can you plan to use at least three of these in your writing? Have a go at the following quiz.</p> <p>https://brilliantatenglish.com/quiz-modal-verbs/</p> <p>In today's lesson, we are going to be looking at two grammar concepts around tense: progressive and perfect. The objective of today's lesson is to plan how you will use these in next week's narrative.</p>

	<p>Scan down to the section on angles and lines, where you will find both questions and the solutions to download.</p>	<p>To remind you progressive words have 'ing' at the end of them. For example, walking. You can identify whether it is past progressive or present by the verb that proceeds the 'ing' word. For example: Past progressive = was walking Present progressive = is walking</p> <p>Task 2 Complete the following quiz to consolidate your understanding. https://www.twinkl.co.uk/resource/t2-e-532-identifying-whether-a-sentence-is-in-the-present-progressive-or-past-progressive</p> <p>Past progressive will be used in our narrative, as it is written in past tense. However, you might be able to use present progressive within speech.</p> <p>Task 3 - Look at my WAGOLL in Appendix 3. Can you find any examples of past progressive? Record these so that you can plan to use these in your narrative. What other examples of past progressive will you plan to use? Can you plan to use one example of present progressive within speech?</p> <p>The other grammar concept that we are going to revise today is past perfect and present perfect. This is a concept that is introduced in Year 3, but you are still expected to know this and use it in your writing in Year 6. Please see the following powerpoint to consolidate present perfect tense. https://www.twinkl.co.uk/resource/t2-e-3954-year-3-past-amp-present-perfect-tense-warm-up-powerpoint Please see the following powerpoint which is about tenses in general. There is also a quiz. https://www.twinkl.co.uk/resource/t2-e-2199-year-6-grammar-revision-guide-and-quick-quiz-tenses-powerpoint</p> <p>Simple past tense would be Oliver walked to London. For past perfect – 'had' would go before the verb. Oliver had walked to London. For present perfect – have/has would go before the verb. Oliver has walked to London.</p> <p>Task 4 – I would like for you to plan examples of past perfect tense that you could use in your narrative. For example, Oliver had seen. Additionally, I would like for you to</p>
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		plan to use present perfect within speech, for example, “Fagin has hidden lots of stolen treasures,” Oliver confided in Dodger, although he suspected that this might be a mistake.
Friday afternoon	<p>Don't forget to celebrate all of your hard work in preparing you're your SATs.</p> 	

Fun quizzes/additional activities that you might want to try:

<https://www.educationquizzes.com>

<https://www.activityvillage.co.uk/puzzles>

Appendices

Appendix 1

Settings to be planned for:

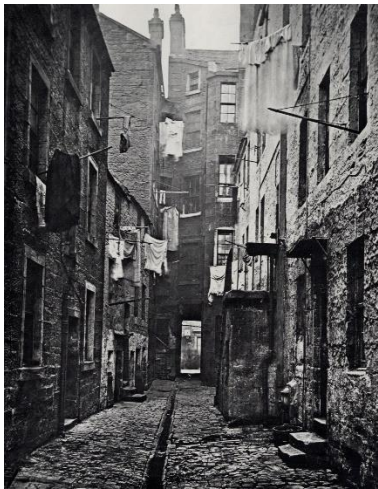
The walk to London



The busy market



The walk to Fagin’s and inside his property



The walk to London			
Nouns	Adjectives	Phrases and clauses	Upgraded synonyms

The busy marketplace			
The inside and outside of Fagin's property			

Appendix 2

It was a cheerless morning when they got into the street; blowing and raining hard; and the clouds looking dull and stormy. The night had been very wet: large pools of water had collected in the road: and the kennels were overflowing. There was a faint glimmering of the coming day in the sky; but it rather aggravated than relieved the gloom of the scene: the sombre light only serving to pale that which the street lamps afforded, without shedding any warmer or brighter tints upon the wet housetops, and dreary streets. There appeared to be nobody stirring in that quarter of the town; the windows of the houses were all closely shut; and the streets through which they passed, were noiseless and empty.

By the time they had turned into the Bethnal Green Road, the day had fairly begun to break. Many of the lamps were already extinguished; a few country waggons were slowly toiling on, towards London; now and then, a stage-coach, covered with mud, rattled briskly by: the driver bestowing, as he passed, an admonitory lash upon the heavy waggoner who, by keeping on the wrong side of the road, had endangered his arriving at the office a quarter of a minute after his time. The public-houses, with gas-lights burning inside, were already open. By degrees, other shops began to be unclosed, and a few scattered people were met with. Then, came straggling groups of labourers going to their work; then, men and women with fish-baskets on their heads; donkey-carts laden with vegetables; chaise-carts filled with live-stock or whole carcasses of meat; milk-women with pails; an unbroken concourse of people, trudging out with various supplies to the eastern suburbs of the town. As they approached the City, the noise and traffic gradually increased; when they threaded the streets between Shoreditch and Smithfield, it had swelled into a roar of sound and bustle. It was as light as it was likely to be, till night came on again, and the busy morning of half the London population had begun.

They walked on, for some time, through the most crowded and densely inhabited part of the town; and then, striking down a narrow street more dirty and miserable than any they had yet passed through, paused to look for the house which was the object of their search. The houses on either side were high and large, but very old, and tenanted by people of the poorest class: as their neglected appearance would have sufficiently denoted, without the concurrent testimony afforded by the squalid looks of the few men and women who, with folded arms and bodies half doubled, occasionally skulked along. A great many of the tenements had shop-fronts; but these were fast closed, and mouldering away; only the upper rooms being inhabited. Some houses which had become insecure from age and decay, were prevented from falling into the street, by huge beams of wood reared against the walls, and firmly planted in the road; but even these crazy dens seemed to have been selected as the nightly haunts of some houseless wretches, for many of the rough boards which supplied the place of door and window, were wrenched from their positions, to afford an aperture wide enough for the passage of a human body. The kennel was stagnant and filthy. The very rats, which here and there lay putrefying in its rottenness, were hideous with famine.

“Take ‘em to the workhouse” the policeman said. “Let them die in there, if they have to”. The boy began to run then, head down, skidding on the snowy road, weaving the cart in and out of the carriages, and Jim ran anxiously behind. They came at last to a massive stone building with iron railings round it. Weary people slouched there, begging for food. The boy stopped the cart outside the huge iron gates and pulled the bell. Jim could hear it clanging in the distance. At last the gates were pulled open by a porter who glared out at them, his lantern held up high.

There on the steps on each side of the main door stood a man and a woman, as straight and thin and waxy-faced as a pair of church candles, staring down at them. The boy held out his hand and was given a small coin, and the master and matron bent down and lifted Jim’s mother off the cart and carried her into the house. The boy pushed his cart out and the porter clanged the gates shut. The matron poked her head sharply round the door.

Appendix 3 – Character descriptions

Oliver Twist

The titular protagonist, Oliver Twist is orphaned at birth and brought up by the parish under circumstances that amount to child abuse. Despite his ill treatment, Oliver is a kind, honest boy who is quick to forgive. He is motivated by the desire to help those in need and by gratitude to those who help him. Despite the abuse he receives at others' hands, he never holds a grudge and is always ready to give a person the benefit of the doubt. At the back of Oliver's mind is the desire to learn more about his mother. As a child he thinks about her watching over him and feels deeply that she must have been a good person. It is her nature that Oliver has inherited, and no matter how much abuse and manipulation he experiences, he remains true to his nature. In the end Oliver gathers around him a group of honest, kindhearted friends similar to himself.

WAGOLL – From Mrs Summers

As he was walking through the darkened streets, with his head bowed down, feeling unworthy of love and full of despair, Oliver wandered aimlessly. His fair hair danced in the gentle breeze, as he progressed along the shadowy streets. His tear-filled sapphire eyes – giving away his kind and gentle nature - glistened and shone (showing an element of hope despite his current circumstances). Oliver’s fair, slightly freckled skin (which showed signs of neglect from being unwashed) was paler than usual; his cheek bones had started to hollow slightly due to lack of regular nutrition. An optimistic hint of a smile could be detected on his cracking, dry lips where a full beaming grin used to be often present. Surprisingly, the clothes that he wore indicated previous privilege, although they were now: wearing thin; crumpled beyond belief; becoming ragged and were covered in the dirt and decay from the streets of London. Bravely, a stream of tears were being held back by him. Pondering over his desperate and helpless situation, he mumbled anxiously to himself, “What am I going to do?”

Fagin

An old Jewish man with an ugly face and matted red hair, Fagin is a sort of criminal mastermind. He fences stolen goods, taking a large cut for himself. He looks and lives like a pauper, but he has plenty of money. He even owns more than one house. Readers meet Fagin in his public persona of a jolly old fellow taking care of his young charges, but the boys with him are really apprentice thieves. Fagin is a corrupter of the young, and Dickens often refers to him as the devil. Fagin demands total compliance and does not hesitate about turning in to the police anyone who crosses him or whom he perceives as a threat. That way the police will do his dirty work for him by sending his enemies to the gallows. Fagin may seem charming, but he's as evil as they come—the antithesis of Oliver Twist.

Jack Dawkins

Jack Dawkins is better known as the artful Dodger, he is common looking enough but with the airs and manners of a man, although he is about Oliver's age. He is Fagin's best pickpocket, and it is he who finds Oliver and leads him to London and to Fagin's place

WAGOLL – From Charles Dickens

This led to a more friendly and confidential dialogue; from which Oliver discovered that his friend's name was Jack Dawkins, and that he was a peculiar pet and protege of the elderly gentleman before mentioned.

Mr. Dawkins' appearance did not say a vast deal in favour of the comforts which his patron's interest obtained for those whom he took under his protection; but, as he had a rather flightily and dissolute mode of conversing, and furthermore avowed that among his intimate friends he was better known by the sobriquet of 'The Artful Dodger,' Oliver concluded that, being of a dissipated and careless turn, the moral precepts of his benefactor had hitherto been thrown away upon him. Under this impression, he secretly resolved to cultivate the good opinion of the old gentleman as quickly as possible; and, if he found the Dodger incorrigible, as he more than half suspected he should, to decline the honour of his farther acquaintance.

Mr. Sowerberry was a tall gaunt, large-jointed man, attired in a suit of threadbare black, with darned cotton stockings of the same colour, and shoes to answer. His features were not naturally intended to wear a smiling aspect, but he was in general rather given to professional jocosity. His step was elastic, and his face betokened inward pleasantry, as he advanced to Mr. Bumble, and shook him cordially by the hand.

Appendix 4



Appendix 5

WAGOLL – Dialogue

“What’s a nice lookin’ lad like you doin’ round ‘ere?” the confident child announced on approaching the exhausted-looking boy who was hunched over on the steps of the marketplace’s almost palatial town hall. The young boy looked up, his hopeful eyes brimming with suppressed tears. Oliver thought that he might have imagined the stranger’s question amidst the hustle and bustle of the chaotic market.

Oliver’s stammered in response, “I’ve run away from home and despite the hard times that I have encountered, if I were to choose again, I would still think this the best option.”