

Yellow Class – Home learning – W/C 8th June 2020

Dear Yellow Class

I hope that you are all continuing to be well and are coping during this difficult time. For those of you who are not in school, I again enclose this week's home-learning. As with last week, the tasks and the resources that are being used are the same tasks and resources that children in school will be completing, for continuity of education and the lessons that are being taught in school continue to be taught by one of our TAs – and not myself.

Timing expectations/allocation: As with last week, the children who are in school are expected to spend 1 hour completing a daily English lesson (with cross-curricular links to RE, History and Geography), 40 minutes for Maths each day and 40 minutes for non-core lessons (for example, Guided Reading or Science) for four afternoons of the week. The school is not open on a Friday afternoon. The children who are in school will be spending 20 minutes each day on well-being sessions.

Please continue to let us know how you are getting on with your home learning. Should you have any queries, please do not hesitate to e-mail yellow@beaupre.cambs.sch.uk. Just to remind you that queries will continue to be responded to regularly but this might be by another member of staff, due to a change in responsibilities associated with the school's re-opening.

Keep up the good work!

Kindest regards

Mrs Summers

Maths

In Maths, for the final half-term in this academic year, we will be covering subjects that I feel you could benefit from focusing on further, before moving on. The first topic area that we will be covering in-depth is Ratio and Proportion (which will also incorporate some revision of Fractions, Decimals and Percentages). We are entering our second week of this topic area.

Here is an overview of what we will be covering in the forthcoming week/s which the sequence of the following Maths lessons adheres to:

<https://www.twinkl.co.uk/resource/y6-ratio-and-proportion-planit-maths-steps-to-progression-overview-tp2-m-2567219>

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/Year-6-2018-19-Spring-Term-Block-6-FINAL.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 previous home learning, you will need a Twinkl account. Please see the following link which shows you how to set up a free Twinkl Account, if you haven't already done so.

<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

Our topic for this half-term is Islam and the Middle East and we will be exploring Early Islamic Civilisations, and this week we will be building on last week's unit of work. Your English learning is based on providing writing opportunities around this topic. Please see daily lessons.

Additional tasks

Again, should you wish further tasks to complete in English, please visit www.pobble365.com and complete the questions and tasks for the picture of the day.

Reading Comprehension

We will continue to use Purple Mash's Serial Mash for our Reading Comprehension learning.

If you haven't already done so, please visit www.purplemash.com and find Beaupre School. You will need your log in details including passwords which were stapled to the plastic wallet on your original home learning packs. If you do not know your log in details, please e-mail yellow@beaupre.cambs.sch.uk so we can let you know what they are.

Last week, we finished the text Suffrajitsus. This week, we will start the text 'A Horde of Ravens' which is set in the Roman times. You will find this text in the Serial Mash section under Sapphires' texts.

Lesson 1 (Tuesday) – Read chapters 1 and 2 and complete the questions and activities based on the text.

Lesson 2 (Thursday) – Read chapters 3 and 4 and complete the questions and activities based on the text.

Well-being

Children who are in school will be completing 20 minute daily lessons during the afternoon for PSHE to help with their well-being at this difficult time.

<https://www.zumos.co.uk/Wellbeing.aspx>

Science

<https://ypte.org.uk/lesson-plans/living-things-and-their-habitats-year-6-classification>

Please download the scheme of work with accompanying powerpoint for this half-term's scheme of work. I would like for you to complete the tasks for each lesson on a weekly basis.

PE

In school, the children will be undertaking a socially-distanced PE lesson every other week. This will be based on Joe Wicks' videos. Please see example, as follows:

<https://www.youtube.com/watch?v=Y2AkYD10d7Q>

Every other week, and during inclement weather, the children who are in school will be having their Art lesson.

Art

This half-term, we will be linking Art to the Middle East. Please look at the following link.

<https://news.artnet.com/market/most-famous-middle-eastern-painting-to-be-sold-at-christies-225735>

For your learning in Art, you will be expected to carefully reproduce the artwork The Camel of Burdens as a sketch. At least three 40 minute sessions should be dedicated to this task. Remember to consider sketching and shading. Please look at the following powerpoint to remind you how to incorporate shades of light and dark and sketching techniques into your artwork.

<https://www.twinkl.co.uk/resource/t3-ad-2-formal-elements-tone-lesson-pack>

For an additional art task, why not have a go at Islamic geometric patterns. Please see the following powerpoints for guidance.

<https://www.twinkl.co.uk/resource/t2-re-549-islamic-art-patterns-powerpoint>

<https://www.twinkl.co.uk/resource/t2-h-4329-early-islamic-civilisation-geometric-patterns-lesson-teaching-pack>

<https://www.twinkl.co.uk/resource/t2-re-578-how-to-draw-an-islamic-geometric-repeating-pattern-instructional-powerpoint>

Additional fun learning opportunity

As you will no doubt be aware from my weekly letters to you in the newsletter, I am learning sign language. As a fun extra activity for your home learning, I would like to introduce you to the British sign language alphabet. If you teach this to a member of your family, you will be able to spell words and messages to them in code! If you want further guidance and finger spelling challenges, as well as lots of additional signs, you might want to join up for the British Sign Language Course; there is currently a minimum charge of £3 (although the cost is usually a minimum charge of £25). Please visit <https://www.british-sign.co.uk> if interested.



BRITISH SIGN LANGUAGE - FINGERSPELLING

 A	 B	 C	 D	 E	 F	 G
 H	 I	 J	 K	 L	 M	 N
 O	 P	 Q	 R	 S	 T	 U
 V	 W	 X	 Y	 Z	RIGHT HANDED	



A photograph of a right hand with the fingers spread. The fingers are labeled with letters: the thumb is 'A', the index is 'I', the middle is 'E', the ring is 'O', and the pinky is 'U'.

	Maths	English
1	<p>Lesson 1 (of week 2)</p> <p>https://www.twinkl.co.uk/resource/tp2-m-2406-planit-y6-ratio-and-proportion-lesson-pack-solving-fractions-problems-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.</p> <p>The tasks are differentiated 3 ways. Yellow Group – to complete the sheet with one star, Red and Green Groups to complete the sheet with two stars and Blue Group to complete the sheet with three stars. 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. This information is applicable to all Maths lessons this week and the order of teaching follows the Twinkl framework at the start of this document.</p>	<p>In this week’s lessons, we will continue to be looking at the Early Islamic Civilisation. For the next three days, our planning is going to be focusing on grammar and punctuation concepts. In this week’s lesson, we are going to be consolidating our understanding of semi-colons.</p> <p>Look at these powerpoints and focus on the pages about semi-colons.</p> <p>https://www.twinkl.co.uk/resource/t2-e-1611-using-semicolons-and-colons-powerpoint https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.primaryresources.co.uk%2Fenglish%2Fpowerpoints%2Fcolons_and_semicolons.ppt</p> <p>A semi-colon can be used instead of a conjunction (formally called a connective) to join two main clauses. Remember: each side of the semi-colon in your sentence must be a main clause and must make sense on its own. Semi-colons tend to link ideas that are closely related, as do conjunctions. Look at the following examples:</p> <p>During the Golden Age of Islam, trade and industry across nations flourished and Baghdad’s position at the centre of the east to west trade routes helped the city to become a major power.</p> <p>During the Golden Age of Islam, trade and industry across nations flourished; Baghdad’s position at the centre of the east to west trade routes helped the city to become a major power.</p> <p>Both sides of the semi-colon make sense when a semi-colon is used to replace a conjunction.</p> <p>Semi-colons can also be used instead of a comma in a list. A semi-colon is preferred when the items in a list are longer and more complicated. Remember, that your list could also be in bullet points.</p> <p>Products invented or made by people from the early Islamic civilisation were highly valued by people across the world. Some of these items included: beautifully-crafted fine silk; perfume that is required for religious ritual; intricately created pottery and other traditionally made items.</p> <p>Or</p> <p>Some of these items included:</p> <ul style="list-style-type: none"> • beautifully-crafted fine silk; • perfume that is required for religious ritual; • intricately created pottery and • other traditionally made items. <p>Look at the Twinkl powerpoint of how a semi-colon can be used before a conjunctive adverb as this is a brilliant way to plan to use these words and a semi-colon in your writing.</p> <p>You may also want to look at this clip for further information.</p> <p>https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/z6w6cqt</p>

		<p>Your task in today's lesson is to use your mindmap from last Monday's lesson about the build-up to the establishment of the Early Islamic Civilisation (particularly with regard to trade and power). You are going to be using your notes to practise using a semi-colon to: replace a conjunction; in a list and before a conjunctive adverb. You will be able to use these planned sentences in your final write-up.</p>
2	<p>Lesson 2 (of week 2) https://www.twinkl.co.uk/resource/tp2-m-2389-planit-y6-ratio-and-proportion-lesson-pack-solving-ratio-problems-2-1</p>	<p>Starter – 'c' is the noun and 's' is the verb. Use this rule to correctly use these words in sentences: advice, advise, practice, practise, licence and license. Include these Year 6 expected spellings correctly in your planning/activities this week.</p> <p>In today's lesson, we are going to be exploring the use of colons.</p> <p>Please visit the parts of the following powerpoint that refer to colons. https://www.twinkl.co.uk/resource/t2-e-1611-using-semicolons-and-colons-powerpoint https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.primaryresources.co.uk%2Fenglish%2Fpowerpoints%2Fcolons_and_semicolons.ppt</p> <p>A colon is used to introduce an idea. As you will know from your learning yesterday, colons are used to introduce lists. Colons can also be used at the end of a sub-heading to introduce what is going to be discussed. Therefore you already have two ways in which you can demonstrate your ability to use a semi-colon.</p> <p>In today's lesson we are going to be looking at using semi-colons within sentences to introduce an idea that is an explanation or continuation of the one that comes before the colon.</p> <p>There was one man responsible for the creation of Baghdad: Caliph Al-Mansur A large number of people lived in Baghdad and its suburbs: about one million.</p> <p>For today's lesson your task is to refer back to last Tuesday's lesson. You are going to be using your writing to refresh your understanding of the importance of Baghdad. I would like for you to plan ways in which you could use a colon within your sentences as I have in the examples above. At the end of the session, I would like for you to identify your two most powerful examples which you will plan to use in your writing.</p> <p>For further information, please have another look at: https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/z6cxyyc</p>
3	<p>Lesson 3 (of week 2) https://www.twinkl.co.uk/resource/tp2-m-2396-y6-planit-ratio-and-proportion-lesson-pack-scale-factor-and-enlargement-1</p>	<p>In today's lesson, we are going to be considering embedded clauses. This is where a subordinate clause is added to a main clause (as parenthesis) to provide additional information. There are three types of parenthesis: brackets, dashes and commas. As we are looking at embedded clauses that occur in the middle of a sentence in today's session, these will always be used in pairs.</p> <p>Have a look at the following article to help you to make choices about which type of parenthesis would be suit your sentence. The purpose of using a type of parenthesis is to create clarity in your writing, so it is important to consider which piece, at which point in your writing, will create clarity and not confusion. As you know, when you extract a piece of parenthesis, your sentence should still make sense.</p> <p>https://www.grammar-monster.com/lessons/parethesis_choice_of_parentheses.htm</p> <p>Remember that relative clauses can often be used as your extra information to create parenthesis, which will start with a relative pronoun – who, that, which, where etc.</p>

		<p>Your task in today's lesson, is to use your notes from last Wednesday's lesson about The House of Wisdom and to plan to write sentences that could be used in your final non-chronological report. Each of your sentences should contain a different type of parenthesis. I would like for some of your embedded clauses to refer to conjunctive adverbs (for example, however, nevertheless etc). At the end of the session, identify your most powerful for each type of parenthesis to use in your final non-chronological report.</p>
4	<p>Lesson 4 (of week 2) https://www.twinkl.co.uk/resource/tp2-m-2398-planit-y6-ratio-and-proportion-lesson-pack-scale-factor-and-enlargement-2</p>	<p>Starter – Common spelling mistakes. Read the following article. https://www.inc.com/melanie-curtin/the-10-most-commonly-misspelled-words-in-english-language.html Take note of the advice to avoid making such spelling mistakes. Which of these are year 5/6 spellings? Which could you plan to use in your final non-chronological report?</p> <p>In today's lesson, we are going to be planning our non-chronological report which we will be completing next week. Before we do so, we need to think about what the features of a non-chronological report are. Please see the following checklist. https://www.twinkl.co.uk/resource/t2-e-1235-features-of-a-non-chronological-report-text-checklist Please see Appendix A for the boxing up support. I would suggest that you use the following structure to organise your non-chronological report and you are welcome to use the sub-headings that I have suggested (remember that your introduction and summary do not need a sub-heading).</p> <p>At the foot of the boxing up support is a Year 6 writing checklist and it is important that you plan to use as many of these as possible in your final report (you can tick these off as you go along and don't forget that you can use more than one). Additionally, please refer to your planning from earlier on in the week for the use of semi-colons, colons and embedded clauses. You will need to refer back to your planning from last week for your historical facts. Remember that this plan should be in note-form.</p>
5	<p>Lesson 5 (of week 2) https://www.twinkl.co.uk/resource/tp2-m-2399-planit-y6-ratio-and-proportion-lesson-pack-scale-factor-and-enlargement-3</p>	<p>In today's lesson, we are going to be writing the introduction to our non-chronological report. We are going to write a paragraph of the non-chronological report each day. You will need to refer to your boxing up support for your notes. Please refer to last week's You Tube video that I produced to aid your knowledge. https://youtu.be/kltaxVIMjCA Please see my example of WAGOLL – Appendix B. I would like for you to highlight the Year 6 features that I have used. Feel free to 'magpie' any that you think you might like to use in your report. You must ensure that your introduction is as powerful as this and that Year 6 features are used as thoroughly. After you have done this, look at Appendix C where I have identified examples in the passage. Remember to use an appropriate title for your non-chronological report. After you have written your paragraph, read through and provide an initial edit. We will be editing and revising our writing further next week.</p>

Appendices

Appendix A

Year 6 writing features to be included in your writing: passive voice, subjunctive, inverted commas, complex sentences which contain subordinating conjunctions, compound sentences which include co-ordinating conjunctions, short sentences, modal verbs, relative clauses, perfect tense, progressive tense, questions, Year 3/4 and 5/6 spellings, hyphenated words, parenthesis – brackets, commas and dashes - fronted adverbials, past and present progressive)

1 – Introduction and the build-up to the establishment of the Early Islamic Civilisation	
2 – Trade and power	

3 – The importance of Baghdad	
4 – The House of Wisdom	
5 – The Four Caliphs	

6 – Summary – including the fall of Baghdad	
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Appendix B

The Early Islamic Civilisation

The Early Islamic World was a period of rapid expansion for both the Islamic Empire and the religion of Islam. As Europe was languishing in the dark ages, the Middle East was experiencing a time of economic prosperity and scientific advancement. Consequently, the religion of Islam was founded - in 610 AD - by the Prophet Mohammed in the city of Mecca (modern day Saudi Arabia). The religion soon spread throughout the region; it had a major impact on the culture of the Middle East and North Africa throughout the Middle Ages. After Mohammed died, the Islamic government, called the 'Caliphate', was ruled by a first four Caliphs who were all taught Islam by Mohammed and were called the 'Rightly Guided' Caliphs. They were followed by the first Islamic dynasty: The Umayyad Caliphate. In 750 AD, the Abbasid Caliphate took control and ruled for a 500 year period. The Islamic Golden Age took place during the Abbasid Caliphate reign; the Islamic Empire expanded throughout the Middle Ages to become one of the largest empires in the history of the world. The Middle East, northern Africa, the Iberian Peninsula (Spain), and parts of Asia into India were controlled by the Islamic Empire. The Islamic Golden Age was a period when – in The Early Islamic Empire - the following flourished: invaluable science; culture which is still prevalent in today's society; innovative technology; newly-discovered education and improvement to the arts. This period lasted from around 790 AD to 1258 AD. The cultural centre had been the city of Baghdad (that also served as the capital of the Abbasid Caliphate).

Appendix C

Did you manage to highlight the following in the above introduction?

past progressive - was experiencing and was languishing

past perfect – had been

subordinating conjunction - As

Spellings – government and throughout

Relative pronoun – that

Fronted adverbial – Consequently, and After Mohammed died,

Hyphenated word – newly-discovered

Possessive apostrophe – society's

Parenthesis – (which also served as the capital of the Abbasid Caliphate) and - in 610 AD -

Passive voice - The Middle East, northern Africa, the Iberian peninsula (Spain), and parts of Asia into India were controlled by the Islamic Empire.

There are lots more!!