

Yellow Class – Home learning – W/C 15th June 2020

Dear Yellow Class

I hope that you are all continuing to be well. I again enclose this week's home-learning. As with previous weeks, the tasks and the resources that are being used are exactly 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 a TA – and not myself.

Timing expectations/allocation: As with previous weeks, the children who are in school are expected to spend approximately 1 hour completing a daily English lesson (with cross-curricular links to RE, History and Geography), 1 hour for Maths each day and 1 hour 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.

Keep up the good work!

Kindest regards

Mrs Summers

Maths

In Maths, we are going to be re-covering Measurement in order to consolidate this topic. This will be our first week on this topic area.

Please see the White Rose Hub planning for this topic to enhance your understanding and to work through the activities to enhance your understanding.

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/Sols/Primary/SOL-Year-6-2018-19-Spring-Term-Block-4-FINAL.pdf>

I have included mental maths fluency starters for this week. Please see additional material as follows:

<https://thirdspacelearning.com/resources/year-6-rapid-reasoning-weeks-1-6/>

Please be advised that Twinkl has changed its parent access as of the end of last week, so, due to restrictive free use, we are going to be using alternative resources. Should you be interested, the free link to the Twinkl home learning hub for parents is as follows:

<https://www.twinkl.co.uk/home-learning-hub>

English

As you know, our topic for this half-term is Islam and the Middle East and we will be exploring Early Islamic Civilisations. This week we will be completing our 3-week unit of work producing our non-chronological report. 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, you were introduced to the text 'Silver Secrets of the Golden Hind'. For this week's Guided Reading I would like for you to continue with this. To remind you, you will find this text in the Serial Mash section under Sapphires' texts.

Lesson 1 (Tuesday) – Read chapters 2 and 3 and complete the questions and activities based on the text.

Lesson 2 (Thursday) – Read chapters 4 and 5 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 continue 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.

As with the previous Twinkl powerpoints, please see the following link for Islamic Geometry (you will need to scan down and click on this presentation).

<https://www.artfulmaths.com/mathematical-art-lessons.html>

Have a go at re-creating the different patterns to create your own Islamic art.

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.



	Maths	English
1	<p>Starter - https://corbettmathsprimary.com/5-a-day/ Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>Over the past 2 weeks you have been learning about ratio and proportion, inclusive of scaling. In today's lesson, I would like for you to complete this end of unit assessment for ratio. https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/ Questions and answers are available to allow you to self-assess your own learning.</p>	<p>Firstly, before commencing today's lesson, I would like for you to re-read your introductory paragraph from last Friday's lesson.</p> <p>In today's lesson, you are going to be writing your first sub-headed paragraph: Trade and Power. Don't forget that you should leave a line from your previous paragraph and you should underline your sub-heading title; this is an excellent opportunity to use a colon after it.</p> <p>You will need to use your boxing up support for your notes (from last week's learning) that you are going to expand in this section. You also have the opportunity to refer to your initial research task from week 1 and your grammar and punctuation task associated with it in week 2 to support the ideas to include in your paragraph. It is important that you refer to your Year 6 checklist – see Appendix A - to ensure that you have plenty of Year 6 features in this paragraph. Please ensure that you use spelling mats to aid your spelling and to help you think of words that you could include in your writing – see Appendix B and C.</p> <p>Should you require additional support with your spelling, please see Appendix D. Consider how you will vary the way in which your sentences are opened, but remember that this piece of writing needs to retain a formal feel. See Appendix E for support.</p>
2	<p>Starter - https://corbettmathsprimary.com/5-a-day/ Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>This week we are going to be revising a new unit of work – Measurement. We are going to use a new resource for this week. Please work through the attached narrated video on generating and describing linear number sequences. Please stop the video, as directed, to undertake the tasks within the video. https://classroom.thenational.academy/lessons/to-generate-and-describe-linear-number-sequences/activities/2</p>	<p>Your task in today's lesson is to produce two paragraphs with regard to 'The Importance of Baghdad' and 'The House of Wisdom'. Firstly, re-read through your writing so far, so that you are clear where you are starting from. Don't forget to leave a space, underline you sub-headed title and use a colon after it. You will need to use your boxing up support (from last week) and expand the note-form information therein. You may also want to refer to your task from Week 1 and your Grammar and Punctuation lessons from Week 2 to refresh your memory/knowledge and to include additional information. Don't forget to refer to all of the writing supports from yesterday's lesson.</p> <p>Consider, how you will build cohesion between your paragraphs by starting with sentences like the following examples: Due to its beneficial trade links Baghdad became significantly important. Or Not only was Baghdad important because of its location, but education too played a key role too.</p>
3	<p>Starter - https://corbettmathsprimary.com/5-a-day/</p>	<p>Your task in today's lesson is to produce two paragraphs. The first paragraph will be about The Four Caliphs. Again, refer to your boxing up support, and writing tasks</p>

	<p>Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>This week, we are going to be revising a new unit of work – Measurement. We are going to use a new resource for this week. Please work through the attached narrated video on reading and writing standard units. Please stop the video, as directed, to undertake the tasks within the video. https://classroom.thenational.academy/lessons/to-use-read-and-write-standard-units-of-length-mass-and-volume</p>	<p>relating to this from previous weeks. Don't forget to use spelling and sentence opener supports from earlier in the week to aid your writing.</p> <p>In today's lesson, you are also going to be writing the summary paragraph which will include information about the fall of Baghdad. Please re-visit my YouTube video to refresh your understanding. https://youtu.be/JvtDwzN3VCo</p> <p>Please see the notes on your boxing up support, and tasks from previous weeks to help you to think about what to include in your writing. Make sure that you are including lots of Year 6 writing features – again see Appendix A.</p> <p>Please see my example of WAGOLL – Appendix F. Highlight what is good about it (the Year 6 features that you identify). Please see Appendix G for further support.</p>
4	<p>Starter - https://corbettmathsprimary.com/5-a-day/</p> <p>Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>This week, we are going to be revising a new unit of work – Measurement. We are going to use a new resource for this week. Please work through the attached narrated video on converting between standard units. Please stop the video, as directed, to undertake the tasks within the video. https://classroom.thenational.academy/lessons/to-convert-between-standard-units-of-length</p>	<p>Today's lesson is going to be dedicated to editing and revising your writing from yesterday. It is important that you give this task adequate care and attention as, as you know, it is as important as the planning and drafting stage!</p> <p>See Appendix H for guidance and to help you to think about the difference between editing and revising.</p> <p>Firstly, read through your work. Look for missing words and letters to ensure that your writing makes sense. Have you missed any capital letters for proper nouns? Have you missed any punctuation marks? Look for missing commas in complex sentences. Are your sentences too long? Have you accidentally joined more than one sentence? Do all questions end with question marks?</p> <p>Next re-read your writing and check your spelling by looking for words that don't look right or that you felt less confident about spelling when you wrote them. Use the word lists from your first draft to check. Use a dictionary to check spelling (on-line is fine too).</p> <p>Next re-read your writing again; this time think about improving the quality of your writing. Have you used unnecessary words and repetition that need to be removed or altered? Can you re-order your words for impact? Can you use improved synonyms but accurately suggest substitution? You may need to refer to a thesaurus. Remember to keep editing clear and small so that your writing isn't confusing.</p> <p>Finally, when you have edited and revised your writing, if possible, read it aloud to a 'peer' – either a parent, sibling or perhaps with a friend over social media. What are their suggestions for improvement?</p>
5	<p>Starter - https://corbettmathsprimary.com/5-a-day/</p> <p>Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p>	<p>When you are happy with your editing and revising, produce your final copy by writing or typing into best. If writing, please remember to use your very best joined handwriting. In Appendix I is a template for you should you wish to use it.</p>

This week, we are going to be revising a new unit of work – Measurement. We are going to use a new resource for this week. Please work through the attached narrated video on solving problems involving conversion. Please stop the video, as directed, to undertake the tasks within the video.

<https://classroom.thenational.academy/lessons/to-solve-problems-involving-conversion-of-length>

Don't forget that you can edit and revise further as you go along, should you discover a mistake or feel that you could make further improvement. Re-read each sentence for sense after you have written it into best. Re-read your completed version as a final check for perfection! Well done on completing your non-chronological report!

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

Appendix B

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighths	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Appendix C

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Appendix D

Phase 4 and 5 High Frequency Words

went	out	what	about	came
from	like	so	made	make
children	one	Mr	asked	their
little	have	Mrs	I'm	day
it's	do	called	house	saw
just	when	could	your	put
help	some	looked	very	oh
said	come	don't	by	people
were	there	old	time	here

Sentence Openers

Time	Order	Where	To add information	Comparisons
One day	At first	In the middle of the...	Again	However
One morning	First	Under the bridge...	Also	Yet
One evening	Second	Over the bridge...	Another	Despite
After that	Third	In the distance...	Along with...	Still
After a while	Then	Far away...	For example...	Unlike
Before long	Last	In a far off land...	As well as	Even though
Afterwards	Finally	Inside of...		Although
As soon as	Next	At the end of...		Rather than
At last		On top of the...		
A moment later		Next to the...		
In the meantime		Nearby...		
Later on		Opposite the...		
Meanwhile				
Soon				
During				
Now				
Next week				
All of a sudden				



Mrs Summers' WAGOLL –

The Golden Age of the Early Islamic Empires started from 750 AD, with steady expansion of this region after Mohammed's death (originating from the first major Islamic Empire: The Umayyad Empire). As the cultural city of Baghdad was in a beneficial position for trade, it rapidly expanded and gained power. Consequently, the growth and development of: science; culture; technology and the Arts can be attributed to this time.

By the 12th Century, the rule of the Abbasid caliphs was definitely becoming weaker, as bickering over religious differences worsened; some rulers were assassinated. The Islamic Empires were further weakened by the Crusades. The military campaigns from 1095 to 1291 AD were also known as the holy wars. They had been fought by Christian knights wanting to take the holy city – Jerusalem - back from the Muslims and to help the Christian Empires of Constantinople in these wars against Muslim Turks. The battles continued for 20 years because Christians tried to get rid of Muslims from a far wider area, including Spain. By 1100, Jerusalem had been claimed by the Crusaders; it was ruled by a Christian King, but in 1187 Islamic leader and Egyptian sultan (Salah al-Din) won back the city. However, by 1291 many Muslim strongholds had fallen to the Christians and the Islamic military forces were significantly weakened.

The final straw came in 1258 when Baghdad was attacked and destroyed by the Mongols. The Mongol attacks were horrifically brutal with disastrous consequences and at one point during the Crusades the streets of Jerusalem were said to be ankle-deep with blood; two million Muslims were killed in the attack and many mosques hospitals, schools and even roads and waterways were destroyed. So many books from the House of Wisdom were dumped in the Euphrates River that their ink turned its waters black! This was the first time the Muslim world was overrun by non-Muslims. The Mongols left a trail of death and destruction, when these atrocities occurred, from which the Abbasid Empire never recovered; Trade routes became unsafe and law and order broke down. The Golden Age had ended!

Appendix G

Did you identify the following? Can you find further examples?

Possessive apostrophe – Mohammed's

Modal verbs – Can

Colons - : The Umayyad Empire

Semi-colon - ; some rulers were assassinated.

Parenthesis - (originating from the first major Islamic Empire: The Umayyad Empire) , including Spain.

Adverbs – rapidly significantly horrifically

Subordinating conjunction – As when

Co-ordinating conjunction - ,but

Fronted adverbial - By the 12th Century, By 1100,

Past progressive - was becoming

Hyphenated word – ankle-deep

Past perfect - had been

Passive voice - Jerusalem had been claimed by the Crusaders

Relative pronoun – that

Year 5/6 spellings – definitely occurred disastrous

Appendix H

REVISE

VS.

EDIT

A.R.M.S

C.U.P.S.

Add - sentences and words

Remove - words or sentences you don't need

Move - change a word or placement of a sentence

Substitute - trade words or sentences for new ones

Capitalize - names, places, titles, months, etc.

Usage - nouns and verbs are correctly used

Punctuation - periods, quotes, commas, semicolons, apostrophes, etc.

Spelling - check all words, look for homophones, use a dictionary

