

Remote Education – Spring Topic – Courage, Hope and Forgiveness

YEAR 6 weeks beginning 1st February and 8th February

Daily Teams Lessons:

9:30am: Maths

10:30am: English

2:00pm: Foundation Curriculum

If you can, please prioritise learning assignments posted daily on Teams as these will be discussed during live lessons.

	Learning	Activities
ENGLISH	<ul style="list-style-type: none"> • Reinforce spelling confidence; • Use commas accurately in writing; • Punctuate speech. 	<p>Key Stage English Grammar, Punctuation and Spelling Please only complete the pages identified.</p> <p>Page 88 - 89 (ei and ie words) Page 94 – 98 (confusing nouns and verbs/homophones) Page 41 (Commas to avoid ambiguity) Page 46 - 47 (comma practice) Page 56 – 57 (punctuating speech)</p> <p>KS English Comprehension Please only complete the pages identified.</p> <p>Page 18 - 19 (The Lord of the Rings) Page 16 -17 (A Letter from CS Lewis)</p> <p>Write an engaging non-chronological report about the Himalayas and the people who live there. (We will be working on this in lessons.)</p> <p>Talk for Writing Booklet in your pack.</p> <p>Oak National Academy:</p> <p>Grammar and Spelling:</p> <p>Writing complex sentences (Year 7, but will really help you!) https://teachers.thenational.academy/lessons/fused-sentences-and-comma-splices-c4w6cc?from_query=commas</p> <p>Speech in complex sentences: https://teachers.thenational.academy/lessons/to-practise-using-speech-in-complex-sentences-64w3jr?from_query=speech</p> <p>Mixed Grammar: https://teachers.thenational.academy/units/grammar-practice-e855</p> <p>BBC Bitesize Videos:</p> <p>Using figurative language https://www.bbc.co.uk/bitesize/articles/zxk7kty</p>

		<p>Presenting information: https://www.bbc.co.uk/bitesize/articles/z7pj7nb</p> <p>Reading narrative: https://www.bbc.co.uk/bitesize/articles/zj74kmn</p>
MATHEMATICS	<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> • Use simple fractions to interpret pie charts; • Compare data in pie charts; • Construct pie charts; • Reason with line graphs; • Construct line graphs; • Calculate the mean as an average; • Reason with the mean. 	<p>Key Stage maths Please only complete the pages identified.</p> <p>Work Book: p.70 – 75 (Statistics Topic: Pie Charts, Line Graphs, Calculating the Mean)</p> <p>Arithmetic sheets – posted on Fridays in Assignments</p> <p>Oak National Academy:</p> <p>Interpret Pie Charts https://classroom.thenational.academy/lessons/interpret-pie-charts-ccr6ad</p> <p>Comparing Pie Charts https://classroom.thenational.academy/lessons/comparing-pie-charts-c5hpce</p> <p>Interpret Line Graphs https://classroom.thenational.academy/lessons/interpret-line-graphs-chk38d</p> <p>Construct Line Graphs https://classroom.thenational.academy/lessons/construct-line-graphs-74vk0d</p> <p>Collect and Represent Data https://classroom.thenational.academy/lessons/collecting-and-representing-data-c9h32t</p> <p>Interpret the Mean as an Average https://classroom.thenational.academy/lessons/interpret-mean-as-an-average-60t32d</p> <p>We will cover all this learning in our Maths Teams lessons at 9:30am each day.</p>

	Learning	Activities
SCIENCE	<p>Children should learn:</p> <ul style="list-style-type: none"> To identify differences between living things; To describe how living things are classified into broad groups; To know of some systems used to classify living things. Vertebrates on land – reptiles, mammals, birds. Classifying using Keys. Food Chains – producers, predators. The work of Carl Linnaeus. 	<p>Please only complete the pages identified.</p> <p>Key Stage Science Study Book Read pages 9 - 17 Answer questions on page 18</p> <p>Draw and explain a food chain – then a more complex food web (e.g. in a pond).</p> <p>Research and explain the how the work of Carl Linneaus influenced science.</p> <p>Oak National Academy</p> <p>Food Webs https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtpcr https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-web-c4vk0c https://classroom.thenational.academy/lessons/what-can-cause-disruptions-to-food-webs-69jk2r</p> <p>BBC Bitesize:</p> <p>Carl Linneaus https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j</p> <p>Food Webs: https://www.bbc.co.uk/bitesize/clips/zjrtfg8 https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-food-chains-and-food-webs-in-animals/zn7g92p</p>
RE	<p>Walt: The Sermon on the Mount Matthew 5-7</p> <p>Walt: Why be generous? WWJD?</p>	<p>Week commencing 1st February.</p> <p>Walt: The Sermon on the Mount Matthew 5-7 (See Resource sheet 1 and the Sermon on the Mount text from your pack.)</p> <p>https://www.youtube.com/watch?v=PG1LjFO99dA</p> <p>Use Resource Sheet 1 to look into 15 quotations from Jesus’ teaching, to be referred to every time pupils consider ‘What would Jesus do?’ Discussion regarding how to apply these quotes to our lives today. (Children to be thinking about the meaning of these texts and to get inside the Sermon and its meaning.)</p>

		<p>We will be looking into the 15 sentences that changed the world from the sermon – see Resource sheet 1.</p> <ol style="list-style-type: none"> 1. For each of the 15 sayings from the Sermon on the Mount, you must suggest what you think it means, then summarise each saying with one topic word and a phrase of seven words or fewer. 2. Please write your metaphors/similes Jesus uses: how do these communicate his message? 3. Which three of the sentences they think are hardest to follow? Which would make most difference in the world today? Why? 4. Would Jesus’ sermon be relevant to help the world today? (Please complete your ‘The Beatitudes Definition Matching’ sheet. <p>Week commencing the 7th of February</p> <p>Walt: Why be generous? WWJD?</p> <ol style="list-style-type: none"> 1. Create a poster showing the benefits of a Christian or religious charity. Consider the value and importance of being generous with time and money and giving to/ working for a charity: learn from two examples of Christian practice; for example, projects to help homeless people, to help families with young children, to help older people or to help poor people through a food bank. See your worksheet for ideas if you are struggling. 2. How does reflecting on ‘What would Jesus do?’ guide Christian people and communities today? What value is there in thinking about Jesus’ example? (Please complete your ‘Jesus heals a Blind man’ worksheet.) 3. Note that other religions and non-religious people might be generous too, for example, by running food banks. What are the similarities and differences between different groups’ reasons for generosity? Think about the 5 Pillars of Islam also. Please complete the questions in your workbooks sent in your packs.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p>	<ul style="list-style-type: none"> • To explain and depict the significance of Baghdad in AD900; • To identify key cultural themes from the Islamic Civilisation that are present in our world today; 	<p>Complete the sheets in your last work pack to create a detailed presentation of Baghdad in AD900 and why it was special.</p> <p>Islamic Art: find pictures of Islamic patterns (google images). Can you create continuing, beautiful and colourful patterns inspired by these? What values or emotions might your pattern represent?</p> <p>Find out about the recent history of Baghdad. How does this compare or contrast to the life of the city 1000 years ago?</p> <p>Find out about the life of Genghis Khan. Find out about the Siege of Baghdad in 1258 – draw a detailed series of pictures to tell the story.</p>

	<ul style="list-style-type: none"> • To explain Genghis Khan’s impact on the civilisation; • To identify how Baghdad in AD900 helped shape the most significant cities in the modern world. 	<p>Choose one of the following modern cities: New York, St Petersburg, Tokyo. All are famous for education, being modern in attitude and culture. Make comparisons with Baghdad in AD900.</p> <p>BBC Bitesize: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-jobs-in-900AD-baghdad/zf4hf4j</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-how-houses-looked-in-baghdad-900ad/zrjvrj6</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-invention-and-innovation-in-baghdad-900ad/zmnfjvh</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GEOGRAPHY</p>	<ul style="list-style-type: none"> • How natural disasters affect a country and community; • Why some countries are better equipped to deal with disasters than others. 	<p>Find out about the 2015 earthquake in Nepal.</p> <ul style="list-style-type: none"> • Why was it so destructive? • Why did it happen there? • What has made it difficult for Nepal to recover? <p>Find out about the impact of Covid-19 on Nepal as a country. What about the country and its people has impacted this?</p> <p>Oak National Academy:</p> <p>Population https://classroom.thenational.academy/units/population-acf6</p> <p>Mountains https://classroom.thenational.academy/lessons/what-are-fold-mountains-61hp2r</p> <p>Earthquakes https://classroom.thenational.academy/lessons/how-does-an-earthquake-occur-6dk3qt</p> <p>https://classroom.thenational.academy/lessons/what-happens-when-an-earthquake-occurs-6xhp2t</p> <p>https://classroom.thenational.academy/lessons/how-can-we-protect-against-earthquakes-64vk2e</p> <p>BBC Bitesize</p> <p>Earthquakes https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-earthquakes/zbr2mfr</p>

PE	To improve a skill; To improve fitness.	<p>The Personal Best Lockdown Challenge!</p> <ul style="list-style-type: none"> • Choose - or invent - a physical challenge to work on through the week; • Have a go and record your 'score'. That is now your PB! • Every time you beat your PB, celebrate in some way... • What will your PB be by this time next week...?
	<p>Remember to try and exercise daily in the house or your garden.</p>	

*See also topic leaflet sent home at the beginning of term.