

Remote Education – Spring Topic – Courage, Hope and Forgiveness

YEAR 6 weeks beginning 22nd February and 1st March

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 patterns; • Build reading comprehension; • Use language patterns, sentence structure and punctuation use for effect in writing; • Build a theme of mystery; • 	<p>Talk for Writing: <i>Doors – the world of possibility</i> Page 12 onwards – follow the activities in the rest of the book. We will be working on these in the Teams English lessons.</p> <p>THEN:</p> <p>Talk for Writing: <i>The Gadgets Workbook</i> Work through carefully. We will be working on these activities in the Teams lessons from Monday 1st March.</p> <p>Key Stage English Grammar, Punctuation and Spelling Please only complete the pages identified.</p> <p>Finish the spelling section Page 64 (Punctuating speech in two parts) Pick 4 more sections of punctuation and grammar that you need practice on.</p> <p>KS English Comprehension Please only complete the pages identified.</p> <p>Page 12 – 13 (Olympic Torch Relay, Day 52) Page 26 – 27 (I can Jump Puddles)</p> <p>We will also be working on a discussion text linked to Nepal – <i>Should we encourage tourism in the Himalayas?</i></p> <p>And a Historical study of Ghengis Khan linked to our Baghdad topic.</p> <p>Oak National Academy:</p> <p>Greenling Unit of learning (5 lessons) https://classroom.thenational.academy/lessons/to-engage-with-a-text-cn3ed https://classroom.thenational.academy/lessons/to-analyse-character-6mw38d https://classroom.thenational.academy/lessons/to-analyse-a-text-71j3ce https://classroom.thenational.academy/lessons/to-analyse-themes-6cr3ar https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-discussion-of-favourite-characters-c8u68d</p>

		<p>London is the Place for Me Unit of learning (5 lessons)</p> <p>https://classroom.thenational.academy/lessons/to-form-an-initial-impression-of-a-song-6tgp6t</p> <p>https://classroom.thenational.academy/lessons/to-consider-the-authors-purpose-and-intended-audience-cgr64d</p> <p>https://classroom.thenational.academy/lessons/to-explore-the-authors-use-of-language-and-word-meaning-6crp2c</p> <p>https://classroom.thenational.academy/lessons/to-consider-lord-kitcheners-perspective-6nj6c</p> <p>https://classroom.thenational.academy/lessons/to-make-comparisons-between-two-songs-cgr36t</p>
MATHEMATICS	<p>Place Value and Calculations</p> <ul style="list-style-type: none"> Develop depth of understanding with place value and calculations; Build mathematical reasoning skills 	<p>Targeted Question Book</p> <p>Please only complete the pages identified.</p> <p>Work Book: p.2 – 5 (Y5 Objectives Test) p.6-9 (Place Value) P.13 - 17</p> <p>Arithmetic sheets – posted on Fridays in Assignments Teams assignments posted daily following lessons.</p> <p>Oak National Academy:</p> <p>Problem Solving with whole numbers and decimals https://classroom.thenational.academy/units/problem-solving-with-whole-numbers-and-decimals-0106?from_query=problem+solving+with+whole+numbers+and+</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 investigate micro-organisms; 	<p>Please only complete the pages identified.</p> <p>Key Stage 2 Science Study Book Read pages 94 - 98 Answer questions on page 99</p>

	<ul style="list-style-type: none"> • To investigate similarities and differences between microorganisms and other creatures; • To explore ways to stay safe from harmful microorganisms; • To investigate ways in which microorganisms help us. 	<p>Research microorganisms that help us; Research how microorganisms can affect food and health – how can we guard against this?</p> <p>Plan and carry out an investigation: in what conditions will Yeast work best?</p> <p>Oak National Academy</p> <p>Decay https://classroom.thenational.academy/lessons/decay-6wu32d</p> <p>BBC Bitesize:</p> <p>Microorganisms https://www.bbc.co.uk/bitesize/topics/zfxsbk/articles/zsgtrwx</p>
RE		<p style="text-align: center;">Salvation – Year 6 R.E Spring</p> <p style="text-align: center;">Walt: Jesus’ resurrection.</p> <p>This term we are looking into the resurrection of Jesus Christ and why Christians call this the Salvation. Please start by looking at your ‘Salvation, Key Vocab sheet’ and add any information you can regarding each word. Then watch the short video to remind you of the story of Easter. https://www.youtube.com/watch?v=Wnbo2AmS3OI</p> <p>This week we are investigating the following question: Why do Christians think Jesus was resurrected?</p> <p>In order to come up with an answer you have to work in role as a detective using some sources of evidence.</p> <p><u>Key pieces of evidence:</u></p> <ul style="list-style-type: none"> • Read a series of witness statements from Luke’s Gospel (Luke 24, 1-49) - See assignment on Teams - ‘Week 1 - Salvation - Jesus’ resurrection’. • Watch http://request.org.uk/festivals/holy-week-and-easter/easter-sunday/ • Watch http://request.org.uk/jesus/death-and-resurrection/what-happened-to-the-body/ <p>1. Write out what evidence you have discovered to suggest Jesus was resurrected. (Start with marking the points in the text that Christians would use as evidence.)</p>

		2. Which 3 questions do you have from the Luke's Gospel (Luke 24, 1-49)?
HISTORY	<ul style="list-style-type: none"> To identify reasons why the civilisation in Baghdad fell in the 13th Century AD; To put the modern history of Baghdad in context; To explore the impact of Genghis Khan and the Mongul Empire on the world; To make links with other historical figures who have changed the course of civilisations: e.g. Alexander the Great 	<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> <p>Find out about Alexander the Great. How was his life similar/different to Genghis Khan?</p> <p>Decide and argue – who was the better leader?</p> <p>Find out about the recent history of Baghdad. Draw a timeline of 20th/21st 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>Writing a historical report on Genghis Khan – was he a good leader?</p> <p>Oak National Academy</p> <p>Genghis Khan https://classroom.thenational.academy/lessons/genghis-khan-cnkhcd</p> <p>The Mongul Empire https://classroom.thenational.academy/lessons/controlling-the-mongol-empire-69j3gc</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zx9xsbk/video</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-invention-and-innovation-in-baghdad-900ad/zmnfjhw</p>
GEOGRAPHY	<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 tourism in Nepal:</p> <ul style="list-style-type: none"> How much money does the country make from climbers in the Himalayas? How many jobs are created for local people through this? How many people visit the Himalayas every year? How many climbers have died on Everest? What effects do all the climbers have on the environment? <p>Write a discussion text: should a ban or limit be placed on tourism in the Himalayan region?</p>
PE	<p>To improve a skill; To improve fitness.</p>	<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>
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*See also topic leaflet sent home at the beginning of term.