

Year 6 Home Learning

Spring 2 Week 1

Here is the curriculum home learning for this week. Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning

You need to complete all of the subjects over the week, you can choose the order or follow the schedule below.

You can upload all of your work to Seesaw, pieces of work with a  symbol must be uploaded for the teacher to see as a priority.



NEW:

Please can you draw a face at the bottom of your work to show how difficult you found it so that your teacher knows if they need to change your work:

-  This was about right for me
-  A bit too hard
-  Much too hard

Independent Curriculum

During the week, you will need to complete these subjects e.g. when you are not reading with your teacher

Spelling Explanation	necessary nuisance occur neighbour occupy persuade advice advise alter altar aisle I'll isle
PSCHE Explanation 	Safer Internet Week – Why is it important to speak to someone when we are worried about something online? <ul style="list-style-type: none"> • Think - Why is it important to speak to someone when we are worried about something online? • Read the scenarios on the activity in the resources and think about how each one would make the person feel. • Choose one of the scenarios in the resources and think of advice that you could give them. What could they do in their situation? Explain your answer.
French	Watch the video about Le croquet-monsieur from Madame Lambert. Complete the activities below .

<p>Art</p>	<p>Tonal Portraits – Marlene Dumas</p>  <ul style="list-style-type: none"> • Watch Ms Green's video to take a look at ink and paper portraits made by South African artist Marlene Dumas. • Make a portrait from an image. It can be a self portrait or a portrait of someone you admire or from a found image. Ms Green will show you how she created the example above. • Deepening: Make more than one image to experiment with cutting or ripping holes in a portrait to layer the images. • What is the effect?
<p>Music</p>	<p>Singing Project with Wandsworth Music Service Vocal Tutors – Live on Fridays</p> <p>You have an allocated session (see email) or if the time is not convenient, please join a session of your choice at either 9am, 10.30am or 12pm – they will last for 45 minutes and your family can join in too!</p> <p>We would encourage all children to attend one of these sessions if you possibly can as you will need to know the songs for performances later in the year.</p> <p style="text-align: center;">Link on Parentmail</p> <p>You can access the lyrics and backing tracks here: Resources</p>
<p>PE</p>	<p>Warm up: Here are some exercises to stretch your back. Watch the video here.</p> <p>Physical Activity: HIIT session</p> <ul style="list-style-type: none"> • Here are 10 strength exercises to try- Watch the video here to begin the workout. • Are you in a safe space? Grab your water bottle and let's go. <p>Another challenge? Try out the Noughts and Crosses game below with a family member and have fun whether you win, lose or draw!</p> <p>Also remember after your exercise, play some slow quiet music and have a mindfulness moment, focus on your breathing, whilst you stretch.</p> <p>Daily outdoor time:</p> <p>Try to have a routine of going for a walk each day as this has many benefits. Do what you enjoy- walk? Jog? Run? Cycle? Skate? Scoot? Take a ball?</p> <p>Indoors: Play some music to dance and sing along with or find a comfortable space, lie down and listen to some relaxing music for some calm time.</p>

Back to daily plans: [Monday](#) | [Tuesday](#) | [Wednesday](#) | [Thursday](#) | [Friday](#)

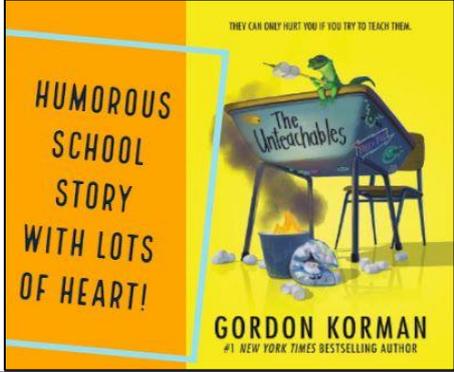
Monday
22nd February 2021

<p style="text-align: center;">English Live explanation at 8.30am Link on Parentmail Explanation</p>	<p>READ: Identify persuasive/ advertising features</p> <ul style="list-style-type: none"> • Respond to Seesaw feedback on your most recent written work. • Watch these videos of a teacher reading Chapters 33, 34 and 35. • Write answers to these comprehension questions. • Read this resource to check/ improve your answers. • Watch the video on this website about Camp America. • This week, you will write a promotional leaflet (advertisement) for Camp Green Lake as if it were an American summer camp like the one in the video. • Read the extracts from <i>Holes</i>. • Think – <i>What is the purpose of advertising?</i> • Look at this model promotional leaflet and read the text here. • Think – <i>How does this leaflet seek to persuade parents to send their children to Camp Green Lake?</i>
<p style="text-align: center;">Maths Live explanation at 10am Link on Parentmail Explanation </p>	<p>Textbook 6B chapter 8 Lesson 6: Comparing Numbers To compare numbers using ratios To make decisions about simplifying ratios using division</p> <hr/> <p>Video link - Learn the strategy https://classroom.thenational.academy/lessons/solve-problems-involving-the-relative-size-of-two-quantities-part-1-68r6ac?step=2&activity=video</p> <hr/> <p>Deepening activity</p> <p>All the pupils in a school were asked to choose between an adventure park and the seaside for a school trip.</p> <p>They voted, and the result was a ratio of 5:3 in favour of the adventure park.</p> <p>125 children voted in favour of going to the adventure park.</p> <p>How many children voted in favour of going to the seaside?</p>
<p style="text-align: center;">Science 1 Live explanation Link on Parentmail Explanation </p>	<p>Why do we need light?</p> <ul style="list-style-type: none"> • In year 3, you learnt about shadows. Look at what the children on the concept cartoon have said in the session resources. Which statements do you agree and disagree with and why? • Try out some of these illusions and discover just how tricky it can be for our brains to accurately interpret the images from our eyes. Click on any of the images to begin an exploration of optical illusions. • Think - What do you already know about the topic of light? Do you have any questions? • Imagine Earth without artificial light that has been created by humans. How would this affect our lives? Use these satellite pictures of Earth at night-time to show where in the world people rely most on created light. • Answer - Why is light so important?
<p style="text-align: center;">Science 2 Explanation </p>	<p>How does light help us to see?</p> <ul style="list-style-type: none"> • Look at the picture of the eye in the session resources. How do we see things? How can you see your pencil? If I turned off the lights could you still see it? What if you covered your eyes tightly, could you see it then? Would you be able to see a white cat in a dark room?

	<ul style="list-style-type: none"> • Watch the video and explain in your own words how we see using a source of light. • Make a simple drawing of how we see things – use arrows and words to explain how an object is seen. This video will give you more information. 								
<p>Reading</p>	<table border="1" data-bbox="762 248 1086 528"> <tr> <td>6S</td> <td>11.30am</td> </tr> <tr> <td>6DG</td> <td>11.30am</td> </tr> <tr> <td>6TG</td> <td>2.00pm</td> </tr> <tr> <td>6W</td> <td>2.00pm</td> </tr> </table>	6S	11.30am	6DG	11.30am	6TG	2.00pm	6W	2.00pm
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<p>Independent Curriculum</p>	<ul style="list-style-type: none"> • Complete your science work 								
<p>Story time</p>	<div data-bbox="347 689 801 1061" data-label="Image"> </div> <p data-bbox="826 689 1460 831">'The Unteachables' by Gordon Korman, 'a hilarious story of about what happens when the worst class of kids in school is paired with the worst teacher'.</p> <p data-bbox="826 875 1460 949">Today's chapter: Chapter 11 – Barnstorm Anderson</p> <p data-bbox="826 994 1390 1061">Catch up on the earlier chapters by CLICKING HERE</p>								

Tuesday
23rd February 2021

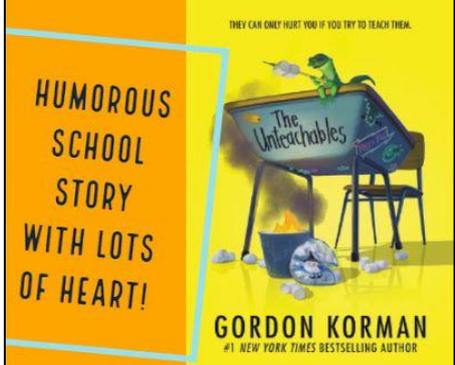
<p style="text-align: center;">English</p> <p>Live explanation at 8.30am Link on Parentmail</p> <p style="text-align: center;">Explanation</p>	<p>READ: Identify persuasive/ advertising features</p> <ul style="list-style-type: none"> • Watch these videos of a teacher reading Chapters 36 , 37 and 38. • Summarise – <i>What is the main development (/change) in each chapter?</i> • Watch this teacher video recapping different persuasive/ advertising features or read about them here. • Re-read the text and write examples of the different persuasive techniques used in this table. If you prefer, create a key for this highlighted version. • Read this resource and check/ improve your work. • Think - <i>What is the theme of each paragraph?</i> • Deepening: <i>How else might you group information about Camp Green Lake in your promotional leaflet (advertisement)?</i> • Re-watch the video on this website that shows what parents considering summer camp are expecting for their children. • Think – <i>How will you describe Camp Green Lake in a way that makes it sound appealing?</i> • Watch this video of a teacher reading Chapter 39. • Think – <i>What is the main thing the reader learns in this chapter?</i>
<p style="text-align: center;">Maths</p> <p>Live explanation at 10am Link on Parentmail</p> <p style="text-align: center;">Explanation</p>	<p>Online lesson Problem solving using ratio and scaling</p> <hr/> <p>Video link - Learn the strategy: Complete the online lesson https://classroom.thenational.academy/lessons/ratio-problems-c5hk4r</p> <hr/> <p>Deepening activity</p> <p>All the pupils in a school were asked to choose between an art gallery and a science museum for a school trip.</p> <p>The result was a ratio of 12:7 in favour of the science museum.</p> <p>Five pupils were off school and didn't vote.</p> <p>Every pupil went on the trip to the science museum the following week.</p> <p>After the trip there is a news headline on the school website that says 'All 700 pupils in the school went to the science museum.'</p> <p>Do you think that this news headline is correct? Explain your reasoning.</p>
<p style="text-align: center;">History/ Geography</p> <p>Live explanation Link on Parentmail</p> <p style="text-align: center;">Explanation</p>	<p>The Migration Museum</p> <p>We are delighted to have a presentation by Liberty from the Migration Museum in Lewisham as this term we would usually be going to the Migration Museum or the Black Cultural Archives as part of this unit of work. The time of this session may not be on the day you usually have this subject.</p> <ul style="list-style-type: none"> • Explore the online exhibitions at the Migration Museum here before or after the session. • Join the presentation <ul style="list-style-type: none"> ○ We will send the zoom link from school to join this meeting. ○ Please make sure your mute and camera is off unless told otherwise. • If you have any particular questions you would like to ask Liberty, please

	<p>let your teacher know in advance.</p> <ul style="list-style-type: none"> If you have a migration story from your family that you would like to share with your class, please contact your teacher. The museum may also be interested! 								
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Independent Curriculum	<p>Choose two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"> Spelling PSCHE Art Music French PE 								
Story time	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2; padding-left: 10px;"> <p>'The Unteachables' by Gordon Korman, 'a hilarious story of about what happens when the worst class of kids in school is paired with the worst teacher'.</p> <p>Today's chapter: Chapter 12 – Parker Elias</p> <p>Catch up on the earlier chapters by CLICKING HERE</p> </div> </div>								

Wednesday

24th February 2021

<p style="text-align: center;">English</p> <p style="text-align: center;">Live explanation at 8.30am</p> <p style="text-align: center;">Link on Parentmail</p> <p style="text-align: center;">Explanation</p>	<p>PLAN: Promotional leaflet (advertisement); EXPLORE: Bullet points</p> <ul style="list-style-type: none"> • Watch these videos of a teacher reading Chapters 40 and 41 . • Think – How did Zero's inability to read play a part in his theft of the shoes? • Choose either this planning format or this one to plan your leaflet. • Watch this video of a teacher modelling how to plan your leaflet. • Plan your promotional leaflet about Camp Green Lake. • Use this word bank (if you need to) to add useful words/ phrases to your plan. • Re-read the introduction to the leaflet or watch this teacher video. • Think – How does the introduction engage the reader? • Read this resource about bullet points or watch this teacher video. • Write the introduction to your leaflet (advertisement), including bullet points (these should link to the themes of the other sections you have planned). 																				
<p style="text-align: center;">Maths - A</p> <p style="text-align: center;">Live explanation at 10am</p> <p style="text-align: center;">Link on Parentmail</p> <p style="text-align: center;">Explanation</p>	<p>Textbook 6B chapter 9 Lesson 2: Describing a Pattern (you can also do worksheet 3)</p> <p>To generate and describe number patterns.</p> <hr/> <p>Video link - Learn the strategy: https://classroom.thenational.academy/lessons/consolidating-linear-sequences-and-representing-problems-with-algebra-71j3gr?step=2&activity=video</p> <hr/> <p>Deepening activity</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: black; color: white; padding: 5px; border-radius: 5px; margin-right: 10px;">Mind Workout</div> </div> <div style="text-align: center; margin: 10px 0;"> </div> <p style="text-align: center; margin: 10px 0;"><i>x and y are whole numbers. Find the values of x and y.</i></p> <p>Find all pairs of whole numbers x, y that satisfy the equation.</p>																				
<p style="text-align: center;">Maths B</p> <p style="text-align: center;">Live explanation</p> <p style="text-align: center;">Link on Parentmail</p> <p style="text-align: center;">Explanation</p>	<p>Textbook 6B chapter 9 Lesson 5: Writing Algebraic Expressions (you can also do worksheet 4)</p> <p>To express algebraically a missing number.</p> <hr/> <p>Video link - Learn the strategy: https://classroom.thenational.academy/lessons/reasoning-and-problem-solving-6mwkct?step=2&activity=video</p> <hr/> <p>Deepening activity</p> <p>Match each equation to the correct bar model then solve.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tbody> <tr> <td style="padding: 5px;">$x + 5 = 12$</td> <td style="border: 1px solid black; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: yellow; text-align: center;">x</td> <td style="width: 33%; background-color: yellow; text-align: center;">x</td> <td style="width: 33%; background-color: yellow; text-align: center;">x</td> </tr> <tr> <td colspan="3" style="background-color: lightblue; text-align: center; border: 1px solid black;">12</td> </tr> </table> </td> </tr> <tr> <td style="padding: 5px;">$3x = 12$</td> <td style="border: 1px solid black; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: lightgreen; text-align: center;">3</td> <td style="width: 66%; background-color: yellow; text-align: center;">x</td> </tr> <tr> <td colspan="2" style="background-color: lightblue; text-align: center; border: 1px solid black;">12</td> </tr> </table> </td> </tr> <tr> <td style="padding: 5px;">$12 = 3 + x$</td> <td style="border: 1px solid black; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: yellow; text-align: center;">x</td> <td style="width: 66%; background-color: lightgreen; text-align: center;">5</td> </tr> <tr> <td colspan="2" style="background-color: lightblue; text-align: center; border: 1px solid black;">12</td> </tr> </table> </td> </tr> </tbody> </table>	$x + 5 = 12$	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: yellow; text-align: center;">x</td> <td style="width: 33%; background-color: yellow; text-align: center;">x</td> <td style="width: 33%; background-color: yellow; text-align: center;">x</td> </tr> <tr> <td colspan="3" style="background-color: lightblue; text-align: center; border: 1px solid black;">12</td> </tr> </table>	x	x	x	12			$3x = 12$	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: lightgreen; text-align: center;">3</td> <td style="width: 66%; background-color: yellow; text-align: center;">x</td> </tr> <tr> <td colspan="2" style="background-color: lightblue; text-align: center; border: 1px solid black;">12</td> </tr> </table>	3	x	12		$12 = 3 + x$	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: yellow; text-align: center;">x</td> <td style="width: 66%; background-color: lightgreen; text-align: center;">5</td> </tr> <tr> <td colspan="2" style="background-color: lightblue; text-align: center; border: 1px solid black;">12</td> </tr> </table>	x	5	12	
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Reading		6S	11.30am
		6DG	11.30am
		6TG	2.00pm
		6W	2.00pm
Independent Curriculum	<p>Choose two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"> • Spelling • PSCHE • Art • Music • French • PE 		
Story time		<p>'The Unteachables' by Gordon Korman, 'a hilarious story of about what happens when the worst class of kids in school is paired with the worst teacher'.</p> <p>Today's chapter: Chapter 13 – Mr Kermit</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>	

English
Live explanation
at 8.30am
[Link on
Parentmail](#)

[Explanation](#)

- EXPLORE: Persuasive techniques**
- Watch this video of a teacher reading Chapter [42](#).
 - **Summarise** – What is the main development (*/change*) in this chapter?
 - **Read** this [resource](#) about modal verbs or **watch** this teacher [video](#).
 - **Write** 2-3 sentences with modal verbs in the third column of your plan.
 - **Read** this [resource about sentence types](#) or **watch** this teacher [video](#).
 - **Write** at least one example of each sentence type in the third column of your plan. **Remember** to make them as persuasive as possible.
 - **Write** two quotes about Camp Green Lake from campers that would help persuade parents to send their own children there. **Look** at how quotes are laid out and punctuated [here](#) to help you.
 - **Deepening: Write** examples of other persuasive techniques we have looked at this week (e.g. tripling) in the third column of your plan.
 - **Re-read** the introduction in the promotional leaflet.
 - **Think** – What is the purpose of each sentence?

Maths
Live explanation
at 10am
[Link on
Parentmail](#)

[Explanation](#)

Online lesson
Multiplication and division (including multi-step word problems and measures)

Video link - Learn the strategy:
Complete the online lesson
<https://classroom.thenational.academy/lessons/solve-problems-involving-division-with-remainders-part-1-6hjp6t>

Deepening activity

Olivia buys three packets of nuts.



She pays with a £2 coin.

This is her change.



What is the cost of **one** packet of nuts?

**Circle Time
with your
class**



6S	2.00pm
6DG	2.00pm
6TG	11.30am
6W	11.30am

<p>Reading</p>	<table border="1"> <tr> <td data-bbox="762 80 940 147">6S</td> <td data-bbox="940 80 1085 147">11.30am</td> </tr> <tr> <td data-bbox="762 147 940 215">6DG</td> <td data-bbox="940 147 1085 215">11.30am</td> </tr> <tr> <td data-bbox="762 215 940 282">6TG</td> <td data-bbox="940 215 1085 282">2.00pm</td> </tr> <tr> <td data-bbox="762 282 940 349">6W</td> <td data-bbox="940 282 1085 349">2.00pm</td> </tr> </table>	6S	11.30am	6DG	11.30am	6TG	2.00pm	6W	2.00pm
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<p>Independent Curriculum</p>	<p>Choose two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"> • Spelling • PSCHE • Art • Music • French • PE 								
<p>Story time</p>	<div data-bbox="347 696 801 1068" data-label="Image"> </div> <p>'The Unteachables' by Gordon Korman, 'a hilarious story of about what happens when the worst class of kids in school is paired with the worst teacher'.</p> <p>Today's chapter: Chapter 14 – Dr Thaddeus</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>								

English
Live explanation
at 8.30am
[Link on
Parentmail](#)
[Explanation](#)


- WRITE: Promotional leaflet (advertisement)**
- **Re-read** your written work from this week, including your plan.
 - **Watch** this [video](#) of a teacher modelling how to turn a section of your plan into a paragraph of your Camp Green Lake advertisement.
 - **Think** – *In what order will you write your paragraphs to give you the best chance of persuading your reader to send their child to Camp Green Lake?*
 - **Deepening: Use** colons, semi-colons and hyphenated adjectives.
 - **Write** your leaflet, using this week's written work to help you.
 - **Use** this [word bank](#) if you need help.
 - **Check and improve** your work using [ARMS \(focus on making your work more persuasive\)](#) and [CUPS \(accuracy\)](#). [10 min.]
 - **Watch** this video of a teacher reading Chapter [43](#).
 - **Summarise** – *What is the main development (or change) in this chapter?*

Maths
Live explanation
at 10am
[Link on
Parentmail](#)
[Explanation](#)


Textbook 6B chapter 9 Lesson 10: Solving Equations
To solve equations
To use equations to find unknown values.

Video link - Learn the strategy:
<https://classroom.thenational.academy/lessons/expressing-missing-numbers-algebraically-ccwpc?step=2&activity=video>

Deepening
Solve the following equations.

$3y + 5 = 26$	$10 = 17 + 2x$
$0.5w - 1 = 0$	$2q - \frac{1}{6} = 6 - \frac{1}{6}$
$114 = \frac{y}{5} + 99$	$10 - 2x = 4$

Talking Together

6S	2.00pm
6DG	2.00pm
6TG	11.30am
6W	11.30am

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<p>Story time</p>	<div data-bbox="347 752 801 1124" data-label="Image"> </div> <p>'The Unteachables' by Gordon Korman, 'a hilarious story of about what happens when the worst class of kids in school is paired with the worst teacher'.</p> <p>Today's chapter: Chapter 15 – Mateo Hendrickson</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>								

English

English Resource 1.1A: Comprehension (Chapters 33 – 35)

Chapter 33

1. **Read** the following paragraph:

Back at the compound, they had dug in a systematic order, row upon row, allowing space for the water truck. But out here there was no system. It was as if every once in a while, in a fit of frustration, the Warden would just pick a spot at random, and say, “What the hell, dig here.” It was like trying to guess the winning numbers in a lottery.

It was like trying to guess the winning numbers in a lottery.

What does this description tell you about the Warden's instructions to dig holes?

Chapter 34

2. **Read** the following extract:

The boat lay upside down, half buried in the dirt.

Someone may have drowned here, he thought grimly—at the same spot where he could very well die of thirst.

The name of the boat had been painted on the back. The upside-down red letters were peeled and faded, but Stanley could still read the name: *Mary Lou*.

On one side of the boat there was a pile of dirt and then a tunnel leading down below the boat. The tunnel looked big enough for a good-sized animal to crawl through.

He heard a noise. Something stirred under the boat.

It was coming out.

“Hey!” Stanley shouted, hoping to scare it back inside. His mouth was very dry, and it was hard to shout very loudly.

“Hey,” the thing answered weakly.

Then a dark hand and an orange sleeve reached up out of the tunnel.

Whose boat did Stanley discover?

Chapter 35

3. ...it flowed over his dry mouth and **parched** throat... (p157)

What is the meaning of *parched*?

English Resource 1.1B: Comprehension

(Chapters 33 – 35 - Answers)

Chapter 33

1. **Read** the following paragraph:

Back at the compound, they had dug in a systematic order, row upon row, allowing space for the water truck. But out here there was no system. It was as if every once in a while, in a fit of frustration, the Warden would just pick a spot at random, and say, “What the hell, dig here.” It was like trying to guess the winning numbers in a lottery.

It was like trying to guess the winning numbers in a lottery.

What does this description tell you about the Warden's instructions to dig holes?

It tells you that it is unsystematic. / It tells you that it is highly unlikely to be successful (or that it would require huge luck to be successful).

Chapter 34

2. **Read** the following extract:

...

Whose boat did Stanley discover?

He discovered Sam's boat [possibly named after his donkey].

Chapter 35

3. ...it flowed over his dry mouth and **parched** throat... (p157)

What is the meaning of *parched*?

very dry

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English Resource 1.2: Extract from *Holes* (Stanley's letters home)

Read this extract from *Holes*.

In this letter, Stanley is trying to suggest that Camp Green Lake is like a traditional summer camp (exactly the type of place you are trying to sell to parents in your leaflet).

*Dear Mom,
Today was my first day at camp, and I've already made some friends. We've been out on the lake all day, so I'm pretty tired. Once I pass the swimming test, I'll get to learn how to water-ski. I*

In the next letter he writes, he again gives a sense of the activities that he would be doing if Camp Green Lake were a real summer camp.

*Dear Mom and Dad,
Camp is hard, but challenging. We've been running obstacle courses, and have to swim long distances on the lake. Tomorrow we learn
.. to rock climb. I know that sounds scary, but don't worry,
..
I'll be careful. It's not all fun and games here, but I think I'm getting a lot out of it. It builds character.
The other boys*

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Resource 1.4: Camp Green Lake Promotional Leaflet

Camp Green Lake

During the summer break, are you driven to distraction by bored, unmotivated and restless children?

If so, we can fix that. At Camp Green Lake, all children experience:

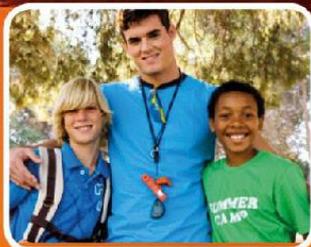
- a stunning setting
- a wide range of exciting activities
- support and guidance from our committed staff

Here, at the finest summer camp in Texas, your child will have an amazing time and learn valuable life lessons.

Sensational Scenery

Green Lake is the perfect place for your child to reconnect with the natural world. Away from their electronic devices, your child will embrace the beauty of our incredible environment. With its picturesque emerald lake, imposing Green Lake Mountains and year-round sunshine, it is little wonder that it has been called 'heaven on earth'. Becoming familiar with the local wildlife is a must for all our visitors; if your child is lucky, they may even spot one of our native yellow-spotted lizards.

"Every day, the scenery at Camp Green Lake left me speechless."
Hector, 14 years old



Awesome Activities

At summer camp, your child will want to experience exhilarating new pursuits. Our breath-taking lake allows us to offer a range of aquatic adventures. Our swimming coaches can provide tailor-made lessons for swimmers of all abilities. For those who are already confident in the water, Green Lake is the ideal place to learn water-skiing: tranquil waters, state-of-the-art facilities and fully accredited instructors mean our campers progress quickly. If your child is looking to scale new heights, our mountains offer challenges for all levels of climber. After a day of outdoor activities, children can enjoy a relaxing game of pool in our unique recreation room.

"When I arrived at Camp Green Lake, I was unfit and unhealthy; thanks to my daily activities, I'm now the fittest I've ever been!"

Stanley, 13 years old



Caring Counsellors

Everyone is treated fairly at Camp Green Lake. Our dedicated staff will help to develop your child's character from day one. Our outstanding counsellors offer pastoral care, careers guidance and outdoor education. In the unlikely event that your child has any concerns here, our staff are on hand 24/7 to offer support. Our counsellors have an astonishing impact on campers.

"I felt welcome and secure as soon as I arrived at Camp Green Lake; the advice the counsellors gave me will stay with me for life."

Rex, 14 years

Choose Camp Green Lake and your child is guaranteed fun, friendship and unforgettable memories. When they return home, our campers are transformed.

Vacancies never last long at Camp Green Lake. Book your child's place today!

[Back to plan](#)

Resource 1.5: Camp Green Lake Promotional Leaflet (Text Only)

During the summer break, are you driven to distraction by bored, unmotivated and restless children?

If so, we can fix that. At Camp Green Lake, all children experience:

- a stunning setting
- a wide range of exciting activities
- support and guidance from our committed staff

Here, at the finest summer camp in Texas, your child will have an amazing time and learn valuable life lessons.

Sensational Scenery

Green Lake is the perfect place for your child to reconnect with the natural world. Away from their electronic devices, your child will embrace the beauty of our incredible environment. With its picturesque emerald lake, imposing Green Lake Mountains and year-round sunshine, it is little wonder that it has been called 'heaven on earth'. Becoming familiar with the local wildlife is a must for all our visitors; if your child is lucky, they may even spot one of our native yellow-spotted lizards.

"Every day, the scenery at Camp Green Lake left me speechless."

Hector, 14 years old

Awesome Activities

At summer camp, your child will want to experience exhilarating new pursuits. Our breath-taking lake allows us to offer a range of aquatic adventures. Our swimming coaches can provide tailor-made lessons for swimmers of all abilities. For those who are already confident in the water, Green Lake is the ideal place to learn water-skiing; tranquil waters, state-of-the-art facilities and fully accredited instructors mean our campers progress quickly. If your child is looking to scale new heights, our mountains offer challenges for all levels of climber. After a day of outdoor activities, children can enjoy a relaxing game of pool in our unique recreation room.

Adventure

"When I arrived at Camp Green Lake, I was unfit and unhealthy; thanks to my daily activities, I'm now the fittest I've ever been!"

Stanley, 13 years old

Caring Counsellors

Everyone is treated fairly at Camp Green Lake. Our dedicated staff will help to develop your child's character from day one. Our outstanding counsellors offer pastoral care, careers guidance and outdoor education. In the unlikely event that your child has any concerns here, our staff are on hand 24/7 to offer support. Our counsellors have an astonishing impact on campers.

"I felt welcome and secure as soon as I arrived at Camp Green Lake; the advice the counsellors gave me will stay with me for life."

Rex, 14 years old.

Choose Camp Green Lake and your child is guaranteed fun, friendship and unforgettable memories. When they return home, our campers are transformed.

Vacancies never last long at Camp Green Lake. Book your child's place today!

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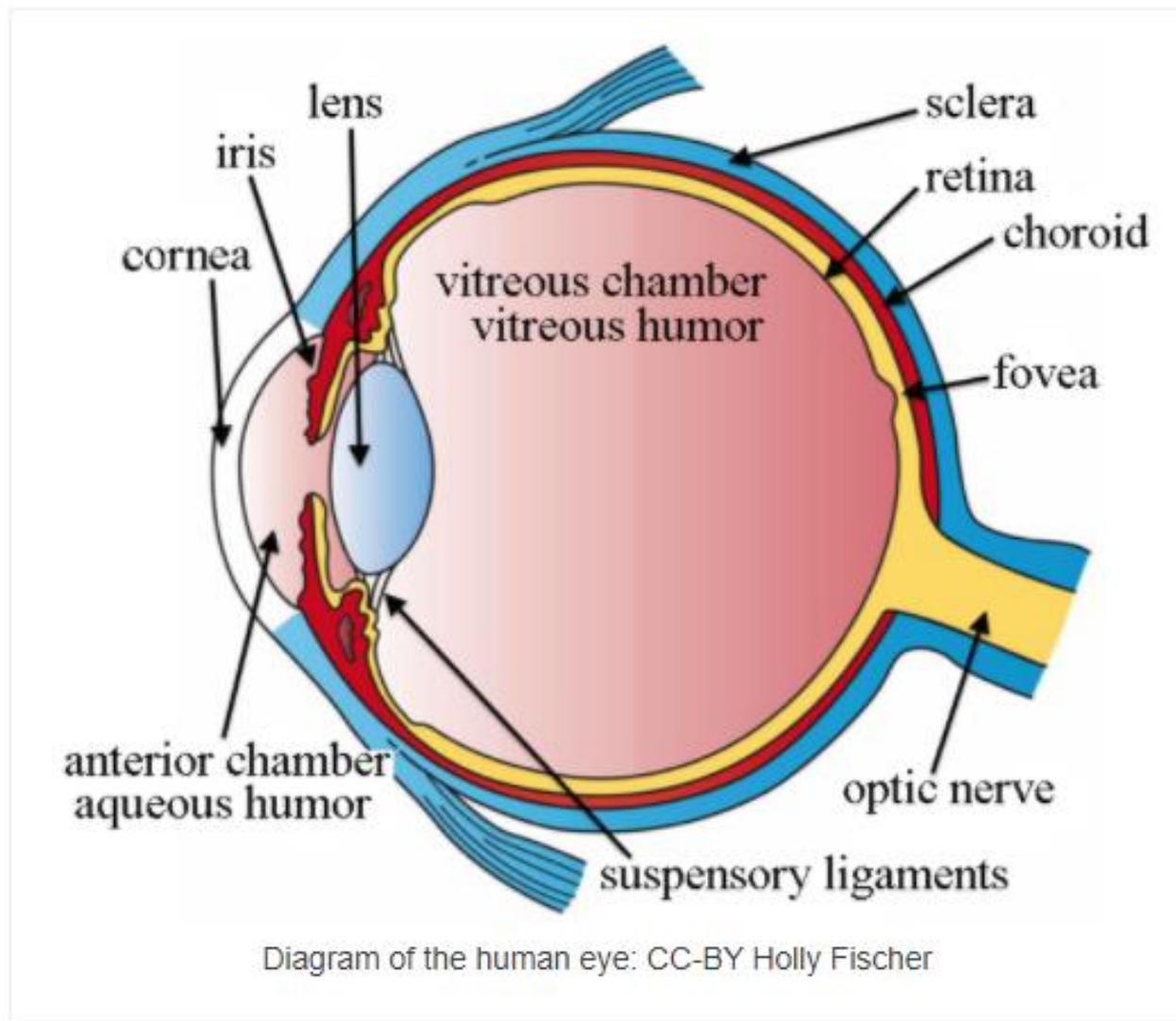
Concept Cartoons Shadow Screen



What do you think?

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Science 2



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English

English Resource 2.1: Persuasive Techniques Used in Advertising

- **Emotive language** (positive to describe CGL and its impact);
- **Rhetorical questions** (prompt reader to think/ statement disguised as a question);
- **Opinion presented as fact** (shows confidence);
- **Modal verbs of certainty** (e.g. will/ can);
- **Direct address of reader** (relevance/ engagement);
- **Tripling** (e.g. three points to support an argument);
- **Repetition** (to emphasise message/ to make points easier to remember);
- **Command sentences** (telling reader to do something);
- **Statistics**;
- **Vision** (how things will be if your child goes to CGL); and
- **Language suggesting need/ urgency** (e.g. now/ today)

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English Resource 2.2: Table for Recording Persuasive/ Advertising Features

Emotive language	
Modal verbs	
Direct address of reader	
Rhetorical questions	
Tripling (three points to support your argument/ purpose)	
Imperative verbs (commands)	
Opinion presented as fact	
Quotes	
Vision (how things will be if child goes)	
Language suggesting urgency	

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Resource 2.3A: Camp Green Lake Promotional Leaflet (Highlighted)

During the summer break, are you driven to distraction by bored, unmotivated and restless children?

If so, we can fix that. At Camp Green Lake, all children experience:

- a stunning setting
- a wide range of exciting activities
- support and guidance from our committed staff

Here, at the finest summer camp in Texas, your child will have an amazing time and learn valuable life lessons.

Sensational Scenery

Green Lake is the perfect place for your child to reconnect with the natural world. Away from their electronic devices, your child will embrace the beauty of our incredible environment. With its picturesque emerald lake, imposing Green Lake Mountains and year-round sunshine, it is little wonder that it has been called 'heaven on earth'. Becoming familiar with the local wildlife is a must for all our visitors; if your child is lucky, they may even spot one of our native yellow-spotted lizards.

"Every day, the scenery at Camp Green Lake left me speechless."

Hector, 14 years old

Awesome Activities

At summer camp, your child will want to experience exhilarating new pursuits. Our breath-taking lake allows us to offer a range of aquatic adventures. Our swimming coaches can provide tailor-made lessons for swimmers of all abilities. For those who are already confident in the water, Green Lake is the ideal place to learn water-skiing: tranquil waters, state-of-the-art facilities and fully accredited instructors mean our campers progress quickly. If your child is looking to scale new heights, our mountains offer challenges for all levels of climber. After a day of outdoor activities, children can enjoy a relaxing game of pool in our unique recreation room.

"When I arrived at Camp Green Lake, I was unfit and unhealthy; thanks to my daily activities, I'm now the fittest I've ever been!"

Stanley, 13 years old

Caring Counsellors

Everyone is treated fairly at Camp Green Lake. Our dedicated staff will help to develop your child's character from day one. Our outstanding counsellors offer pastoral care, careers guidance and outdoor education. In the unlikely event that your child has any concerns here, our staff are on hand 24/7 to offer support. Our counsellors have an astonishing impact on campers.

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Rex, 14 years old

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Vacancies never last long at Camp Green Lake. Book your child's place today!

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Resource 2.3B: Camp Green Lake Promotional Leaflet (Key)

Emotive language

Modal verbs

Direct address

Rhetorical question

Tripling

Imperative verb (command)

Quotes (endorsements by former campers)

Opinion presented as fact

Vision (how things will be if your child goes to Camp Green Lake)

Language suggesting urgency

Other

hyphenated adjectives (here, these are further examples of emotive language)

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Resources – PSCHE



Feelings



1. Sami watches a video of an amazing trick shot. They try to do it themselves but just can't get it right.

2. Joe is noticing that lots of the people he sees online do not look like him, they all seem to be so 'perfect'.

3. Mae receives a message that says you should share it with five friends or get bad luck. When Mae shares it, her friends all laugh at her for believing it

4. Mani keeps receiving lots of private messages online from very long and odd-looking usernames. He is not sure who these people are.

5. Charlie sees some exciting news about a new game being released and sends it to her friends. One of them replies explaining that it's not real.



Example answer:

I think that **Sami** should take a break from the game he is playing **because** it sounds like he is starting to get frustrated and might need some time to calm down.

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Resources – Wednesday

English

Resource 3.1A: Planning Format

Section/ Content	Facts/ Details	Useful words/ phrases/ persuasive techniques
Introduction Draw in audience/ appeal to self-interest		
Section 1 topic: 2 - 3 details to persuade the audience		
Section 2 topic: 2 - 3 details to persuade the audience		
Section 3 topic: 2 - 3 details to persuade the audience		

<p>Final paragraph</p> <p>What impact will it have on family and child's life/ future?</p>		
---	--	--

Resource 3.1B: Planning Format

Section/ Content	Facts/ Details	Useful words/ phrases/ persuasive techniques
<p>Introduction</p> <p>Draw in audience/ appeal to self-interest</p>		
<p>Section 1 topic:</p> <p>Subheading:</p> <p>What makes this feature of CGL so great? [3 things]</p>		<p>Rhetorical question:</p>
<p>Section 2 topic:</p> <p>Subheading:</p> <p>What makes this feature of CGL so great? [3 things]</p>		<p>Rhetorical question:</p>
<p>Section 3 topic:</p> <p>Subheading:</p> <p>What makes this feature of CGL so great? [3 things]</p>		<p>Rhetorical question:</p>

Final paragraph

What impact will it have on family and child's life/future?

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Resource 3.2: Word Bank

Useful Adjectives	Persuasive Statements	Rhetorical Question Stems	Imperative Verb/ Verb Phrase Starters
amazing	All you have to do is...	Bored by...?	Imagine...
astonishing	For the rest of your life...	Do you think that...?	Consider...
attractive	It will...	Don't you think that...?	Don't...
extraordinary	Now you can...	Have you ever considered...?	Book.../ Reserve...
impressive	We guarantee that...	Are you fed up with...?	Find out more...
incredible	You will never need to... again	Haven't you always longed for...?	Relax with...
phenomenal	You will be...	Isn't it time that...?	Give (your child)...
remarkable		Need a/ to...?	Take a moment to...
sensational		Wouldn't it make sense...?	
unbelievable		Are you worried about...?	

[Back to Wednesday's plan](#) | [Back to Friday's plan](#)

Resource 3.3: Bullet Points

You can use bullet points to organise and structure writing. They make long or complicated pieces of text easier to read and understand.

There are different ways to set out bullet points, but it is important to be consistent.

When using bullet points, be consistent with the formatting and start each bullet with the same type of word/ phrase. For example:

At Camp Green Lake, all children experience:

- a stunning setting
- a wide range of exciting activities
- support and guidance from our committed staff

Here, all bullet points start with a **lower case letter** and a **noun phrase**. There is no punctuation at the end of each bullet point.

The same information could be punctuated like a sentence using bullet points. For example:

At Camp Green Lake, all children experience:

- a stunning setting;
- a wide range of exciting activities; **and**
- support and guidance from our committed staff.

Note how there is a semi-colon (;) after the first two bullet points; before the final bullet point, **and** is used.

Summary

Remember the following points:

- **Use** a **colon (:)** before the bullet points
- **Write** an **introduction sentence** so the reader knows what the bullet point list is about
- **Be** consistent*

* Here, all bullet points start with an **upper case letter** and a **verb**. Each bullet point is structured as a sentence ending with a full stop.

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Resources – Thursday

English

Resource 4.1: Modal Verbs

Think – *What are modal verbs?*

Think – *What modal verbs do you know?*

Modal verbs support other verbs and can indicate likelihood/ possibility (*might/ should/ will*), ability (*can/ could*), permission (*can/ may*) or obligation (*must/ have to/ ought*).

For example, if we are told that we 'must' do something, like complete homework, there is no debate. The homework has to be done.

But if we are told that we 'may' do homework, the modal verb 'may' suggests a degree of choice. Modal verbs are useful for telling us about how necessary, or possible, something is.

In the context of an advertisement, which of the following is likely to persuade someone to sign their child up and why?

Your child **might** benefit from their stay at Camp Green Lake.

Your child **will** benefit from their stay at Camp Green Lake.

Here, the use of **will** in the second sentence suggests certainty that your child will benefit from their stay at Camp Green Lake (whereas **might** suggests a possibility that your child might not). The use of **will**, therefore, should be more persuasive.

What is the impact of the modal verb in this sentence?

At Camp Green Lake, we **can** inspire you child to reach new heights.

Here, the sentence tells the reader that the Camp Green Lake has the ability to inspire your child to new heights (if you send them there).

Look at the following sentences from model promotional leaflet:

Here, at the finest summer camp in Texas, your child **will** have an amazing time and learn valuable life lessons.

Our swimming coaches **can** provide tailor-made lessons for swimmers of all abilities.

Think - *What is the effect of these modal verbs?*

These modal verbs give a confident, positive message about the benefits of a stay at Camp Green Lake.

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Resource 4.2: Sentence Types

What is a statement?

What is a question?

What is a command?

Statements say something and are usually punctuated with a full stop (.).

Questions ask something and are punctuated with a question mark (?).

Commands tell somebody to do something and are punctuated with an exclamation mark (!) or a full stop.

In what section of your advertisement might you see each of these types of sentence?

What is the effect/ purpose of each type of sentence?

Statements: these could be used throughout your advertisement to give information about Camp Green Lake.

e.g. *Our breath-taking lake allows us to offer a range of aquatic adventures.*

Questions: rhetorical questions could initially draw the reader in or be subheadings.

e.g. *During the summer break, are you driven to distraction by bored, unmotivated and restless children?*

Commands: these could initially draw the reader in, but are highly likely to be used at the end to tell the reader what to do.

Book your child's place today!

[imperative verbs]

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Resources – Friday

English

English Resource 5.1: Improvement Resource

The graphic is a vertical rectangle with a blue-to-cyan gradient background. It is divided into two main columns. The left column is titled 'REVISING' and the right column is titled 'EDITING'. Each column contains a list of writing tips. The 'REVISING' column lists 'A.R.M.S.' with four sub-points: Add, Remove, Move, and Substitute. The 'EDITING' column lists 'C.U.P.S.' with four sub-points: Capitalise, Usage, Punctuation, and Spelling. At the bottom of the graphic is the logo for Quality First Education Trust, which consists of a stylized triangle made of smaller triangles in blue, green, and red.

REVISING	EDITING
The 'content' checking	The SPAG checking
A.R.M.S.	C.U.P.S.
Add Add interesting or precise sentences and words	Capitalise First word in a sentence and proper nouns: names, places, titles, days, months
Remove Remove sentences you don't need	Usage Inflection of nouns and verbs E.g. we was were / one dogs
Move Move words or sentences to a more suitable place	Punctuation . ! ? , - ; '
Substitute Change words and sentences for new ones to avoid repetition or use of boring words	Spelling Check words you are not sure how to spell, including homophones

 Quality First Education Trust

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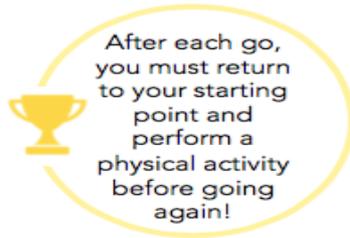
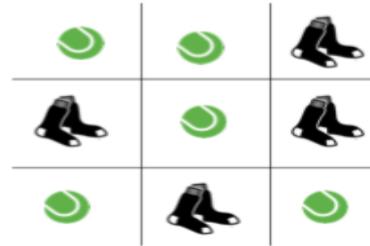


Noughts and Crosses PE Home Learning



Time to Learn:

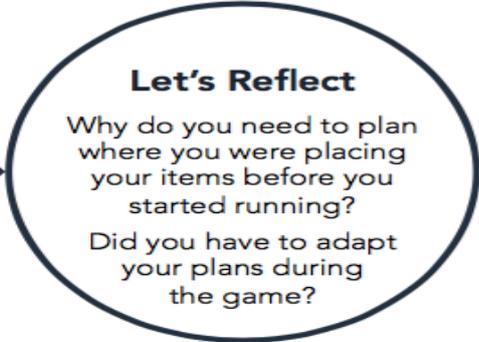
- Mark out a noughts and crosses grid, using chalk, paper or hoops.
- Each player needs five items such as socks or teddy bears. Make sure each player has a different set of items.
- On the command 'go', players race and put one item at a time inside one of the free spaces in the noughts and crosses grid.
- The first player to get three in a row wins.



Top Tips

Think tactically

- If you can not win a game, how can you prevent your opponent from winning?



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French

Mots clés/ Key Word

la farine = the flour

le jambon = ham

le beurre = butter

le fromage râpé = the grated cheese

le lait = milk

une tranche de pain = a slice of bread

un œuf = an egg

fouetter = to whisk

ajouter = to add

faire fondre = to melt

tartinier = to spread

mettre = to put

le four = the oven

chaud = hot

le restant = the remaining

recette = recipe

Il faut... = You have to...

Activity 1:

Le croque-monsieur / Croque-monsieur

Q1 Look at the pictures below and write the correct French words using the words in the box.

fouetter

ajouter

faire fondre

tartiner



.....



.....



.....



.....

Q2 Read the instruction below. Draw a picture in the box to show which ingredients you will need.

Il te faut une tranche de pain, du fromage râpé et de la farine.



Activity 2: Complete the quiz



Quiz: Le croque-monsieur

Read the questions below, and circle the correct answer.

1. A croque-monsieur contains cheese and which other filling?
 - a. tuna
 - b. chicken
 - c. ham
2. What is added to a croque-monsieur to make a croque-madame?
 - a. an egg
 - b. bacon
 - c. potato
3. You need 50 g of what to make a croque-monsieur?
 - a. mild cheese
 - b. grated cheese
 - c. flour
4. What do you melt the butter in?
 - a. the microwave
 - b. a saucepan
 - c. a casserole dish
5. Where should you spread the sauce?
 - a. onto the ham
 - b. onto one slice of bread
 - c. onto both slices of bread
6. What should you do with the leftover sauce?
 - a. Pour it onto the sandwich.
 - b. Put it in the fridge.
 - c. Eat it with a spoon.

Le croque-monsieur

Le croque-monsieur est un sandwich de jambon et fromage chaud. C'est un snack typique de la France.

On peut manger un croque-monsieur dans les cafés français.

Le nom 'croque-monsieur' vient des mots 'croquer' et 'monsieur'.

Il existe aussi un croque-madame. C'est comme un croque-monsieur, mais il y a aussi un œuf.

Une recette de croque-monsieur.

Il te faut deux tranches de pain, une tranche de jambon, 15 g de beurre...

... 150 ml de lait, 15 g de farine, et 50 g de fromage râpé.

Étape 1: Faire fondre le beurre dans une casserole.

Étape 2: Ajouter la farine.

Étape 3: Ajouter le lait petit à petit, et fouetter la sauce.

Étape 4: Ajouter le fromage râpé à la sauce.

Étape 5: Tartiner un peu de sauce sur les deux tranches de pain.

Étape 6: Mettre le jambon sur une tranche de pain, et mettre l'autre tranche dessus pour faire un sandwich.

Étape 7: Verser le restant de sauce sur le sandwich.

Étape 8: Mettre le croque-monsieur au four chaud pendant 10-15 minutes.

Et voilà! Bon appétit!



Croque-Monsieur

A croque-monsieur is a hot ham and cheese sandwich. It's a typical French snack.

You can eat a croque-monsieur in French cafés.

The name 'croque-monsieur' comes from the words 'to crunch' and 'mister'.

There is also a croque-madame. It's like a croque-monsieur, but there is also an egg.

A croque-monsieur recipe.

You will need two slices of bread, one slice of ham, 15 g of butter...

...150 ml of milk, 15 g of flour, and 50 g of grated cheese.

Step 1: Melt the butter in a saucepan.

Step 2: Add the flour.

Step 3: Add the milk little by little, and whisk the sauce.

Step 4: Add the grated cheese to the sauce.

Step 5: Spread some of the sauce onto both slices of bread.

Step 6: Put the ham onto one slice of bread, and put the other slice on top to make a sandwich.

Step 7: Pour the leftover sauce onto the sandwich.

Step 8: Put the croque-monsieur in a hot oven for 10-15 minutes.

And there you go! Enjoy!