


Year 6 Home Learning

Spring 2 Week 2

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	stationary stationery compliment complement principal principle profit prophet
PSCHE Explanation	Safer Internet Week – Why are there so many adverts on the internet? <ul style="list-style-type: none"> • Think – What are adverts? What different types of adverts have you seen on the internet? • Watch the video and try to count the different adverts that are shown. • Watch the video about some of the different ways people advertise online and their motives. Think about/Record your answers to questions in the quiz at the end of the video.
French	Watch the video about “Le Printemps” (Spring) from Madame Lambert. Complete the activities below .
Art	Art will be part of World Book Day on Thursday this week.

<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>Link on Parentmail</p> <p>You can access the lyrics and backing tracks here: Resources</p>
<p>PE</p>	<p>Warm up: Reaction- Toe Taps</p> <ul style="list-style-type: none"> • Grab a football, pillow or some other ball and get ready to move. • Follow the video here. Let's see how fast you can move. Listen carefully to which body parts need to touch the ball or pillow. Have fun! <p>Physical Activity: Tissue Challenge</p> <ul style="list-style-type: none"> • Let's do some tossing and catching. Get a tissue out of the tissue box and watch the video here. • Let's see what you can do. Have some fun and hopefully you'll laugh as much as I do! <p>Dance: African Dance</p> <ul style="list-style-type: none"> • Feel good with this fun and simple African style dance. In just a few simple moves your body and mind will feel exercised and great, so no excuses get dancing and creating along with the video here How's your stamina, did you add any new moves.

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

Monday

1st March 2021



**THURSDAY, 4TH MARCH IS WORLD BOOK DAY!
THIS WHOLE WEEK WE WILL BE CELEBRATING BOOKS AND YOU
WILL HAVE CHOICES ABOUT THE WORK YOU WILL PRODUCE ON
THURSDAY. YOUR WORK WILL BE CELEBRATED AND SHARED WITH
YOUR CLASS WHEN WE RETURN TO SCHOOL ON MONDAY 8TH
MARCH- WHETHER IT'S SOMETHING YOU BRING IN OR HAVE
RECORDED AND UPLOADED ON SEESAW.**

English

Live explanation
at 8.30am

Link on
Parentmail

[Explanation](#)

LAUNCH/ READ: World Book Day/ Christian Robinson

- This week, you are going to look at a range of picture books illustrated and/ or written by Christian Robinson.
- **Read** [this resource](#) about Christian Robinson.
- **Watch** [Christian Robinson talking about illustration as communication.](#)
- **Read** this [list of ideas](#) for the piece of work you can produce this week.
- **Watch** the [Leo: A Ghost Story by Mac Barnett and Christian Robinson trailer.](#)
- **Look** at this [table for recording your thoughts about book trailers](#) that you will use for each trailer you watch this week.
- **Watch** this [video](#) of a teacher completing the [table](#) for the Leo: A Ghost Story trailer.
- **Watch** this [video](#) of a teacher reading Leo: A Ghost Story.
- **Think** – *Did the book surprise you or did the trailer represent the book well?*
- **Look** at this [table](#) for recording your thoughts about picture books.
- **Watch** this [video](#) of a teacher completing the table for Leo: A Ghost Story.
- **Watch** this trailer for [Another](#), a wordless picture book, by Christian Robinson.
- **Watch** a teacher showing [Another by Christian Robinson.](#)
- **Think-** *How would you tell this story using words instead of pictures?*
- This week, as one of your options, you could tell this story with words using the video and the short story triangle to help you.

Maths

Live explanation
at 10am

Link on
Parentmail

[Explanation](#)

Recap Year 5 area and perimeter:

Book 5B, Chapter 12, Lesson 1: Finding the Perimeter

To find the perimeter of shapes.

Video link - Learn the strategy:

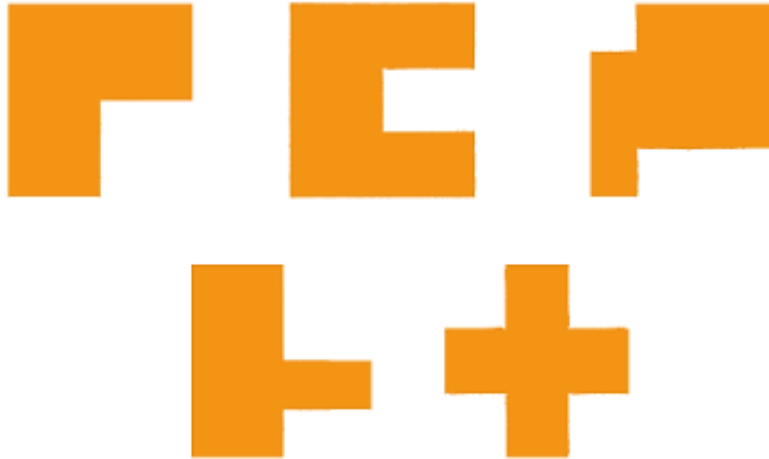
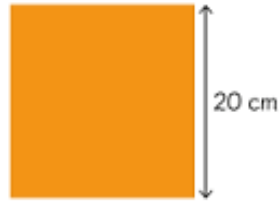
<https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-simple-compound-shapes-c9gp8r?step=2&activity=video>



Deepening activity



cut some figures from sheets of square paper that were all the same size.



Is there enough information to find the perimeter of each figure?

Science 1

Live explanation

[Link on Parentmail](#)

[Explanation](#)



How do our eyes work?

- **Watch** the two videos [here](#) and [here](#) (1 minute 19 to end – this video shows the inside of an animal eye) to learn more about how the eye works.
- **Read** the [letter in the session resources](#).
- Using what you have learnt about the eye, **write** a response letter, giving information and advice.

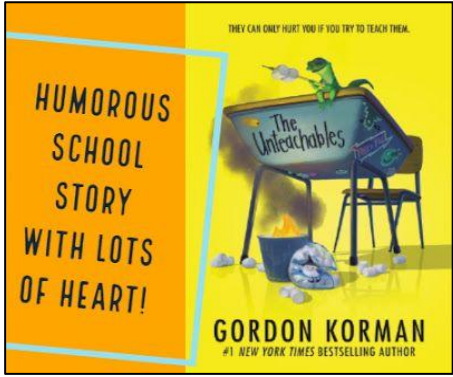
Science 2

[Explanation](#)



What evidence would prove that light travels in straight lines?

- How do we see the sun and the moon? Use the [images in the session resources](#) to **decide** which images are correct and which are incorrect.
- **Look** at [investigations A and B in the session resources](#). Think about the questions.
- **Think** - what do these two investigations tell us about the way that light travels?
- **Watch** the [video](#) that shows how light travels (including an example of investigation B).





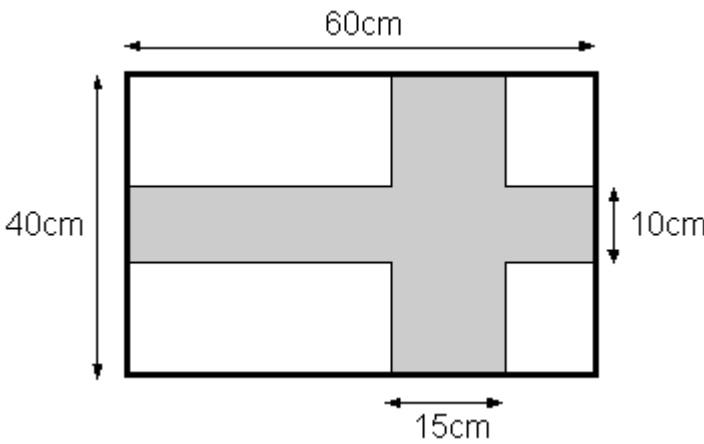
Reading	6S	11.30am
	6DG	11.30am
	6TG	2.00pm
	6W	2.00pm
Independent Curriculum	<ul style="list-style-type: none"> Complete your science work 	
Story time		<p>'The Unteachables' by Gordon Korman, 'a hilarious story of about what happens when the worst class of kids in school is paired with the worst teacher'.</p> <p>Today's chapter: Chapter 16</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>

Tuesday
2nd March 2021

<p style="text-align: center;">English</p> <p>Live explanation at 8.30am Link on Parentmail</p> <p>Explanation</p>	<p>EXPLORE: Book trailers; READ/ EXPLORE: Picture book in detail</p> <ul style="list-style-type: none">• Think – <i>What makes people choose to read a particular book?</i>• One reason people might read a book is because someone recommends it.• Think - <i>What makes a great book? What makes you recommend a book to someone else?</i>• Look at this list of reasons for recommending a book.• Read this resource to remind you about persuasive techniques.• Read this resource for more tips about advertising a great book. <p>Many books now have trailers (film of short extracts/ details) like movies.</p> <ul style="list-style-type: none">• Watch at least three trailers from this list and complete the table for them (don't worry about the final column).• Watch the trailer for Last Stop on Market Street by Matt de la Peña and Christian Robinson.• Complete this table for the <i>Last Stop on Market Street</i> trailer.• Read this resource, which has instructions/ prompts for this story.• Complete the table for this book or write your thoughts in note form under the same headings.
<p style="text-align: center;">Maths</p> <p>Live explanation at 10am Link on Parentmail</p> <p>Explanation</p> <p style="text-align: center;"></p>	<p>Recap year 5 area and perimeter: Book 5B, Chapter 12, Lesson 6: Measuring the Area To measure the area of squares.</p> <p>Video link - Learn the strategy: https://classroom.thenational.academy/lessons/calculate-and-compare-the-area-of-rectangles-using-square-centimetres-cm-69h6cd?step=1&activity=video</p> <p>Deepening activity</p> <p>A 10 hectare field sustains 15 cows, 25 horses or 100 sheep.</p> <p>How large a field is needed to sustain:</p> <ol style="list-style-type: none">a) 300 cows?b) 150 horses?c) 125 sheep?
<p style="text-align: center;">History/ Geography</p> <p>Live explanation Link on Parentmail</p> <p>Explanation</p> <p style="text-align: center;"></p>	<p>Who are the Windrush generation?</p> <ul style="list-style-type: none">• The ship – the Empire Windrush - arrived in Tilbury Docks, Essex in June 1948 bringing people from the Caribbean to Britain. These people are known as the Windrush generation. Watch this video about their experience.• Look at the quotes from people who came to Britain from the Caribbean in the resources. What were the different reasons people decided to come?• Imagine you are on the Empire Windrush heading for Britain. Write a short letter to someone back at home explaining why you decided to come and what you think it will be like.

<p>Reading</p>	<table border="1"> <tr> <td data-bbox="762 80 943 150">6S</td> <td data-bbox="943 80 1086 150">11.30am</td> </tr> <tr> <td data-bbox="762 150 943 219">6DG</td> <td data-bbox="943 150 1086 219">11.30am</td> </tr> <tr> <td data-bbox="762 219 943 288">6TG</td> <td data-bbox="943 219 1086 288">2.00pm</td> </tr> <tr> <td data-bbox="762 288 943 358">6W</td> <td data-bbox="943 288 1086 358">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 one or two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"> • Spelling • PSCHE • French • PE 								
<p>Story time</p>	<div data-bbox="347 663 799 1030" 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 17</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>								

Wednesday
3rd March 2021

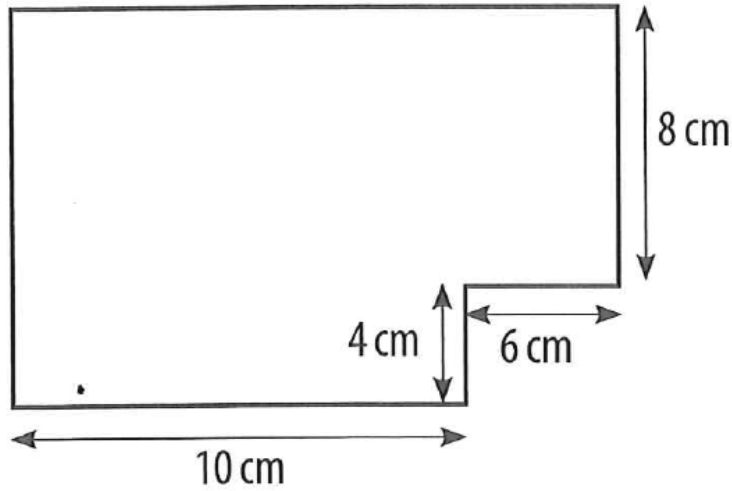
<p style="text-align: center;">English Live explanation at 8.30am Link on Parentmail Explanation </p>	<p>EXPLORE/ READ: Book reviews/ Picture book in detail</p> <ul style="list-style-type: none">• Think – <i>What are the features of a book review?</i>• Even if you choose not to write a book review this week, the ideas in it may be relevant to the script of anything you film/ record.• Read this example of a book review and watch this video of a teacher discussing it.• Watch the trailer for Milo Imagines the World by Matt de la Peña and Christian Robinson.• Complete this table for the <i>Milo Imagines the World</i> trailer.• Read this resource, which has instructions/ prompts for this story.• Complete the table for this book or write your thoughts in note form under the same headings.• Think – <i>How are the two books we have looked at today and yesterday similar? How are they different?</i>
<p style="text-align: center;">Maths - A Live explanation at 10am Link on Parentmail Explanation </p>	<p>Book 6B, Chapter 10, Lesson 1: Finding the Area and the Perimeter of Rectangles To find area & perimeter of rectangles To calculate perimeter using known area and vice versa.</p> <p>Video link - Learn the strategy: https://classroom.thenational.academy/lessons/investigate-the-relationship-between-area-and-perimeter-and-use-this-knowledge-to-solve-problems-cct3cc?step=2&activity=video</p> <p>Deepening activity</p> <p>Here is a flag.</p>  <p>Calculate the area of the shaded cross.</p>
<p style="text-align: center;">Maths B No live explanation to allow time for the Michael Rosen talk at 11am – see World Book Day</p>	<p>Recap year 5 area and perimeter: Book 5B, Chapter 12, Lesson 7: Measuring the Area To measure the area of a shape. (Measuring area of compound shapes)</p> <p>Video link - Learn the strategy: https://classroom.thenational.academy/lessons/rectilinear-shapes-6wr34r?step=2&activity=video</p>

letter for link.
Please watch the
recorded
explanation
instead

[Explanation](#)

Deepening activity

Calculate the area and perimeter of this shape:



Reading

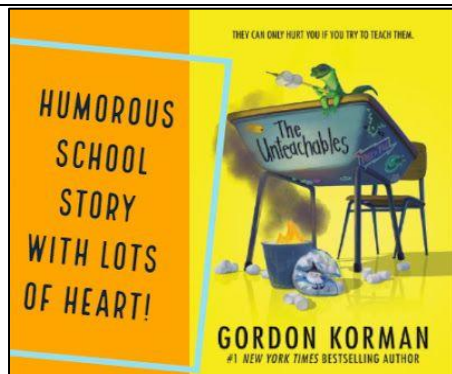
6S	11.30am
6DG	11.30am
6TG	2.00pm
6W	2.00pm

**Independent
Curriculum**

Choose one or two subjects to complete today if you are not reading with your teacher:

- [Spelling](#)
- [PSCHE](#)
- [French](#)
- [PE](#)

Story time



'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'.

Today's chapter: [Chapter 18](#)

Catch up on the earlier chapters by [CLICKING HERE](#)

Thursday
4th March 2021

PLAN/ WRITE/ PRESENT: Recommend or respond to a book

Part 1:

- **Watch** the trailer for *You Matter* by Christian Robinson, our World Book Day book, [here](#) (click on WATCH on the left of the webpage) and **complete** the trailer [table](#) from previous days.
- **Look** at the [cover](#)
- **Predict** – What do you think 'you matter' means? What do you expect the book to be about?
- **Watch** this [video](#) of a teacher reading *You Matter* by Christian Robinson. You can also [read the text](#).
- **Think** – In what ways do people around you make you feel like you matter? How does it feel?
- **Think** – Have there been times when someone made you feel like you did not matter? How did it feel? What did you do?
- **Think** - Why might Christian Robinson have chosen to write this book in 2020?
- **Watch** these Newsround specials on [Black Lives Matter](#) and [Racism in the UK](#).
- **Think** – What did you learn about Black Lives Matter from these videos?
- **Watch** the author-illustrator reading the book and talking about it [here](#).
- **Write** your thoughts about the book in your [table](#).

Part 2:

- **Re-read** this [list of ideas](#) for the piece of work you can produce this week.
- **Re-read** this example of a [book review](#) and **re-watch** [this video](#) of a teacher discussing it.
- **Watch** [this teacher video](#) about Christian Robinson and how to create artwork similar to his - Ms Green
- **Watch** the appropriate teacher video to help you to produce your choice of work:
 - **Watch** [this video](#) showing you how to record a piece recommending a book using Zoom.
 - **Watch** [this video](#) on how to make a book trailer using **(on iPhone/ iPad)**
 - **Watch** [this video](#) on how to write a book review/ script for a piece to camera recommending a book.
 - **Watch** [this video](#) showing you how to use Book Creator **(on an iPad/iPhone)** to make your own picture book.
 - **Watch** [this video](#) showing you how to create a Memoji **(on an iPad/iPhone)** that you could record presenting a book review/ recommendation.
 - **Watch** [this video](#) how to use Book Creator **(on an iPad/ iPhone)** to make your own comic.
 - **Use** [this link](#) to find a resource for writing a short story
- **Create** your work inspired by this week's lessons, making sure that you upload the script/ writing you produced for anything you filmed/ recorded.
- You will be sharing the work you produce with your class when you return to school on 8th March.
- If you want to read more about Christian Robinson and *Art that Matters*, click [here](#).

English

WORLD
**BOOK
DAY**
4 MARCH 2021

Live explanation 1
at 8.30am

[Link on
Parentmail](#)


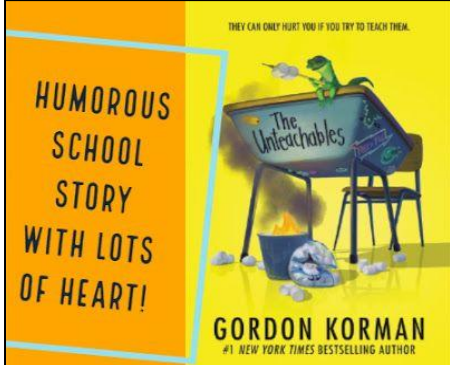
Live explanation 2
at 10am


[Link on
Parentmail](#)

Part 1
[Explanation](#)

Part 2
[Explanation](#)




<p>Circle Time with your class</p>		<table border="1"> <tr> <td>6S</td> <td>2.00pm</td> </tr> <tr> <td>6DG</td> <td>2.00pm</td> </tr> <tr> <td>6TG</td> <td>11.30am</td> </tr> <tr> <td>6W</td> <td>11.30am</td> </tr> </table>	6S	2.00pm	6DG	2.00pm	6TG	11.30am	6W	11.30am
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<p>Independent Curriculum</p>	<p>Choose one or two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"> • Spelling • PSCHE • French • PE 									
<p>Story time</p>		<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 19</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>								

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


Book 6B, Chapter 10, Lesson 2: Finding the Area of Parallelograms
To find and calculate the area of a parallelogram
To use materials and prior understanding of area to construct a formula for the area.

Video link - Learn the strategy:
<https://classroom.thenational.academy/lessons/area-of-parallelograms-6wup2e?step=2&activity=video>

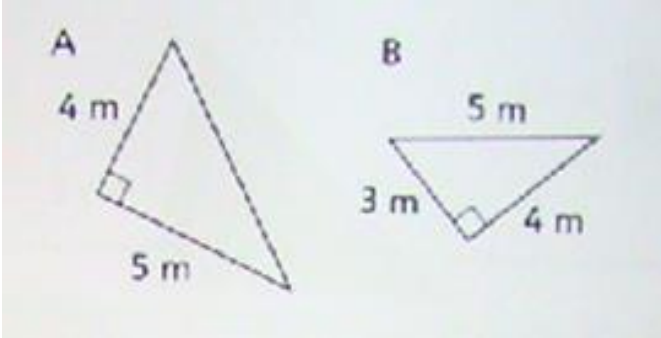
Deepening activity
How many different parallelograms can you find with an area of 48cm²?
Sketch them, giving the measurements.

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


Book 6B, Chapter 10, Lesson 3: Finding the Area of Triangles
To use prior knowledge of area to solve the area of a triangle.
To use formula for the area of a rectangle to solve problems involving triangles.

Video link - Learn the strategy: (up to 6 minutes and 45 seconds)
<https://classroom.thenational.academy/lessons/area-of-triangles-6cwkar?step=2&activity=video>

Deepening
Lexi thinks the two triangles below have the same area.
Explain why Lexi is wrong.



Talking Together

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

<p>Reading</p>	<table border="1"> <tr> <td data-bbox="762 80 940 150">6S</td> <td data-bbox="940 80 1085 150">11.30am</td> </tr> <tr> <td data-bbox="762 150 940 219">6DG</td> <td data-bbox="940 150 1085 219">11.30am</td> </tr> <tr> <td data-bbox="762 219 940 288">6TG</td> <td data-bbox="940 219 1085 288">2.00pm</td> </tr> <tr> <td data-bbox="762 288 940 358">6W</td> <td data-bbox="940 288 1085 358">2.00pm</td> </tr> </table>	6S	11.30am	6DG	11.30am	6TG	2.00pm	6W	2.00pm
6S	11.30am								
6DG	11.30am								
6TG	2.00pm								
6W	2.00pm								
<p>Independent Curriculum</p>	<p>Choose one or two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"> • Spelling • PSCHE • French • PE • Finish your World Book Day work – don't forget to bring it to school on Monday 8th March when we are all back together 								
<p>Story time</p>	<div data-bbox="347 725 799 1097" 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 20</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>								

Resource 1.0: Christian Robinson



Inside Christian's Studio

Read about where Christian works. Find and **click** on the items!

Christian uses many art supplies. Can you find his **lucky pencil, scissors, and paper fish**?

He takes breaks for snacks! Can you find his **apple core and tea mug**?

He doesn't work alone. His dog Baldwin is with him—and so are some other animals! Can you find Baldwin's **green turtle toy**, the **neighbor's cat**, and Christian's **spider friend**?

Thank you, Christian, for making this art just for Scholastic News readers.



Telling Stories With Pictures

Christian works in a studio in his garage.

As You Read

Think about the steps Christian takes to make a book.

Christian Robinson loved making pictures. One day, he painted a picture of himself and his grandma. He put it on his website. He didn't think anyone would look at it.

But someone did! A man saw it. He worked for a book company. He loved the picture! The man asked Christian if he would like to illustrate a new book. Christian was excited. He loved to tell stories with pictures. He said he would do it!

2

From Words to Pictures

An author wrote the words for the new book. He loved Christian's painting too. So he wrote his story about it! The story was about a boy named C.J. and his grandma. They took a long bus ride, and C.J. asked questions about all the things they saw.

Christian read the words and thought a lot about the story. Now it was his job to tell the story with his pictures.

First, he used his **imagination**. He asked himself, "What is C.J. like? What clothes does he wear? Where does he live?" Christian

wanted his pictures to answer these questions for the readers.

Next, he drew his ideas. He made rough drawings on little sticky notes. He planned out what would go on each page. He didn't get every drawing right on the first try, but he didn't get upset. "It's OK to make mistakes!" he says.

Then, he made bigger pictures. He added color to them. He used paint and shapes he cut out of colorful paper. That type of art is called **collage**. Christian worked on his collages for months.

Finally, he was done! He had told the story with his pictures. The words and pictures came together to make a beautiful book called *Last Stop on Market Street*. It won a Caldecott Honor! That's a really big award for picture book art.



Love and Joy

Christian has illustrated 16 books now. He has also written words for a book. He loves making books for kids. He says, "If it brings you joy or if you like doing it, keep doing it!"

—by Blair Rainsford

How Christian Does It



1 First, he uses his imagination. He thinks about the story he wants to tell.



2 Next, he makes rough drawings called sketches. He draws them on sticky notes.



3 Then, he makes bigger pictures. He adds color and makes collages.

3

Click [here](#) to return to Lesson 1.

Resource 1.1: List of Choices for your English Work this Week

For World Book Day 2021, we would like you to produce a piece of work inspired by a book. You might recommend/ promote a book: this could be one of the books you read by Christian Robinson (as writer and/ or illustrator) or your own choice. The purpose of the work you produce should be to persuade others to read it.

You could choose one of the following ways to recommend your chosen book:

- A **piece to camera** recorded on Zoom, reviewing a book and recommending it to others.
- A **promotional poster**, featuring a paragraph or two explaining why children should read the book. You could include artwork inspired by the book you choose (for example, in the style of Christian Robinson).
- A **book trailer** inspired by the ones you will watch this week.*
- You could write/ make your own **picture book**, inspired by the images in *Another* or by the words of *You Matter*. Alternatively, your picture book could be based entirely on your own idea. You might wish to use the short story triangle to help plan your story.
- You could write a **book review**. It might help you to look at the book review model [here](#).

If you would like to respond to *You Matter* in writing in some other way, please check your idea with your class teacher.

*If you choose to film your work, please also upload the script for your trailer or piece to camera.

Click [here](#) to return to **Lesson 1**.

Click [here](#) to return to **Lesson 4**

Resource 1.2: Table for Responses to Book Trailers

Book	<i>What do you think the book is about?</i>	Would the trailer persuade someone to read the book? Why?	[Complete after reading the book.] <i>Was the trailer successful? Did it represent/ summarise the book well?</i>

Click [here](#) to return to **Lesson 1**. Click [here](#) to return to **Lesson 2**.
Click [here](#) to return to **Lesson 3**. Click [here](#) to return to **Lesson 4**.

Resource 1.3 : Table for Picture Book Investigation

Title/ Author/ Illustrator	Summarise the book in one or two sentences	What is the message/ theme of the book?	Techniques (e.g. repetition/ rhyme/ humour/ use of colour)	What did you like about the book?

Click [here](#) to return to **Lesson 1**. Click [here](#) to return to **Lesson 2**.
Click [here](#) to return to **Lesson 3**. Click [here](#) to return to **Lesson 4**.

Science 1

Dear Year 6,

My eyes are very important to me. They are complicated organs which allow my brain to see perceive the world around me.

However, my grandmother struggles to see very well though. I'm worried that as I get older, my eyesight might get worse.

What can I do to keep them healthy?

Yours,
Dr Reece Urcher

[Back to plan](#)

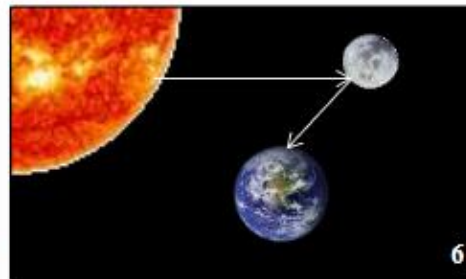
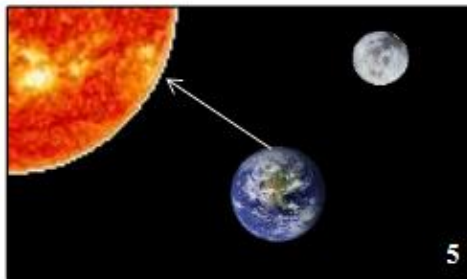
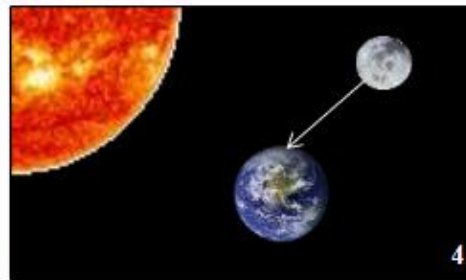
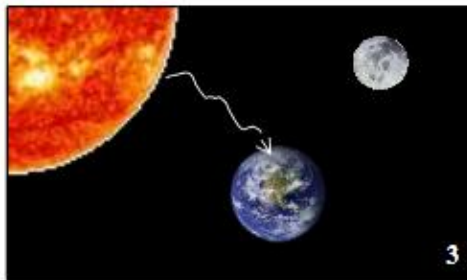
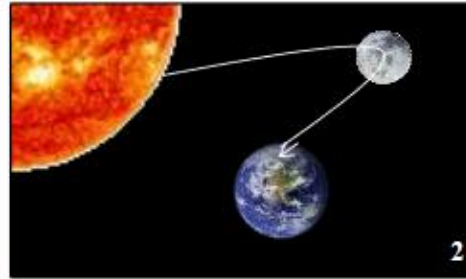
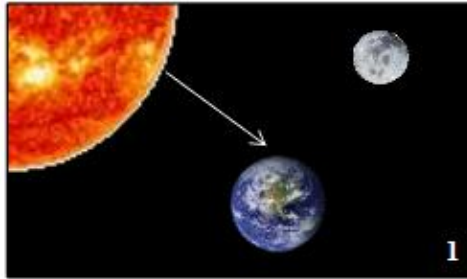
Science 2



How do we see things?

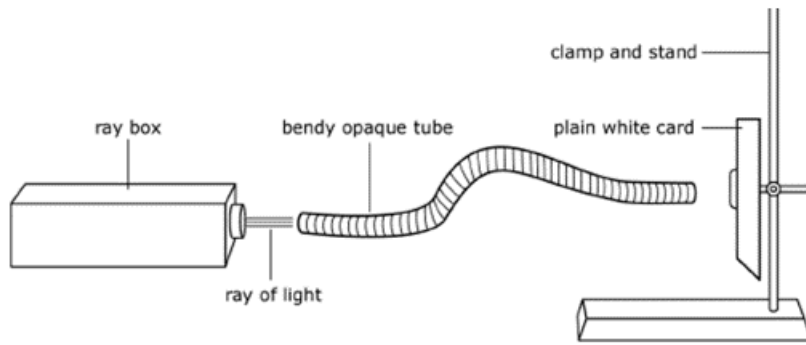
Which one of these images correctly shows how we see the Sun?
Which one of these images correctly shows how we see the Moon?

Why are the other images wrong?



A

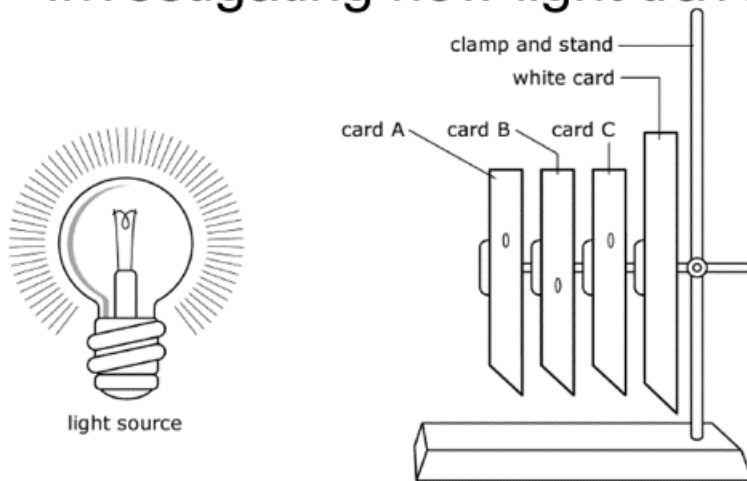
Investigating how light travels?



How could you get the light to shine on the card?

B

Investigating how light travels?



Cards A, B and C are black. How could you get the light to shine on the white card?

[Back to plan](#)

English

Resource 2.1: Reasons to Recommend a Book

- Once you started reading it, you couldn't put it down.
- The characters in the book are well-described, interesting and entertaining.
- The problem faced by the main character in the story is exciting and unpredictable (i.e. there are lots of twists and turns in the plot).
- The world that the author describes is really engaging and vivid (/easy to picture).
- The book is part of a series or by a favourite author, and you want to get your friends interested in the series/ author.
- If the book has illustrations, these are beautiful, unique or memorable.
- The story is highly amusing and makes you laugh while you are reading.
- The story has a strong theme/ teaches you a lesson that you think other students should learn, too.

Click [here](#) to return to **Lesson 2**.

Resource 2.2: Persuasive Writing Techniques

- **Emotive language** [e.g. *incredible/ remarkable/ beautiful/ intriguing*]
- **Opinion presented as fact** [e.g. *you should read The Lost Thing/ This remarkable book is creative, challenging and will leave you thinking about it long after you have finished reading it.*]
- **Rhetorical questions** [e.g. *a question that doesn't need an answer*]
- **Direct address** [e.g. *Do you.../ Are you.../ ...will leave you wanting more.../ ...t will inspire you...*]
- **Tripling** (three points to support an argument) [e.g. *This book is XXX, XXX and XXX.*]

Click [here](#) to return to **Lesson 2**.

Resource 2.3: How to Advertise a Great Book

1. **Purpose:** To get readers excited about a book, author, series, or genre
2. **Getting Ready:**
 - Make sure you've read the entire book.
 - Choose a book or series you think your classmates will enjoy.
 - Think about what makes your book interesting.
 - Think about how you will capture the interest of the other readers in your class (describe it in an exciting way).
 - Write a script for your advertisement.
 - Practise your advertisement before recording it.
3. **During the Advertisement:**
 - Display the cover of the book at some stage.
 - Start with a good lead (Sometimes a question gets the audience interested (e.g. *Have you ever been wrongly accused of doing something?*)
 - Tell the author, title, genre, series, etc.
 - Explain why you chose to share the book.
 - Tell a little about the book, but don't give away the secrets.
 - If possible, mention other books by the same author or other books in the same series / make comparisons with other familiar books.
4. **Tips:**
 - Look at the camera.
 - Speak loud and clearly.
 - Show your enthusiasm.

Click [here](#) to return to **Lesson 2**.

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History

Each morning, before schoolwork we would have to sing 'God Save the Queen', 'Rule Britannia' and 'Land of Hope and Glory'. We were encouraged to feel proud that we were British, and even celebrated British memorial days like Remembrance Sunday.

There was always talk of someone who had left the island, who had gone to England to be met with open arms. Fantastic stories of how life was wonderful and how much money could be made; of how the islanders were wanted and needed to help Britain build herself up again in the years after the war, and how people could better themselves overnight. The streets were said to be paved with gold.

Floella Benjamin, 'Coming to England'

Word went round that this boat was taking passengers for a cheap fare £28.10 shillings to go to Britain. It was common knowledge that there was work in Britain, just after the war. The war ended 3 years earlier. So there was a lot of scope. It took me a week to wind things up to travel.

I had no ties I wasn't married or anything like that I come from Montego Bay, Jamaica. I knew no one in England, I had travelled before to America and Panama. I had no idea what I was coming to.

Mr Oswald 'Columbus' Denniston

https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#five

[My Mum] and her sister were looking at a poster where it said, "Come to the Motherland...help build the Mother Country" – that was Britain – and Mum said to her sister, "Fancy going?" and her sister said, "I've heard it's really cold," and Mum said, "Give it a try!"..... When I go to Jamaica I see how different people live. Their lives are hard. ...so I'm aware that if my Mum hadn't decided to come to England on that day in 1957, I too would have had a difficult life.

Benjamin Zephaniah in Who are Refugees & Migrants? By Michael Rosen & Annemarie Young

I came to England first in 1944 in the Airforce. I returned back to Jamaica in 1946 after spending two years there.....The Windrush came in 1948, I returned to England, you know your parents are strict for one, now you have more freedom. After you reach a certain time in life you think you want to get away from the control of your parents.

As a matter of fact I had a reasonably good job in Jamaica and things were looking up. It just a matter of the Island is too small. You don't realise how small until after you've travelled.

Arthur Curling https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#six

I first came to England during the war, in the RAF. When I went back home there was no work so I decided to come back. There was a boat coming back, by the name of Windrush and it was only £28, so I paid my fare and come back. I was in the war for 3 years came back in 1948 on the Windrush as the opportunity for jobs in this country was better than back home in Jamaica. After the end of the war, I got demobbed, I had to go back home. Coming back to England was quite pleasant, after I'd been before.

Clinton Edwards https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#five

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Resources – Wednesday

English

Resource 3.0: *Oranges in No Man's Land* Book Review

Imagine if a loved one's life depended on you being brave. Imagine having to journey alone across a war-torn city to get vital medicine for them. What would you do?

Ten-year-old Ayesha, who lives in war-ravaged Beirut (the capital of Lebanon), is the heroine of Elizabeth Laird's fantastic short novel *Orange's in No Man's Land*. She must leave her younger siblings behind in their makeshift home (where they live without parents) to get life-saving medicine for her grandmother. On her journey, she encounters enemy checkpoints, faces the threat of snipers and crosses a city ruined by war. As Ayesha makes her perilous journey, readers learn of the difficulties encountered by those in civil war. For example, Ayesha is constantly worrying about her accent revealing which side of the war she is and endangering her.

As the gripping story unfolds, the resourceful Ayesha questions what she has been told about the two sides in the civil war. Throughout the book, she meets a range of people whom she believes are 'enemies', but she is often surprised. Once you have read this book, you will want to think about exactly what the intriguing title is about. Although the context in which the novel is set is one of war, the novel has positive messages for us all.

Children who have enjoyed novels such as *Journey to Jo'burg* should enjoy this enthralling tale. Readers will be full of admiration for Ayesha's courage and will learn a huge amount about a terrible time in Lebanon's history. When you finish reading this book, you will be glad that its author has written more than 150 others for you to enjoy!

Click [here](#) to return to **Lesson 3**.

Click [here](#) to return to **Lesson 4**

Resource 3b: Milo Imagines the World

You are now going to **watch** this [video](#) of a teacher reading *Milo Imagines the World* by Matt de la Peña and Christian Robinson. **Follow** these instructions as you are watching the video:

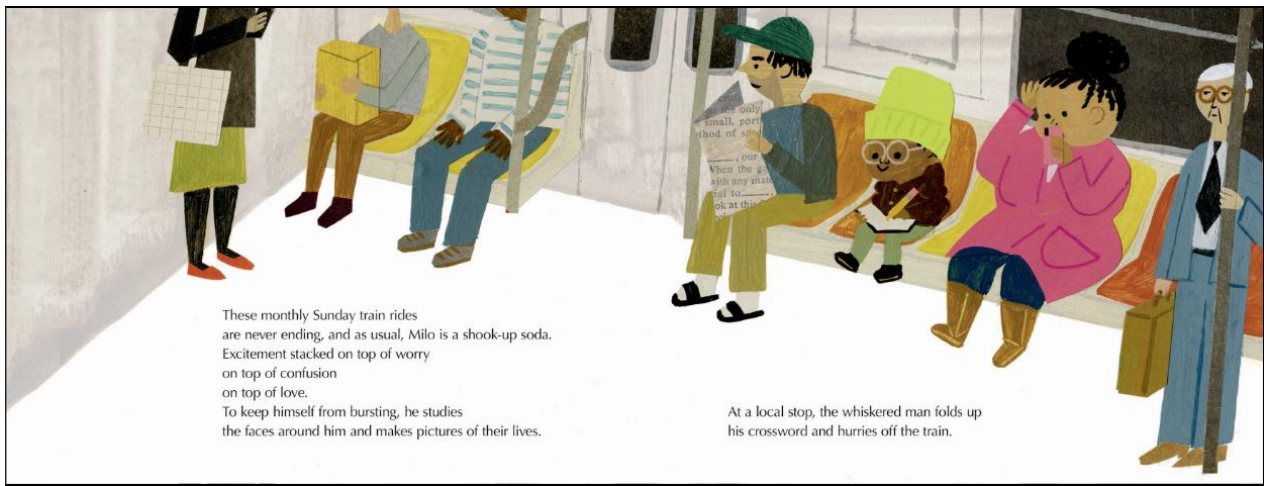
- **Look** at the [cover](#) of *Milo Imagines the World*.
- **Predict** - What do the title/ cover make you think the book will be about?



- **Think** - What does Christian Robinson, the story's illustrator, seem to want us to know about *Milo* before we even start to read?
- **Look** at this image:



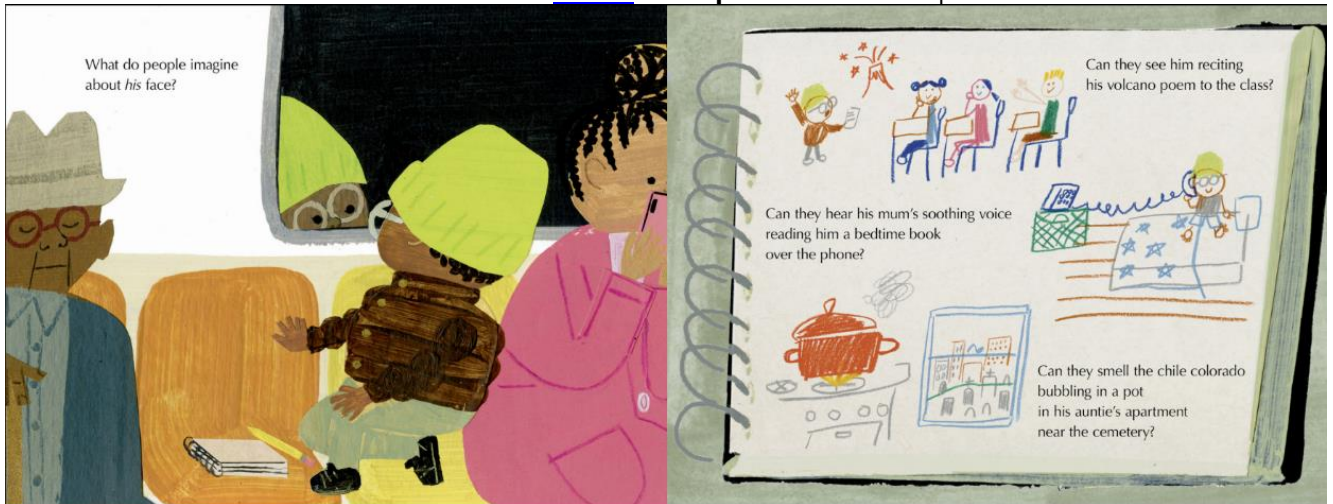
- **Predict** - Where do you think they are going?
- As you watch/ read the story, do the following:
 - **Focus** on the stories Milo imagines for the people he meets.
 - **Think** - What new information do we learn on Milo's subway ride?
 - **Think** - Does Milo want to go where he's going? Why do you think that?
 - **Think** - What do you think of Milo's interpretation of each passenger's life? Based on the text and the illustrations, how do you think Milo decides what each person's story is?
- **Think** – What is a stereotype? Read this [definition](#).
- **Watch** the teacher [video](#) and **pause** it at this spread:



These monthly Sunday train rides are never ending, and as usual, Milo is a shook-up soda. Excitement stacked on top of worry on top of confusion on top of love. To keep himself from bursting, he studies the faces around him and makes pictures of their lives.

At a local stop, the whiskered man folds up his crossword and hurries off the train.

-
- **Deepening:** The author lets us know how Milo feels by describing him as a “shook- up soda [fizzy drink].”
- **Think** - *What happens when you have a soda and shake it before opening it? What does this tell us about how Milo feels?*
- **Watch** the next section of the teacher [video](#) then **pause** it at this spread:



-
- **Think** - *Why do you think Milo's mom reads him a story over the phone? How does it make Milo feel?*
- **Watch** the [video](#) of a teacher reading the rest of the book and then **watch this video** of a teacher discussing the ending.
- **Think** - *Using your background knowledge and the clues the author and the illustrator give us as readers, how you can tell that Milo's mom is a good mother?*
- **Watch** [the segment of Conversation and Studio Tour with Christian](#) from the 4:33 mark to the 10:28 mark.
- **Complete** the table for this story.

Click [here](#) to return to **Lesson 3**.

Resource: Stereotype Definition

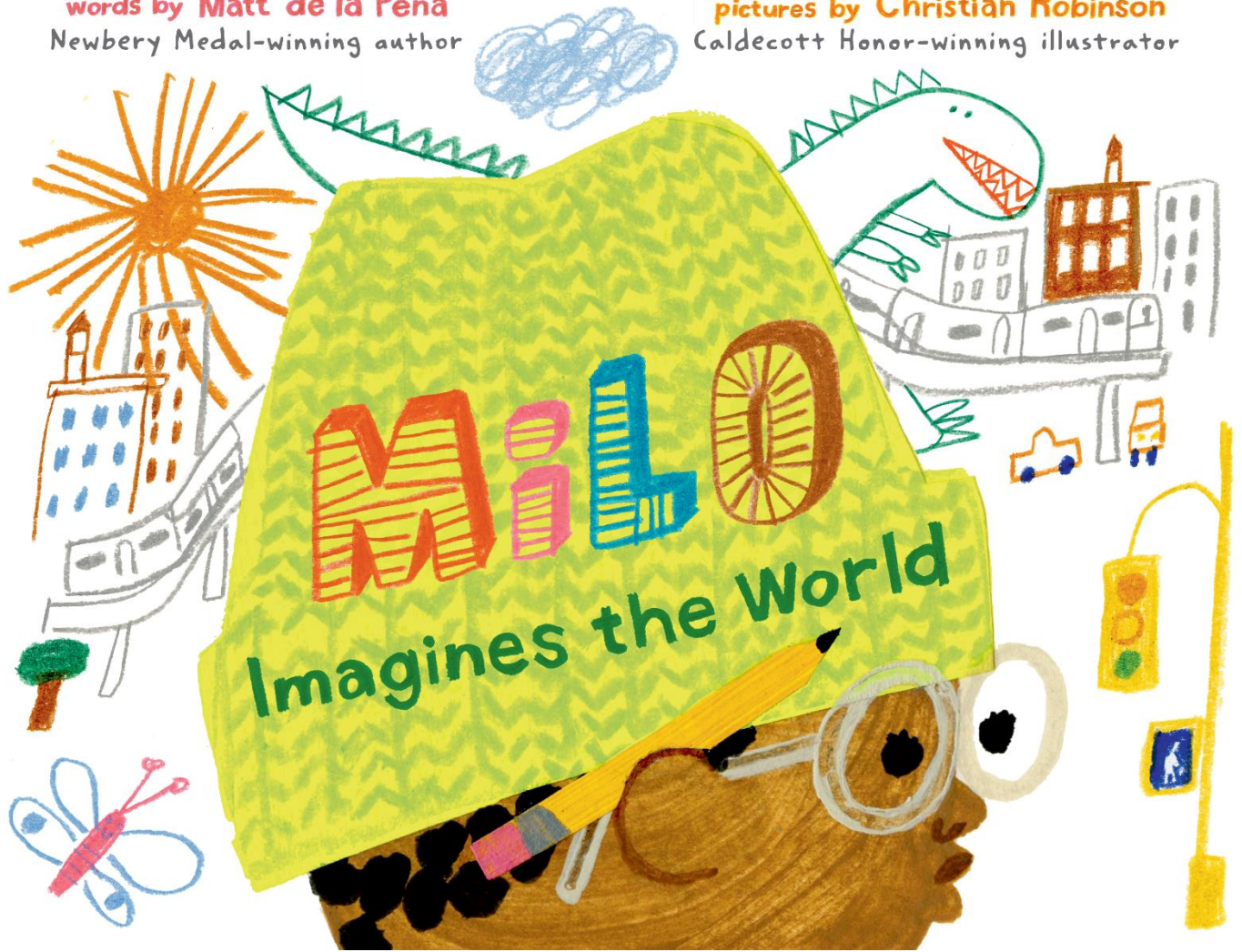
- Stereotypes: The false idea that all members of a group are the same and think and behave in the same way. (Anti-Defamation League, n.d., p. 09)

Click [here](#) to return to **Lesson 3**.

English Resource 3.1: Milo Imagines the World Cover Image

words by **Matt de la Peña**
Newbery Medal-winning author

pictures by **Christian Robinson**
Caldecott Honor-winning illustrator



Click [here](#) to return to **Lesson 3b**.

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Resource 4: Making a Book Trailer

Resource 4: Tips for Making a Book Trailer

1. Write a script

Be clear and concise in your voiceover and make sure what you say fits with what appears on screen.

Writing a script will enable you to make your recommendation/ advertisement more effective. Your script should include detail of what appears on screen as your voiceover is heard.

2. Grab the viewers' attention straight away

Start with something engaging. A rhetorical question or quote from the book can be effective.

3. Keep your camera steady

4. Don't make your trailer too complicated

Using too many different elements can make a book trailer confusing and hard to watch. Try to think about the strongest themes/ images of the book and base your trailer on those.

5. Don't just summarise the plot

hints to the story and remember DON'T spoil the ending of the book. Your viewers won't want to go and read the book if you do.

Click [here](#) to return to **Lesson 4**.

Resource 4 : Links to Book Trailers

If you decide that you want to produce a book trailer this week, watching these trailers may help you to come up with some ideas.

[Another](#) by Christian Robinson

[Last Stop on Market Street](#) by Matt de la Peña and Christian Robinson

[Milo Imagines the World](#) by Matt de la Peña and Christian Robinson

[Leo : A Ghost Story](#) by Mac Barnett and Christian Robinson

[I Want My Hat Back](#) by Jon Klassen

[It's a Book](#) by Lane Smith

[The Day You Begin](#) by Jacqueline Woodson (Y2 book)

[What We'll Build](#) by Oliver Jeffers

[Sam and Dave Dig a Hole](#) by Mac Barnett and Jon Klassen

[Just Because](#) by Mac Barnett and Isabelle Arsenault

[Giraffe Problems](#) by Jory John and Lane Smith

Click [here](#) to return to **Lesson 2**.

Click [here](#) to return to **Lesson 4**.

Resource 4.3: You Matter *(text only)*

The small stuff too small to see.
Those who swim with the tide/ and those who don't
The first to go and the last./ You matter.
When everyone thinks you're a pest.
When something is just out of reach.
When everyone is too busy to help. You matter.
If you fall down.
If you have to start all over again.
Even if you are really gassy./ You matter.
Sometimes home is far away.
/ Sometimes someone you love says goodbye.
Sometimes you feel lost and alone./ But you matter.
Old and young.
/ The first to go and the last.
The small stuff too small to see.
/ You matter.

Click [here](#) to return to **Lesson 4**.

you matter

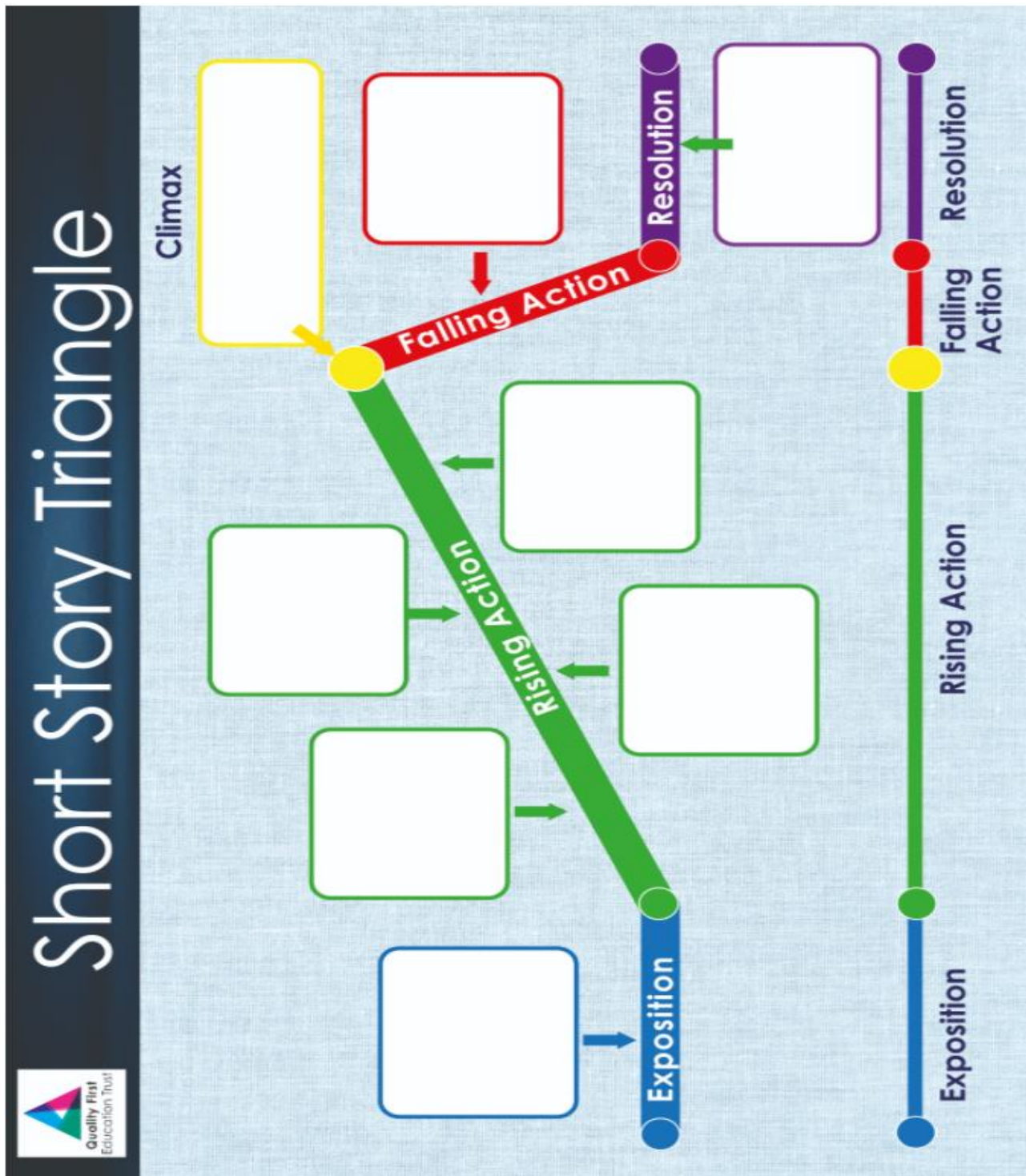


christian robinson

This jpeg can be found [here](#).
Click [here](#) to return to **Lesson 4**.

Resource 4.5: Short Story Triangle

If you are planning to write a picture book or a narrative inspired by this week's work, you can use the short story triangle to help you plan it.



Click [here](#) to return to **Lesson 4**.

Resource 4.6

Christian Robinson: Creating Art That Matters (*Publishers Weekly Interview*)

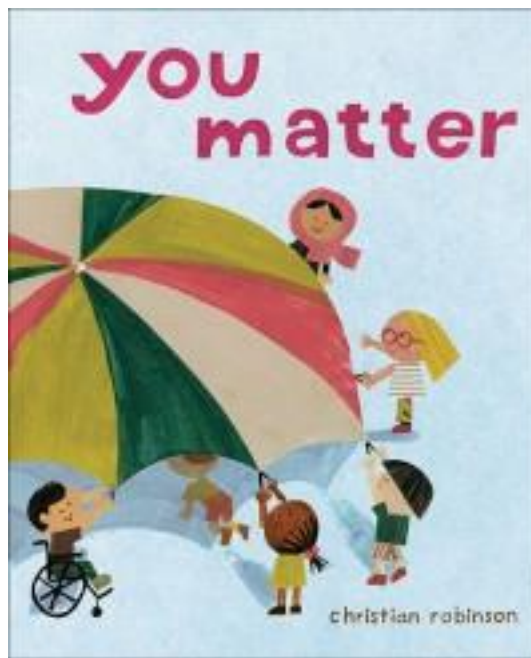
By Claire Kirch | May 19, 2020



Christian Robinson.

"I've finally found my own voice," author-illustrator Christian Robinson says, explaining the genesis of both a project more than a year in the works, his latest picture book, *You Matter* (S&S/Atheneum), and a more spontaneous endeavor, a video series called "Making Space." The series was prompted by Robinson's desire to provide comfort to families that might be overwhelmed by the impact of the new coronavirus on their lives. "Making Space" debuted on Instagram in early April; *You Matter* will be released on June 2.

While *You Matter* is only the second picture book that Robinson has created both text and art for, he has illustrated 15 critically acclaimed picture books in total, beginning in 2012 with *Harlem's Little Blackbird* by Renée Watson. Most notably, Robinson illustrated Matt de la Peña's *Last Stop on Market Street*, for which Peña received a Newbery Medal in 2016; Robinson's illustrations received a Caldecott Honor and a Coretta Scott King Illustrator Honor award. The [first picture book that Robinson both authored and illustrated](#), *Another* (S&S/Atheneum), [which received a starred review in PW](#) and was named a PW Best Book of 2019, is a wordless picture book about the dream journey of a girl and her cat.



“It’s a lot more work writing than illustrating,” Robinson admitted, “but I love telling stories—visually, and now with words.” He explained that *You Matter*, [which received a starred review in PW](#), came about because he asked himself this question: “What is it that I most want to say? And the answer is ‘you matter.’ That is something I am always trying to say in everything I create.” The book’s message is that, however inconsequential, things matter to those who experience them, and what happens to any of us, and to our world, affects all of us.

According to Justin Chanda, senior v-p and publisher and Robinson’s editor, Robinson isn’t exaggerating in his claim that writing *You Matter* was more laborious than illustrating it. “The original title was *Small Problem*; the final book is very similar to, but also very different from the original,” Chanda said. “Christian’s new to writing, but not to illustrating. The illustrations remained the same. What changed was the text. It’s totally different.”

Describing the editorial process as “more of a conversation,” and “one of the most unique processes I’ve ever been through” in his more than 20-year career in publishing, Chanda recalled “long philosophical discussions” between the two of them “about the things that really matter in life, and how everything is interconnected. As soon as we figured it out [that all humanity is united], a book was born.”



Robinson creates a bouquet of flowers out of common household items and paint.

Creating Art During a Pandemic

Locked down with his rescue greyhound, Baldwin, in his Sacramento home during the second phase of California's four-step reopening process, Robinson may not be venturing forth any time soon to promote *You Matter*. He admits that the cancellation of his tour is disappointing, as he enjoys "going out on the road, showing my work, and seeing how it connects" with his audiences. But, like so many other authors and illustrators during the coronavirus outbreak, Robinson is using technology to amplify his work by demonstrating his creative processes.

"Making Space," Robinson's video series, debuted on his Instagram account, [@theartoffun](#), on April 4, and a new episode has been posted every week since then; there are seven episodes to date.

Each "Making Space" episode is between six and nine minutes and features a different theme, such as gratitude, friendship, and perseverance. In them, Robinson demonstrates a simple art activity inspired by that theme, repurposing common items found around any home. Several episodes feature special guests and all end with Robinson rewarding one engaged viewer with a book that relates to that week's theme. Most, though not all of the books given out are illustrated by Robinson.

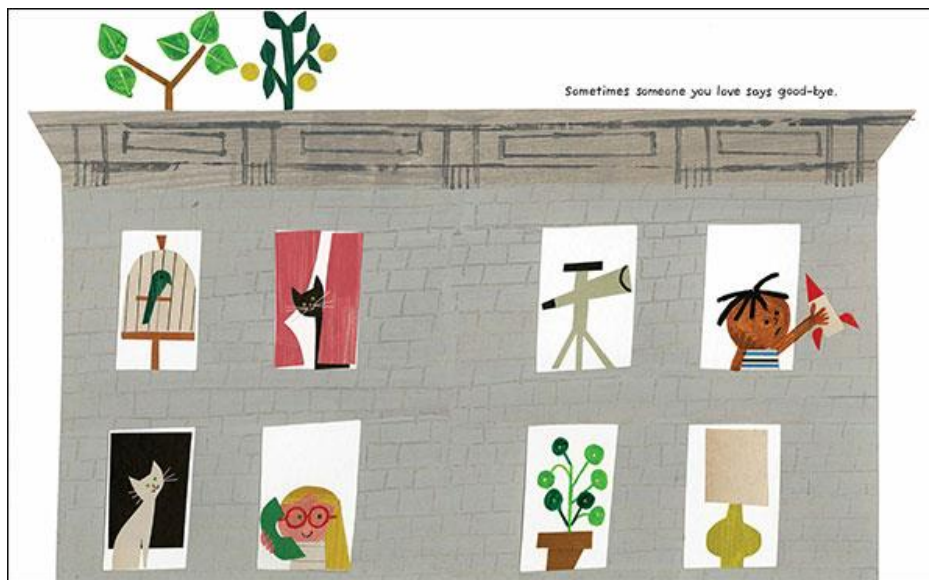
Robinson also emphasizes each week that the book will be purchased from an indie bookstore, either a California indie that he shops at—Capital Books or Underground Books in Sacramento or Copperfield's in Petaluma—or else an indie selected by that week's winner (who is picked from those posting comments).

"I want to get my books out there, and I also want to support independent bookstores," Robinson said of his strategy in deciding which book to spotlight each week. In the first episode of "Making Space," Robinson introduces the project by explaining that he believes that "creativity has the power to heal" and that "everyone has that creative spark within them" and that, "hopefully," the series will encourage his viewers to explore their inner artist. That episode received almost 10,000 engagements, including nearly 200 comments.

"If we can't go outside, let's go inside, into our imagination where anything is possible," he says in the video, adding in an interview with *PW* that his memories of *Mr. Rogers' Neighborhood* inspired him to do something in response to the national shutdown.

"I was noticing all the helpers—the first responders, doctors, teachers, and even parents, who have so many new roles," he said. "What could I do to contribute? Creativity has given me comfort during hard times."

On Mother's Day, May 10, the theme of "Making Space" was "caregivers." Robinson demonstrated how to create a bouquet of flowers, using a paper bag, a fork, a spoon, and a toilet paper roll, along with paint. Robinson's color palette—fuchsia, sea foam green, and white—were selected by his grandmother, who is shown speaking with him at the beginning of the episode through telephones made of tin cans and string.



A page from *You Matter* explores the sadness of farewells.

The inspiration for that week's project and its timing, Robinson explained, was a picture book that he illustrated, *Gaston* by Kelly DiPucchio, a tale about how a French bulldog and a French poodle learn the meaning of family. After promising a copy of the book to that week's winner, Robinson called DiPucchio with his ersatz telephone and the two discussed the variations of family and what it means to be a caregiver.

"Not all families look exactly the same," DiPucchio told Robinson in the video. "Family is really a feeling of belonging; families are places where you feel loved and accepted. And that goes for caregivers too. Caregivers aren't just moms and dads and grandparents: caregivers are anyone who loves and accepts us unconditionally."

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Resources – Friday

English

N/A

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Resources – Independent Curriculum

P.E.

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French

Mots clés/ Key Word

un poussin = a chick

un agneau = a lamb *caresser les agneaux = to stroke the lambs*

un lapin = a rabbit

les fleurs = the flowers

les jonquilles = the daffodils *voir les jonquilles = to see the daffodils*

un arbre = a tree

le soleil = the sun

la pluie = the rain

un nuage = a cloud

un nid = a nest

des oiseaux = birds

le jardin = the garden

manger des œufs de Pâques = to eat Easter eggs













aller au parc = to go to the park

aller à la plage = to go to the beach

et = and

Activity 1: Fill the gaps with the right word

Le Printemps

				le soleil
				un nid
				un agneau
				une jonquille
				un arbre
				un nuage
				un lapin
	un nid	un poussin	la pluie	
le jardin		des oiseaux		

Activity 2: Answer to the question in French by following the pictures.
Pourquoi tu aimes le printemps?

	J'aime le printemps parce que j'aime manger une glace.
	
	
	
	
	
Et toi?	
Et toi?	

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