


Year 6 Home Learning Spring 1 Week 2




Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.







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





English	
<p>Monday Explanation</p>	<p>LAUNCH/ READ: Make predictions about a text based on evidence</p> <ul style="list-style-type: none"> • Look at the various covers for <i>Holes</i> by Louis Sachar. • Predict - <i>What do the different covers suggest about the following: characters; setting; plot; and quality of the book?</i> • Read the opening paragraph of the novel. • Think - <i>What impression of Camp Green Lake does the word wasteland create?</i> • Watch this video of a teacher reading Chapter 1. • Think – <i>What details/ word choices give the reader a negative feeling about Camp Green Lake?</i> • Read Chapter 2 and/ or watch this video of a teacher reading it. • Write answers to the question(s) in this resource. • Read this resource and check/ improve your answers. • Predict - <i>Based upon what you have read so far, what do you expect this book to be about?</i> • Think - <i>What are your thoughts about the choice Stanley was given by the judge? What does this tell you about the camp?</i>
<p>Tuesday Explanation</p>	<p>READ: Make inferences based upon evidence</p> <ul style="list-style-type: none"> • Watch this video of a teacher introducing/ explaining the Grammar Activity. • Complete the Grammar Activity and check/ improve your answers using this resource. • Summarise - <i>What have learnt about Camp Green Lake so far?</i> • Watch this video of a teacher reading Chapter 3. • Watch the video again, pausing it after the words <i>He'd just been in the wrong place at the wrong time</i>. • Summarise - <i>What have you learnt about Stanley Yelnats so far?</i> • Watch this video of a teacher explaining how to create a mind map about Stanley Yelnats. • Create a mind map recording what you have learnt about Stanley Yelnats [in Chapters 2 and 3]. Deepening: <i>Create additional mind maps about the other members of Stanley's family.</i> • Read this resource and answer the question in it. • Read this resource and check/ improve your answer. • Check whether you have recorded the key information on your mind map here.

	<ul style="list-style-type: none"> • Watch this video of a teacher reading Chapter 4. • Write new information on your mind maps about Camp Green Lake and Stanley Yelnats.
Wednesday Explanation	<p>PLAN: Diary entry/ WRITE: Diary entry introduction</p> <ul style="list-style-type: none"> • Summarise – <i>What do we know about Stanley Yelnats so far? What has happened to him?</i> <ul style="list-style-type: none"> ➤ This week, you will write a diary entry from Stanley's perspective. This will be about his journey to Camp Green Lake and his first impressions of it. • Look at this resource, which you can use as a planning format. • Watch this video of a teacher explaining how to summarise Stanley's journey in Chapter 3, recording notes on this resource or on paper. • Watch this video of a teacher reading Chapter 4 again, writing notes on your plan about Stanley's arrival at Camp Green Lake and meeting Mr Sir. • Watch this video of a teacher explaining how to plan and write an introduction to your diary entry. • Read this resource if you need a reminder about GSV. • Plan and write the introduction to your diary entry. •
Thursday Explanation 	<p>EXPLORE: Writing techniques/ WRITE: Diary entry</p> <ul style="list-style-type: none"> • Think - <i>How can we show how long/ tedious Stanley's bus journey was?</i> • Watch this video of a teacher explaining different ways to achieve this. • Read this resource to remind you of the different techniques in the video. • Practise the techniques discussed, adding them to your plan. Read the example of a diary entry or watch this video of a teacher reading it. • Watch this video of a teacher analysing the example diary entry. • Write the next paragraphs of your diary entry (bus journey/ arrival at Camp Green Lake), using your plan to help you with structure and content. This word mat might provide ideas/support for word choices. Deepening: Include dialogue.
Friday Explanation 	<p>WRITE/ IMPROVE: Diary entry; READ: Make inferences based on evidence</p> <ul style="list-style-type: none"> • Write the rest of your diary entry (meeting Mr Sir/ looking forward), using your plan to help you with structure and content. • Check and improve your work using ARMS and CUPS (see resource 5.1). Spend about 10 minutes on this. Deepening: Include a wide range of punctuation. • Watch this video of a teacher reading Chapter 5. • Read this resource and answer the question in it. • Read this resource and check/ improve your answer. • Watch this video of a teacher reading Chapter 6.
Spelling	<ul style="list-style-type: none"> • Watch this Spelling Video. <p>foreign frequently guarantee existence familiar forty soul sole stare stair</p>
Maths	
Monday Explanation 	<p>Book 6A, Chapter 4, Lesson 7: Multiplying Decimals To multiply whole numbers including decimal by whole numbers; to use partitioning & worded method.</p> <p>Video link - Learn the strategy: Click here Or use: (from 40 seconds) Click here</p>

	<p>Deepening</p> <p>$0.3 \times 7 = 2.1$</p> <p>My friend says she can use this fact to solve 0.3×0.7. Is she correct? Explain why.</p>
<p>Tuesday</p> <p>Explanation</p> 	<p>Book 6A, Chapter 4, Lesson 8: Multiplying Decimals</p> <p>To multiply decimals by whole numbers including regrouping and renaming.</p> <p>Video link - Learn the strategy: (up to 13 minutes and 5 seconds) Click here</p>
	<p>Deepening</p> <p>Book 6A, Chapter 4, Lesson 9: Multiplying Decimals</p> <p>To multiply decimals by whole numbers using methods; to use the heuristic 'making a list' to help solve a problem.</p>
<p>Wednesday</p> <p>Explanation</p> 	<p>Book 6A, Chapter 4, Lesson 10: Dividing Decimals</p> <p>To divide decimals using number bonds and number discs as the key strategies. (Method 2)</p> <p>Video link - Learn the strategy: Click here Click here</p>
	<p>Deepening</p> <p>https://nrich.maths.org/1015</p>
<p>Wednesday</p> <p>Explanation</p> 	<p>Book 6A, Chapter 4, Lesson 11: Dividing Decimals</p> <p>To divide decimals using bar models, number bonds and long division as key strategies</p> <p>Video link - Learn the strategy: Click here Click here</p>
	<p>Deepening</p> <p>A market trader takes £1161.58 per week and is open 7 days per week</p> <p>First estimate then calculate how much the market trader takes on average per day</p>
<p>Thursday</p> <p>Explanation</p> 	<p>Book 6A, Chapter 4, Lesson 12: Multiplying a Decimal by a 2-Digit Whole Number</p> <p>To multiply decimals by a 2-digit whole number</p> <p>Video link - Learn the strategy: (from 19 minutes) Click here</p>
	<p>Deepening</p> <p>Target number $\square . \square \square \times \square = \square \square$</p> <p>Choose 4 <i>different</i> digits and then place the digits in the blue boxes, trying to make the target number (in the red boxes) as close to 50.</p>
<p>Friday</p> <p>Explanation</p> 	<p>Book 6A, Chapter 4, Lesson 13: Dividing a Decimal by a 2-Digit Whole Number</p> <p>To divide decimals by 2-digit numbers using number bonds and the worded method.</p> <p>Video link - Learn the strategy (use the long division strategy): Click here Click here</p>
	<p>Deepening</p> <p>Miriam buys 19 tins of soup. All the tins cost the same price. She goes to the shop with just one bank note, and comes home with the tins and the change in coins. On the way home, she drops the change. She looks carefully and she thinks she picks it all up. When she gets home she gives £2.23 change to her mother. Do you think that Miriam picked up all the change that she dropped? Explain your reasoning.</p>
Curriculum – Live Explanations	
<p>Science</p> <p>Explanation</p>	<p>Electrical components</p> <ul style="list-style-type: none"> • Follow the video lesson here. Start at 4 minutes 12 seconds. You will need paper and something to write with.
<p>Science</p> <p>Explanation</p> 	<p>How do electrical components function?</p> <ul style="list-style-type: none"> • Look at what the children on the concept cartoon have said (session 4 resources). Which statements do you agree and disagree with and why? • Read through the information in the session resources about electronic toys and games (or research your own online). What electrical components could have been used? How is the part moving/lighting up/making a noise? Why are the parts moving/lights lighting up/sounds being made only some of the time?



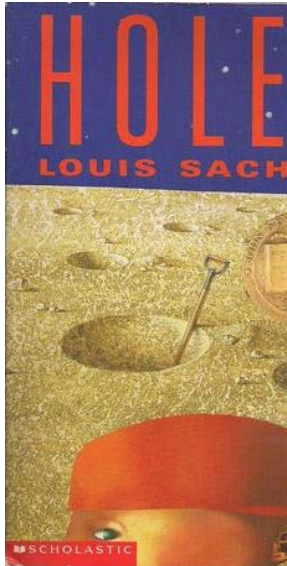
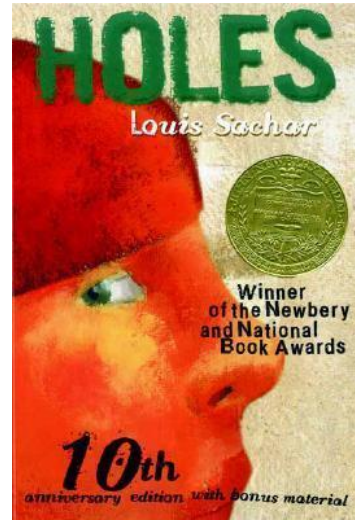
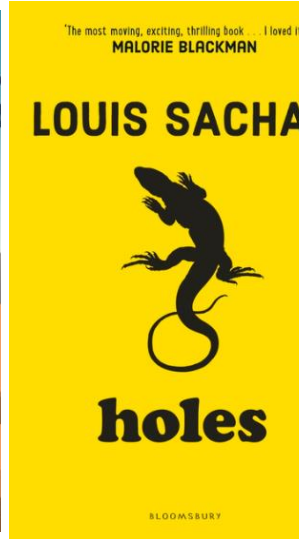
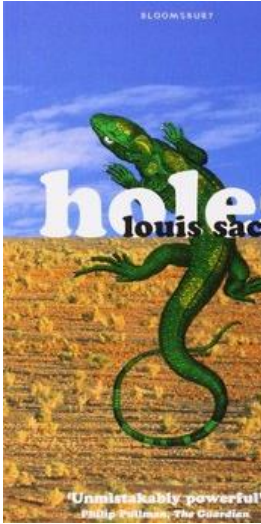
	<ul style="list-style-type: none"> • Sketch an idea for your own game – firstly, decide what electricity could enable your game to do (e.g. what could move/light up/make a sound?). Annotate with where you will use bulbs, motors and buzzers and what these will do.
Geography Explanation 	<p>Why do people migrate? What are push and pull factors?</p> <ul style="list-style-type: none"> • Watch the video lesson. • Complete the activities as you watch • Write your own definitions of a 'push factor' and a 'pull factor'. • Read Julia's story in Session 2 resources. • Identify the push and pull factors involved in her migration story.
<p>Curriculum – Independent Study</p> <p><i>You could complete these on the days when you are not reading with your teacher</i></p>	
RE Explanation 	<p>What is a worldview?</p> <p style="text-align: center;"><i>"A worldview is the way they see life and the world."</i></p> <ul style="list-style-type: none"> • Think about your own worldviews. What in your life has influenced them? • Look at the PowerPoint here and think about the questions. • Write down what your worldview is, and then write down the things that have influenced it.
PSCHE Explanation	<p>What is resilience and how can it help me to achieve my goals?</p> <ul style="list-style-type: none"> • Think: There is often a psychological reason for a fear. For example, some people have a fear of heights because they may have fallen when they have been high up. What fears do you have? • Resilience is the ability to cope when things go wrong. • Write down some examples from when you, or someone else, showed resilience. • Watch this video to remind yourself of the story of Humpty Dumpty (it's an extended version!) • Read 'After the Fall' on the PDF resource <ul style="list-style-type: none"> ○ How did Humpty Dumpty feel after falling from the wall? ○ Why do you think Humpty Dumpty loved watching the birds? ○ What emotions does Humpty Dumpty show through his facial expressions? ○ What stopped Humpty Dumpty from climbing the wall again? ○ How did Humpty find the task of making the planes? Did he give up? Why not? ○ How did Humpty Dumpty feel after climbing and, then, flying from the wall? • Write about or draw something you find challenging or something that you would like to accomplish. What steps do you need to do to get there?
Art	<p>Take a Seat</p> <ul style="list-style-type: none"> • Why is art good for wellbeing? Look at the PDF pages attached. • Design through making – explore the qualities of materials. • Create a small model of a chair from found materials that reflects your personality.
Music	<p>Wandsworth Music Singing Project – Session 1</p> <p>Great news!</p> <p>Year 6 will be having a very special singing project led by the amazing vocal tutors from Wandsworth Music Service. They will be leading a lively active session of movement, fun vocal warm ups and songs each week which we will then perform together (in some form) at the end.</p> <p>Zoom links are being sent separately for the 4 live sessions on Thursdays at 9am, 10am, 12pm or 1.30pm – you can choose which session you attend.</p> <p>If you miss this, you can watch a recorded version along with backing tracks and lyrics which we will send out on Friday so that we all learn together.</p>

<p>French</p>	<p>French Traditions</p> <ul style="list-style-type: none"> • Watch the video from Madame Lambert. • Complete the two activities
<p>PE</p>	<p>Warm up and Stretching</p> <ul style="list-style-type: none"> • Try these ideas to warm up and get your heart beating faster; you only need a small space but lots of energy and ideas! • Moving with your feet on the beat, lift up the knees, start running on the spot, kick your bottom – faster! You can skip on the spot, turn, jump and try circling the arms. • How about a bit of freestyling? Freeze in high and low shapes, balance with different parts of the body touching the floor. Reach in different directions, try more ways of jumping, clap with the music. • Make a long low lunge and take one hand off the floor and hold, repeat on the other leg. • Slowly uncurl and come up to standing, breathe in and out slowly and cool down. <p>Click here to watch a video of the warm up.</p> <p>Physical Activity: Fit for All! Move and Groove Move it and use it!</p> <ul style="list-style-type: none"> • Time to show us what you can do. We want you to get up and do some exercise. Below is a log for you to write or draw what you did for each day. • Be creative, use the space you have, ask an adult to take you outside, take two pillows to make markers to move between (skip, hop, jump, side step, slow, fast), perform some yoga, strong karate moves, practice your skipping tricks (if you have a jump rope), pretend you're playing cricket (without a ball and bat) and go through your bowling action and batting style. With an adult go outside, walk around the block, take a scooter ride, go to the common. There are too many ideas to list & we know you will have even more ideas! • Also remember after your exercise, play some slow quiet music and have a mindfulness moment, focus on your breathing, have a stretch. • Below is a Log book to record your successes. Don't worry if you can't print it, make your own weekly log & hopefully feel the benefits of daily exercise over the coming weeks.

Resources

English

English Resource 1.1 – Book Covers



There is no lake at Camp Green Lake. There once was a very large lake here, the largest lake in Texas. That was over a hundred years ago. Now it is just a dry, flat wasteland.

There used to be a town of Green Lake as well. The town shriveled and dried up along with the lake, and the people who lived there.

During the summer the daytime temperature hovers around ninety-five degrees in the shade—if you can find any shade. There’s not much shade in a big dry lake.

The only trees are two old oaks on the eastern edge of the “lake.” A hammock is stretched between the two trees, and a log cabin stands behind that.

The campers are forbidden to lie in the hammock. It belongs to the Warden. The Warden owns the shade.

Out on the lake, rattlesnakes and scorpions find shade under rocks and in the holes dug by the campers.

Here's a good rule to remember about rattlesnakes and scorpions: If you don't bother them, they won't bother you.

Usually.

Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won't die.

Usually.

Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake. Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake.

But you don't want to be bitten by a yellow-spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death.

Always.

If you get bitten by a yellow-spotted lizard, you might as well go into the shade of the oak trees and lie in the hammock.

There is nothing anyone can do to you anymore.

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The reader is probably asking: Why would anyone go to Camp Green Lake?

Most campers weren't given a choice. Camp Green Lake is a camp for bad boys.

If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy.

That was what some people thought.

Stanley Yelnats was given a choice. The judge said, "You may go to jail, or you may go to Camp Green Lake."

Stanley was from a poor family. He had never been to camp before.

English Resource 1.4A: Comprehension

1. *If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy.*

That was what some people thought.

What does the **second sentence** tell you about the author's view of the opinion expressed in the previous sentence?

If you find this question too challenging, answer the following questions:

1. What is revealed about Camp Green Lake in **Chapter 2**?
2. Why did Stanley Yelnats choose to go to Camp Green Lake?

English Resource 1.4B: Comprehension (Answers and Explanation)

1. *If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy.*

That was what some people thought.

What does the **second sentence** tell you about the author's view of the opinion expressed in the previous sentence?

Explanation:

Look at the first sentence:

*If you take a bad boy and make him dig a hole every day in the hot sun, it **will** turn him into a good boy.*

What would the author's viewpoint be if this sentence stood alone?

This statement, with the use of will (a modal verb of certainty) would reflect the author's/ narrator's opinion (stated as a fact).

Answer:

The second sentence shows you that the author/ narrator does not agree with this statement./ It suggests he has a different view to the original statement.

1. What is revealed about Camp Green Lake in **Chapter 2**?
Camp Green Lake is a camp for bad boys/ is somewhere boys are sent as a punishment.
2. Why did Stanley Yelnats choose to go to Camp Green Lake?
He chose to go to Camp Green Lake because he had never been to camp before.

English Resource 2.1A: *Holes* Chapter 2: Grammar Activity

The reader is probably asking: Why would anyone go to Camp Green Lake?

Most campers weren't given a choice. Camp Green Lake is a camp for bad boys.

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That was what some people thought.

Stanley Yelnats was given a choice. The judge said, "You may go to jail, or you may go to Camp Green Lake."

Stanley was from a poor family. He had never been to camp before.

Activity

1. **Find and label** an example of each of the following:

- proper noun
- direct speech
- subordinating conjunction
- modal verb
- passive voice

2. **Find and label** an example of each of the following tenses:

- present simple
- past simple
- present progressive
- past perfect

Holes Chapter 2.1A: Grammar Activity (Answers)

The reader **is** probably **asking**: Why **would** anyone go to **Camp Green Lake**?

Most campers **weren't given** a choice. **Camp Green Lake** **is** a camp for bad boys.

If you **take** a bad boy and **make** him dig a hole every day in the hot sun, it **will** turn him into a good boy.

That **was** what some people **thought**.

Stanley Yelnats **was given** a choice. The judge said, "You **may** go to jail, or you **may** go to **Camp Green Lake**."

Stanley **was** from a poor family. He **had never been** to camp before.

Activity

1. **Find and label** an example of each of the following:

- proper noun
- direct speech
- subordinating conjunction
- modal verb
- passive voice

2. **Find and label** an example of each of the following tenses:

- present simple
- past simple
- present progressive
- past perfect

English Resource 2.2A: Comprehension

Look at the following question:

1. What impression do you get of Stanley's character?

Give **two** impressions, using evidence from the text to support your answer.

(3 marks)

Explanation:

To answer the question, it will help you to **re-read** [Chapter 2](#) and **watch** the [video](#) of a teacher reading Chapter 3, pausing it when you hear/read any key evidence about Stanley's character (what he is like).

Your mind map may also help you.

A strong answer will include two impressions (usually one adjective for each) and one piece of evidence from the text to support each of them.

Now, try answering the question:

1. What impression do you get of Stanley's character?

Give **two** impressions, using evidence from the text to support your answer.

(3 marks)

Resource 2.2B: Comprehension (Answer)

Look at the following question:

2. What **impression** do you get of Stanley's character?

Give **two** impressions, using **evidence from the text** to support your answer.

These are possible answers:

He is **considerate** - he promises to write to his mother each day.

His **creation of 'Camp Fun and Games' with soft toys** shows that he is **imaginative/ creative**.

As the text says **"He didn't have any friends"**, it suggests Stanley is **lonely**.

He is **unlucky** because **he is sent to Camp Green Lake even though he is innocent**.

He is **superstitious** because **he believes in the family curse**.

English Resource 2.3: Mind Map Content

Hopefully, you recorded some or all of the following information on your mind map:

- **Appearance:** overweight
- **Background:** poor (never been to camp); close family
- **Personality:**
thoughtful (promised to write to mum once a week);
creative (*Camp Fun and Games*);
lonely/ unpopular (*He didn't have any friends at home.*);
hopeful/ optimistic (thinks he'll make some friends);
naïve (chose CGL because he'd never been to camp).
- **Other:** unlucky (*in the wrong place at the wrong time*)

If you didn't get all of these, please add the extra information to your mind map in a different colour.

English Resource 3.1: Planning Format

What is happening?	Detail	What might he be thinking/ feeling (physically and emotionally?)	Useful words/ phrases/ grammatical devices
Bus journey to Camp Green Lake			
Arrival at Camp Green Lake			
Meeting Mr Sir			

English Resource 3.2: Writing a GSV Introduction to a Diary Entry

Read the following diary entry introduction.

What do the different highlighting colours represent?

[Date]

Dear Diary,

It's been a weird day. After years of watching other kids going off to camp, I'm finally at one. Before today, I had never been to a place so inappropriately named: Camp Green Lake has no lake and no greenery.

What is the role of each sentence in the first paragraph?

General: Summarises day/ main events

Specific: More detail about the day

Viewpoint: How Stanley feels about the day

English Resource 4.1: Writing Techniques

Stanley's bus journey is incredibly long and monotonous (dull and repetitious).

Using these devices/ techniques will help your diary entry to communicate this without having to write for as long as Stanley was on the bus:

(Fronted) adverbials of time – *for many hours/ for hour after hour/ after countless hours/ for more than nine hours/ after many hours* etc.

Short sentences/ paragraphs – *Hours passed. / And still we drove. / The scenery never changed. / The road went on and on.*

Repetition - *we drove and drove and drove/ cotton field after cotton field/ on and on*

English Resource 4.2: Diary Word Mat

When?	How?	Informal phrases
This morning	Cautiously	By the way
At first	Without warning	You'll never believe this, but
Before long	With hope	Guess what happened!
After a while	With weary legs	The thing is
Several hours later	Trying not to...	I won't even go there
During the journey	With handcuffs on	Anyway
Eventually	Tediously	Can you believe it?
At last	Monotonously	I wonder if

English Resource 4.3: Example Diary Entry

[Date]

Dear Diary,

It's been a weird day. After years of watching other kids going off to camp, I'm finally at one. Before today, I had never been to a place so inappropriately named: Camp Green Lake has no lake and no greenery.

It all began with a tedious nine-hour bus ride with no air-conditioning and nothing to see. For hour after hour, we drove through cotton field after cotton field after cotton field. I was accompanied only by an armed guard (the rifle was to protect me, right?) and a bus driver. Because the guard seemed to be asleep (he was wearing sunglasses so it was hard to tell), I had plenty of time to think about Camp Green Lake. Would it be like Camp Fun and Games? Why did the judge give me the choice of going there or jail?

Hours passed.

Eventually, we arrived at Camp Green Lake. When the guard unlocked my handcuffs, it revealed a ring of sweat around my wrist where they had once been. With jelly-like legs (I had not moved for nine hours, remember), I stumbled towards the door. As I jumped off the bus, the driver called out to me. "Be careful," he said.

What did he mean?

Looking around, I saw... not much: a scorching sun, parched earth and a few run-down buildings. There was no lake. And nothing was green. It seemed like a desolate place. This was odd, but the day was about to get stranger.

I was roughly escorted to a cabin. For a moment, there was relief: air-conditioning. A tough-looking man with a cowboy hat, a tattoo of a rattlesnake on his arm (animal lover?) and sunglasses sat at a desk. As he chatted to the guard, this strange man spat out sunflower seeds. When he opened the fridge, he took out two refreshing sodas (for him and the guard). My annoying thirst and dry throat became worse by the second. After a while, the man introduced himself: he wants to be called Mr Sir. Really?

What will tomorrow bring? Fewer cotton fields – that's for sure.

Stanley

<h2 style="text-align: center; margin: 0;">REVISING</h2> <p style="text-align: center; font-size: 0.8em;">The 'content' checking</p> <h3 style="text-align: center; margin: 10px 0;">A.R.M.S.</h3> <p>Add Add interesting or precise sentences and words</p> <p>Remove Remove sentences you don't need</p> <p>Move Move words or sentences to a more suitable place</p> <p>Substitute Change words and sentences for new ones to avoid repetition or use of boring words</p>	<h2 style="text-align: center; margin: 0;">EDITING</h2> <p style="text-align: center; font-size: 0.8em;">The SPAG checking</p> <h3 style="text-align: center; margin: 10px 0;">C.U.P.S.</h3> <p>Capitalise First word in a sentence and proper nouns: names, places, titles, days, months</p> <p>Usage Inflection of nouns and verbs E.g. we was were / one dogs</p> <p>Punctuation . ! ? , - ; ' "</p> <p>Spelling Check words you are not sure how to spell, including homophones</p>
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English Resource 5.2A: Comprehension

Look at *Chapter 5*.

What impression do you get of _____ from this chapter?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

Now, choose one of the following characters and answer the question by completing the table.

- Mr Pendanski
- The Warden
- X – Ray
- Armpit

Explanation:

To answer the question, it will help you to **watch** the [video](#) of a teacher reading Chapter 5, pausing it when you hear/ read any key evidence about your chosen character (what they are like).

Remember: The Impression column will usually be filled in with one adjective in each row.

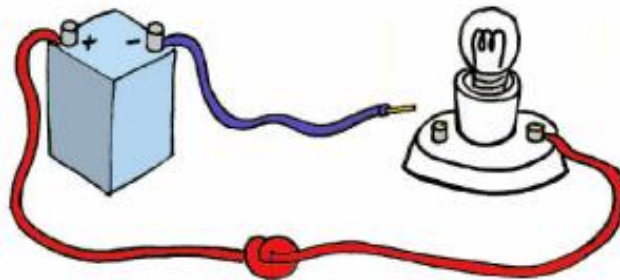
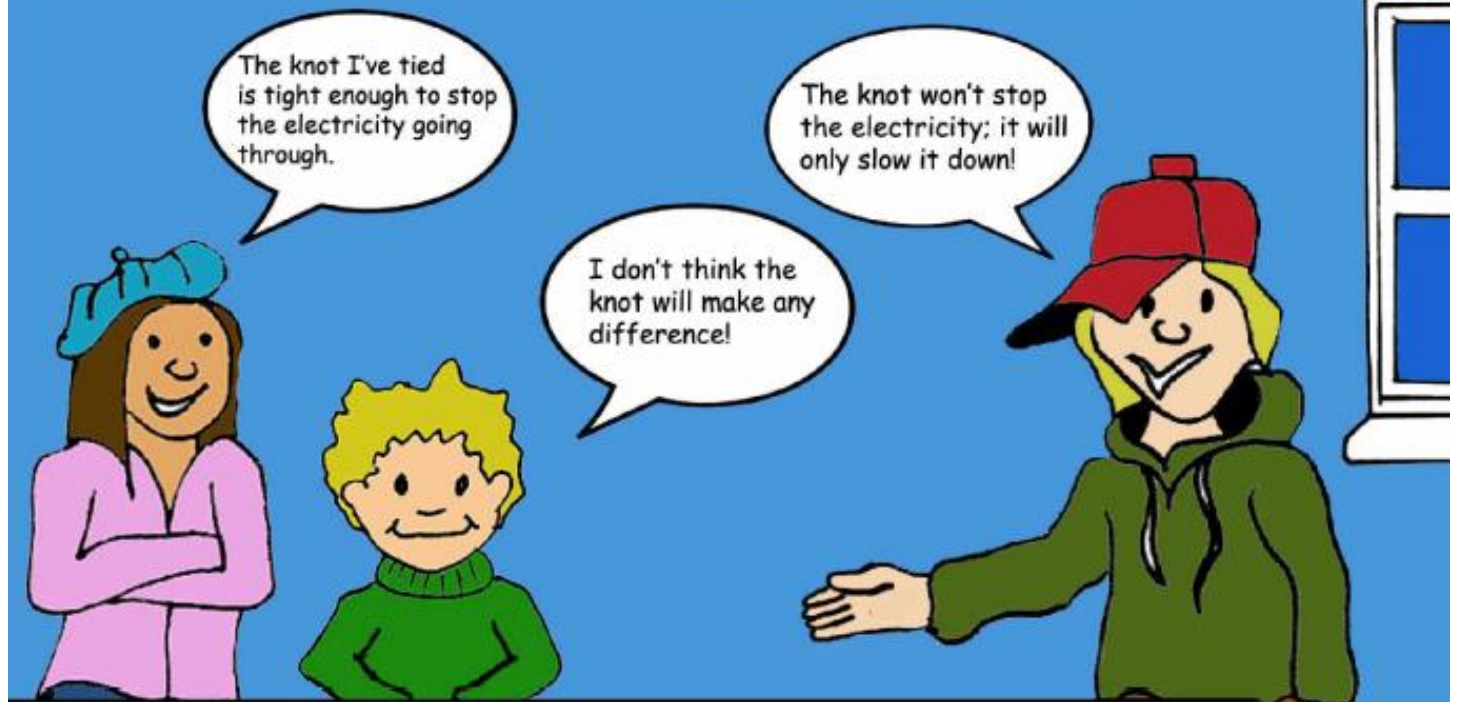
For example, if the answer were about Zero, your impression might be that he is **shy/ uncommunicative** and your evidence might be **Zero said nothing.**

English Resource 5.2B: Comprehension (Answers)

The following are suggested answers to this question:

- Mr Pendanski
caring – *"I'm going to help you turn your life around."* [to Stanley]
welcoming – tells other boys to introduce themselves to Stanley
cruel/ insensitive – says Zero has "nothing inside his head"
Inconsistent – treats Stanley/ Zero differently
- The Warden
intimidating/ frightening/ powerful – Mr Pendanski says, *"The person you've got to worry about is the Warden."*
short-tempered - Mr Pendanski says. *"Don't upset the Warden."*
- X – Ray
friendly – *He smiled and shook Stanley's hand.*
helpful – answers Mr Pendanski's question about where Lewis slept
rough - *kicking at one of the beds*
disrespectful - *kicking at one of the beds [done whilst answering Mr Pendanski's question]/ refers to Mr Pendanski's "big fat heart"*
- Armpit
rude/ unhygienic – *he spits*
intimidating/ aggressive/ violent/ scary – *throws Stanley to the ground*
short-tempered – *reaction to Stanley calling him Theodore*

A Simple Circuit



Robo Alive Lizard



A robotic lizard toy that runs across the floor.

Flick the switch on this lizard and its hind legs will spring to life, sprinting forward at a rapid pace just like a real reptile.

Catch up to the lizard and tilt its head upwards to pause the action, allowing you to pick it up by its lifelike rubber tail.

Operation



Your patient Cavity Sam is feeling a bit under the weather. Can you "operate" and make him better, or will you get the buzzer? Grab the tweezers and try with all of your might to take out all of his funny ailments. Can you help him with his pulled muscle or the frog in his throat? Operate with your steadiest hand, but don't forget to steer clear of the sides and avoid lighting the light!

Classic operation game challenges you to remove parts without setting off the buzzer.

13 plastic ailments parts.

Nose lights up when you touch the sides.

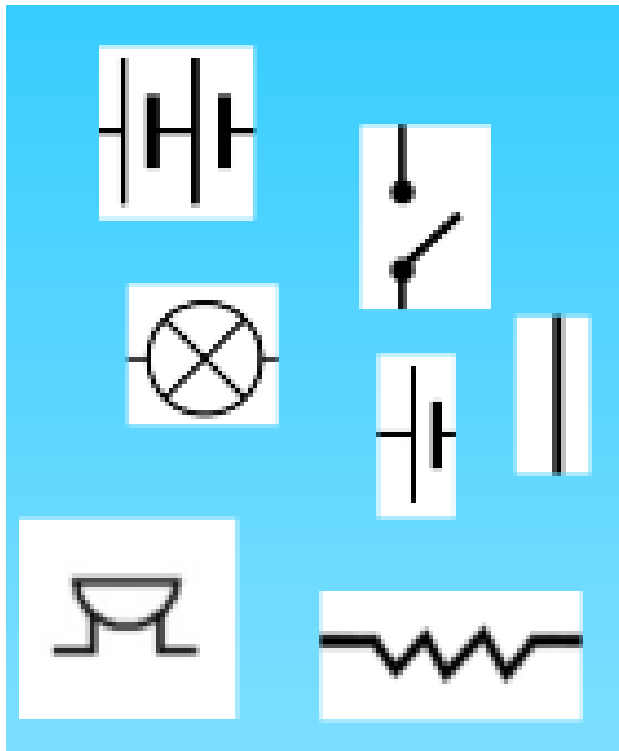
Remove the most parts to win.

Toy helicopter



Every day is an adventure with this colourful mini helicopter toy! This highly-interactive toy will give kids years of enjoyment as they become 'hero of the day' in their own imaginative world. Special features include a winch, moving rotor, opening doors, lights, and sounds.

Match the symbols to the components:



cell
battery
switch
wire
bulb
buzzer
resistor

Resources – Geography/History

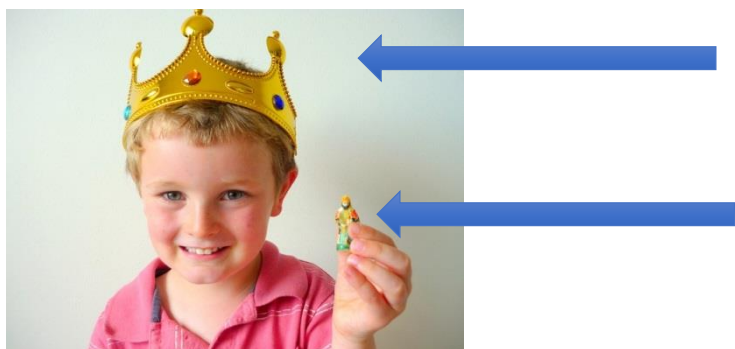
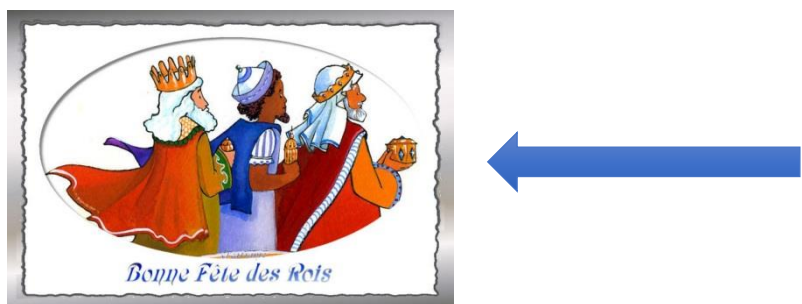
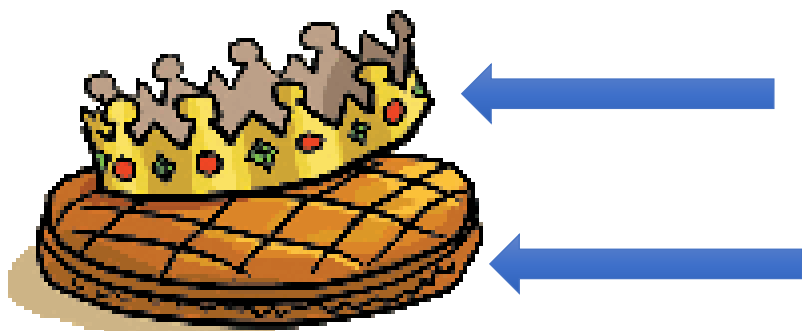
Julia's profile

I live in South London in the United Kingdom. Back home in Poland, it was really difficult to find a job after leaving college and the jobs that were available were very poorly paid. After coming to the UK, I started my own business and have enough money to pay my bills and save a little bit of money. There was nothing much to do for young people in my home town, but now I love having the choice of lots of things to do at the weekend – like going to the cinema or meeting friends for a meal.

Resources - French

Activity 1: Label the pictures using the words from the list:

la galette	la fève	les trois rois mages	la couronne	le roi / la reine
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Activity 2: Please answer the following questions in **French**.

1- What is the name of this event?

2- What is the French name for the Kings Cake?

3- Who is the king or the queen of the day?

4- Who give the pieces of cake when we share it?

5- What is the name for the charm?

6- What does he or she wear if he or she has the charm?

7- When do we celebrate this event?

8- What does “pour qui” mean?

List all the different ways you have been physically active this week.

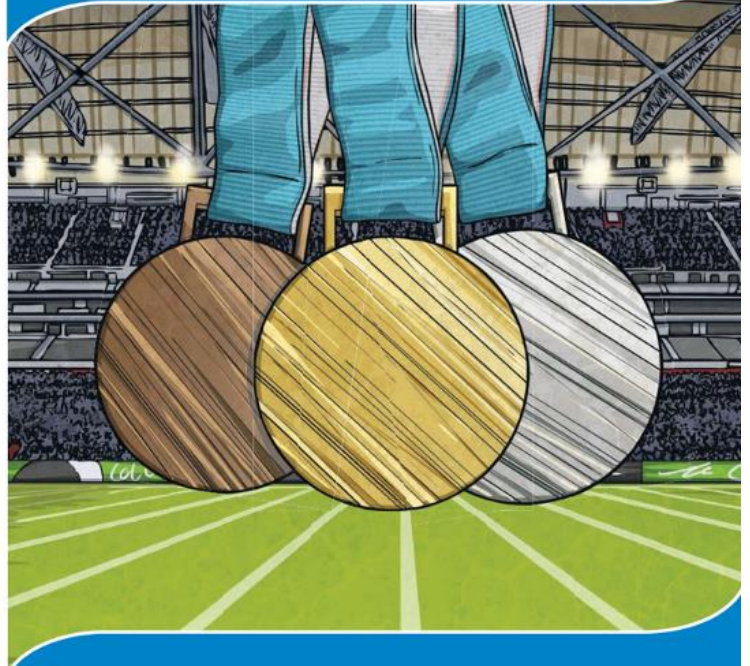
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What was your favourite activity?



My Exercise Log

Name: _____



Exercise Log

How many minutes of physical activity do you do every day?

Children and young people should aim to do an average of at least 60 minutes of physical activity a day, across the week.

What type of physical activity?

You should aim to do two types of physical activity throughout the week. These should include both aerobic exercises and exercises to strengthen your muscles and bones. These include:

- | | |
|--------------------------|-----------------|
| skipping | football |
| riding a bike or scooter | walking the dog |
| skateboarding | tagging games |
| aerobics or a workout | running |
| dancing | martial arts |

You should also try to reduce the amount of time you spend sitting or lying down and break up long periods of not moving with some activity.

Try spreading the activity throughout the day.

All activities should make you breathe faster and feel warmer.

Total time spent being physically active this week

Use this Exercise Log to record how much physical activity you do in a week.

	The Physical Activity You Did	Time Spent Being Active
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		