



Year 6 Home Learning Spring 1 Week 3


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	
Live explanations at 8.30am each day	
Monday Explanation	<p>READ: Summarise/ give and explain meaning of words in context</p> <ul style="list-style-type: none"> • Summarise – What has happened in the novel so far? • Watch this video of a teacher reading Chapter 6. • Write an answer to the question in this resource. • Read this resource and check/ improve your answer. • Watch this video of a teacher reading Chapter 7, pausing it after the paragraph ending <i>...it hurt to hold the shovel.</i> • Read this resource about how to answer questions about vocabulary/ unfamiliar words. • Watch this video of a teacher reading Chapter 7. • Write answers to questions 1-5 in this resource. • Deepening: Write answers to questions 6 and 7. • Read this resource and check/ improve your answers.
Tuesday Explanation	<p>READ: Gather ideas</p> <ul style="list-style-type: none"> • Read Chapter 8 or watch this video of a teacher reading it. • This week, you will write a non-chronological report about the yellow-spotted lizard. • Read this resource or watch this video of a teacher reading it. • Look at this resource for gathering information. • Watch this video of a teacher showing you how to make notes from Chapter 8 about the yellow-spotted lizard. • Write notes about the yellow-spotted lizard in the resource (or on paper using the same categories). • Read about the Gila monster, a venomous lizard, at this website (or here), and watch this video of a teacher reading about it. • Write useful words and phrases from the Gila monster text in the third column of this resource (or on paper). • Read this text about venom or watch this video of a teacher reading it. • Write useful words and phrases from the venom text that could be used in your yellow-spotted lizard writing in the resource (or on paper).
Wednesday Explanation 	<p>READ: Identify features/ WRITE: Introduction</p> <ul style="list-style-type: none"> • Watch this video of a teacher reading Chapter 9. • Read this example of a non-chronological report or watch this video of a teacher reading it. • Complete this activity, producing a key for the different types of emphasis. • Read this resource and check/ improve your answers. • Re-read the information and ideas you gathered for the previous lesson. • Think – How will your writing grab the reader's interest quickly?

	<ul style="list-style-type: none"> • Think - <i>What will readers find most interesting about yellow-spotted lizards?</i> • Watch this video of a teacher explaining how to plan and write a GSV introduction to your non-chronological report. • Read this resource if you need a reminder about GSV. • Plan and write the introduction to your non-chronological report. • Deepening: Write engaging subheadings (perhaps using alliteration as in the model).
Thursday Explanation	<p>EXPLORE: Topic sentences, the passive voice and relative clauses</p> <ul style="list-style-type: none"> • Watch the videos of a teacher reading Chapters 10 and 11 . • Summarise – <i>What are the main developments (changes) in each chapter?</i> • Think – <i>What is a topic sentence?</i> • Read this resource about topic sentences and/or watch this video of a teacher explaining them. • Write topic sentences for each of your paragraphs on this resource (or on paper). • Watch this video from Week 1 to remind yourself about the passive voice. • Read this resource about the passive voice and complete the activity. • Read this resource and check/ improve your answers. • Write <u>two sentences</u>, using the passive voice, on this resource (or on paper). • Watch this video from Week 1 to remind yourself about relative clauses. • Read this resource about relative clauses and complete the activity. • Read this resource and check/ improve your answers. • Write two sentences, including relative clauses, on this resource (or on paper).
Friday Explanation 	<p>WRITE/ IMPROVE: Non-chronological report</p> <ul style="list-style-type: none"> • Re-read your written work from this week to remind yourself about non-chronological reports and yellow-spotted lizards. • Watch this video of a teacher modelling how to write one of the paragraphs of the non-chronological report. • Think – <i>Which order will you write your paragraphs in to best engage your reader?</i> • Deepening: Consider different ways to structure your report, perhaps gathering information into paragraphs with different themes to those here. • Write your non-chronological report, using this week's written work to help you with structure and content. • Use this word bank if you need help with vocabulary choices. • Check and improve your work using ARMS and CUPS (see resource). [10 min.] • Watch this video of a teacher reading Chapter 12.
Spelling Explanation	confidential influential initial crucial beneficial superficial artificial special

Reading Group Links – please attend on your child's usual reading day

6S	11.30am	Links on Parentmail
6DG	11.30am	Links on Parentmail
6TG	2.00pm	Links on Parentmail
6W	2.00pm	Links on Parentmail



Maths


Live explanations at 10am each day



For Wednesday Lesson B (will show as 'Curriculum'):

Live explanation at 11.30am for 6TG and 6W

Live explanation at 2pm for 6DG and 6S


Monday Explanation 	Book 6A, Chapter 4, Lesson 14: Dividing a Decimal by a 2-Digit Whole Number To divide decimals by 2-digit whole numbers
	Video link - Learn the strategy (use the long division strategy): Formal written method - Long division Dividing decimals by a whole number
	Deepening activity Is it correct that $273 \times 32 = 8736$? Use this fact to work out: 27.3×3.2 $2.73 \times 32,000$ $873.6 \div 0.32$ $87.36 \div 27.3$ $8736 \div 16$ $4368 \div 1.6$
Tuesday Explanation	Complete the online lesson: Addition and subtraction strategies No textbook this session
	Video link Addition Subtraction
	Deepening activity Explain how to use each method
Wednesday A Explanation	Recap Year 5 measurement: Book 5B, Chapter 11, Lesson 3: Converting Units of Length To convert units of length
	Video link - Learn the strategy: Converting lengths - Part 1 Converting lengths - Part 2
	Deepening activity My friend says that 0.15 is 15 tenths. Explain, using a diagram, whether they are right or wrong.
Wednesday B Explanation	Recap Year 5 measurement: Book 5B, Chapter 11, Lesson 7: Converting Units of Mass To convert units of mass
	Video link - Learn the strategy: Converting metric units of mass
	Deepening activity Explain how you turn a fraction into a decimal
Thursday Explanation 	Book 6A, Chapter 5, Lesson 1: Converting Units of Length To convert common measurements to metres, centimetres and millimetres.
	Video link - Learn the strategy (up to 23 minutes and 18 seconds): Convert standard lengths

	<p>Deepening activity</p> <p>Dean has an oak tree in his back garden. It measures from bottom to top a staggering 7 m 58 cm. He wants to remove 197 cm of the tree as it is annoying his neighbours. In addition, he makes a decision to shorten the tree by 70 mm every year for the next 5 years to please his angry neighbours.</p> <p>a) In m and cm, how tall will Dean's tree be in 5 years' time?</p> <p>b) In mm, what is the difference between the original and final height of Dean's tree?</p>
<p>Friday Explanation</p> 	<p>Book 6A, Chapter 5, Lesson 2: Converting Units of Length</p> <p>To convert units of measure into different units using decimals and fractions</p>
	<p>Video link - Learn the strategy (up to 23 minutes and 18 seconds):</p> <p>Convert standard lengths</p>
	<p>Deepening</p> <p>Create a diagram to show the relationship between these units of measure: km, m, cm, mm</p>

<p>Curriculum</p> <p>Live explanation at 11.30am for 6TG and 6W</p> <p>Live explanation at 2pm for 6DG and 6S</p>	
<p>Science Monday Explanation</p>	<p>What are circuit diagrams?</p> <ul style="list-style-type: none"> • Follow the video lesson here. You will need paper and something to write with.
<p>Science Tuesday Explanation</p> 	<p>How do scientists communicate about electricity?</p> <ul style="list-style-type: none"> • Watch the video showing electrical circuits being made and installed in everyday objects. • Look at the diagram in the session resources. What does it show? Match up the symbols with the components. • Watch the video and complete the activities here. • Match the symbols to the components in the session resources. • Deepening: Draw circuit diagrams using the symbols and explain what they will do.
<p>History/ Geography Thursday Explanation</p> 	<p>Why do people migrate? What are push and pull factors?</p> <ul style="list-style-type: none"> • Read the poem The British by Benjamin Zephaniah in the session resources. • Research to clarify any words or places that are new to you. Make a list of these, e.g. <i>Bajan - People from Barbados (Babadians) locally refer to themselves as "Bajans"</i> • Summarise in your own words the message of this poem • Read some possible reasons for coming to Britain in the session resources. • Add 3 more reasons you think should be on this list. • Put in order from most to least important in your view. • Deepening: What would affect your opinion about the importance of these reasons?

Curriculum

You can complete these independently over the week e.g. when you are not reading with your teacher

<p>RE Explanation</p>	<p>The tenets of humanism</p> <ul style="list-style-type: none"> • Read the article about humanism and write down the most important points. • Humanists believe you live a good life. Watch this video to hear their views. <ul style="list-style-type: none"> ○ We only have one life ○ We should make the most of it – here and now ○ We should respect different people's different ways of life ○ The most important thing is how you live your life ○ We can be good & happy without relying on gods or religion • Think about the symbol for humanism (below). Why do you think this symbol was chosen? <div style="text-align: center; margin: 20px 0;">  </div> <ul style="list-style-type: none"> • Read through the 7 approaches to humanism in the session resources and sort them into the different columns, thinking about your own life.
<p>PSCHE Explanation</p>	<p>How does sadness affect us and our families?</p> <ul style="list-style-type: none"> • Sadness can come and go but sometimes it can stay for long periods of time. Talk to an adult about what effects this could have on people. • Read The Colour Thief and think about these questions: <ul style="list-style-type: none"> ○ What does the child mean when he says 'My Dad's life was full of colour'? ○ What do you notice about the colours used on the first page compared to the second? What does it represent? ○ Why does the boy feel it is his fault? Have you ever felt this way? Sometimes the sadness is overwhelming and it can affect others. ○ What does it mean 'all the colours were gone'? ○ Why is it important that our minds are healthy as well as our bodies? • Write about how others or your own sadness can affect you. Think of strategies you could use the next time you are in that situation.
<p>Art</p>	<p>The elements of art and Jim Dine</p> <ul style="list-style-type: none"> • Watch this video from Ms Green to recap the elements of art and learn about the artist Jim Dine. • Make a pencil drawing of an everyday object, thinking about line, shape and form, adding shading and value to your drawing. • Deepening: Make a fold out drawing to show your understanding of the elements of art.
<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>Links and access to resources on Parentmail.</p>

<p style="text-align: center;">French</p>	<p>Open video about The future tense from Madame Lambert.</p> <p>Complete the worksheets below.</p> <ol style="list-style-type: none"> 1- Copy the French phrases in order to practice the French spelling. 2- Answer the questions 1 and 2 3- Write full sentences next to the pictures. <p>Play the game in order to practice the vocabulary from today,</p>
<p style="text-align: center;">PE</p>	<p>Warm up: Sitting Yoga</p> <ul style="list-style-type: none"> • Have you ever tried it? This is great to do in between lessons or at the start of the day before school. All you need is a chair; remember to push back away from the table if you are studying. Click here to watch. <p>Physical Activity: Strength</p> <ul style="list-style-type: none"> • Strength- We need to keep our muscles strong. Can you perform the following exercises 20 times each, taking a rest in between: squat leg lift, ski jumps, seated crunch, mountain climber, and shuffle elbow to knee. To see a demonstration of the exercises, click here. • Can you remember all the exercises? If not, watch the first exercise, <u>pause</u> the video, complete 20, then start to watch the second exercise, until you've completed all the exercises. Try the video again another day, is it easier to do? <p>Throwing: Battleships</p> <ul style="list-style-type: none"> • You need something to throw: rolled up socks or small ball and 3 objects to use as your "Battleships": stuffed animals, pillows, shoes. • Ask someone to play against you and get the same things for them. • Follow the instructions below to play the game. Who can sink the Battleships first?

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week.

6S	2.00pm	Links on Parentmail
6DG	2.00pm	Links on Parentmail
6TG	11.30am	Links on Parentmail
6W	11.30am	Links on Parentmail

English Resource 1.1A: Comprehension

Number the following from 1 to 5 in the order in which they happen:

Stanley was arrested.

Stanley chose Camp Green Lake over jail.

Stanley's father was trying to find a way to recycle old sneakers.

The sneakers fell from the sky and hit Stanley.

Clyde Livingstone donated his sneakers to a homeless shelter.

Tip: It might be helpful to work out the first and last events, and then choose the order of the remaining three.

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

English Resource 1.1B: Comprehension (Answer)

Number the following from 1 to 5 in the order in which they happen:

Stanley was arrested.

Stanley chose Camp Green Lake over jail.

Stanley's father was trying to find a way to recycle old sneakers.

The sneakers fell from the sky and hit Stanley.

Clyde Livingstone donated his sneakers to a homeless shelter.

Tip: It might be helpful to work out the first and last events, and then choose the order of the remaining three.

Answer:

1. Stanley's father was trying to find a way to recycle old sneakers.
2. Clyde Livingstone donated his sneakers to a homeless shelter.
3. The sneakers fell from the sky and hit Stanley.
4. Stanley was arrested.
5. Stanley chose Camp Green Lake over jail.

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

English Resource 1.2: Comprehension (Words in Context)

Read the following question:

He wondered if he had a defective shovel. (p26)

What does **defective** mean?

You might know the meaning of defective already, but what process do you follow when you have to give the meaning of an unfamiliar word?

When answering questions about the meaning of words, you could ask yourself these questions:

Have I heard the word before (and do I know what it means)?

If the answer is no, there are other questions that might be helpful.

What word class is it?

Here *defective* describes the word *shovel* (a noun), so the word *defective* must be an adjective.

Do I recognise a root word?

Here, you might recognise the root word *defect* (perhaps from returning something to a shop) and you might be able to work out what the adjective formed from this root word means.

The answers to the previous two questions could lead to an answer of faulty or imperfect.

What is the context of the word? What is happening in the story at the time?

Stanley has used all his strength *but made no impression on the earth...* [here impression means mark on the surface]. Earlier on the page, *the blade [of the shovel] banged against the ground and bounced off without making a dent.*

Both of these suggest the shovel has not done its job – this might cause Stanley to think there is something wrong with the shovel.

Now, think of a word that could replace defective in the sentence?

The above could mean that it is **faulty/ imperfect/ flawed**.

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

English Resource 1.3A: Comprehension

1. Each group was assigned a different area. (p27)

What does **assigned** mean in this sentence?

2. *He couldn't afford to dawdle.* (p35)

In this sentence, what does *dawdle* mean?

3. *He grimaced as he sliced off a chunk of dirt...* (p38)

What does the word **grimaced** suggest about Stanley?

4. Look at the paragraph beginning: *The shovel felt heavy...* (p26)

The shovel felt heavy in Stanley's soft, fleshy hands. He tried to jam it into the earth, but the blade banged against the ground and bounced off without making a dent. The vibrations ran up the shaft of the shovel and into Stanley's wrists, making his bones rattle.

Find and **copy** a group of words that suggests the ground was very hard.

5. What does Stanley's decision not to take a lift back tell you about his character (p40)?

6. Number the following from 1 to 6 in the order in which they happened:

Elya promised to carry Madame Zeroni up the mountain.

Elya went to America.

Myra couldn't decide who to marry.

Madame Zeroni gave Elya a pig.

Elya told Sarah about the curse.

Elya Yelnats wanted to marry Myra.

7. Chapter 7 is the longest chapter of the novel so far.

Why has the author chosen to make this chapter significantly longer than the previous chapters?

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

English Resource 1.3B: Comprehension (Answers)

1. *Each group was assigned a different area.*

What does **assigned** mean in this sentence?

It means given.

2. *He couldn't afford to dawdle. (p35)*

In this sentence, what does *dawdle* mean?

It means waste time/ be slow.

3. *He grimaced as he sliced off a chunk of dirt... (p38)*

What does the word **grimaced** suggest about Stanley?

It suggests he is in pain.

4. Look at the paragraph beginning: *The shovel felt heavy... (p26)*

Find and **copy** a group of words that suggests the ground was very hard.

...the blade banged against the ground and bounced off without making a dent...

5. What does Stanley's decision not to take a lift back tell you about his character (p40)?

It shows that he is determined/ stubborn/ resourceful: despite being exhausted, he still wants to return to camp on foot.

6. Number the following from 1 to 6 in the order in which they happened:

1. Elya Yelnats wanted to marry Myra.
2. Myra couldn't decide who to marry.
3. Madame Zeroni gave Elya a pig.
4. Elya promised to carry Madame Zeroni up the mountain.
5. Elya went to America.
6. Elya told Sarah about the curse.

7. Chapter 7 is the longest chapter of the novel so far.

Why has the author chosen to make this chapter significantly longer than the previous chapters?

This chapter is this length as a way of mirroring/ emphasising how long Stanley spent digging his first hole.

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

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A lot of people don't believe in curses.

A lot of people don't believe in yellow-spotted lizards either, but if one bites you, it doesn't make a difference whether you believe in it or not.

Actually, it is kind of odd that scientists named the lizard after its yellow spots. Each lizard has exactly eleven yellow spots, but the spots are hard to see on its yellow-green body.

The lizard is from six to ten inches long and has big red eyes. In truth, its eyes are yellow, and it is the skin around the eyes which is red, but everyone always speaks of its red eyes. It also has black teeth and a milky white tongue.

Looking at one, you would have thought that it should have been named a "red-eyed" lizard, or a

“black-toothed” lizard, or perhaps a “white-tongued” lizard.

If you’ve ever been close enough to see the yellow spots, you are probably dead.

The yellow-spotted lizards like to live in holes, which offer shade from the sun and protection from predatory birds. Up to twenty lizards may live in one hole. They have strong, powerful legs, and can leap out of very deep holes to attack their prey. They eat small animals, insects, certain cactus thorns, and the shells of sunflower seeds.

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

English Resource 2.2.: Child's Non-chronological Report

Read this non-chronological report about another fictional creature, the coupard.

How is the text organised?

What types of information/ detail are included?

THE COUPARD

The coupard (*Panthera concolor cougar*) is an interbreed of the African leopard – its mother – and the North American cougar – its father. These two animals bred when the leopard escaped from a North American zoo, roaming into the wild where it came across a male cougar.

Appearance

This carnivorous predator has many features, all benefitting it in different ways. One of these is the black rosettes, which come from the leopard, helping it to blend in with the surrounding area. It also has crooked claws and strong hind legs, both of which assist it to climb trees: the shape of the claws also supports the grasping of prey.

Weighing in at 50kg, this mammal can run at speeds of up to 82mph and can jump 15 feet into the air, leaping onto branches of trees where it likes to settle.



The coupard waiting to pounce for prey.

Food and Hunting

This solitary animal has a unique way of hunting: stalk and ambush. Despite its speed, the coupard prefers to stay hidden, before pouncing and digging its claws deep into the throat of its prey. Its diet consists of beetles; rodents; birds; antelope and deer; and, incredibly, sometimes baby giraffe. To help catch their prey, these animals have world-class hearing and a highly developed sense of smell.

Habitat

Despite originating from North America, this cat, a member of the Felidae family, lives in the sub-Saharan desert. For reasons unknown, the coupard struggled to survive in the wilds of North America and, because of its mother, born in Africa, it was shipped to this warmer continent. Instead of struggling, the coupard thrived in the Sahara, one reason being the plentiful supply of food.

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

English Resource 2.3: Ideas Gathering Sheet

	Facts/ Details	Useful words/ phrases/ grammatical devices
Appearance		
Habitat		
Food and Hunting		

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

English Resource 2.4: Gila Monster

(taken from *National Geographic Kids* website)

The Gila monster is one of only a few poisonous lizards in the world.



The Gila (pronounced HEE-luh) is the largest lizard native to the United States. Their black bodies are covered in bead-like scales with bright spots, blotches, or bands of pink, orange, or yellow, which probably warn other animals to stay away.

Their bulky bodies, slow-moving stride, thick forked tongue, and snorting hisses reinforce the name Gila monster. They live in the dry, arid regions such as the Mojave, Sonoran, and Chihuahuan Deserts of the southwestern U.S. and northwestern Mexico. They are named after the Arizona Gila River Basin, where they were first discovered.



Gila monsters are more likely to use their venom on a predator than on prey. They clamp their jaws down with the power of a vice grip. Then the venom in

their bottom jaw flows through their grooved teeth into the victim. Although the Gila's bite is extremely painful, no human death has been reported. Gilas are sluggish creatures that feed primarily on eggs raided from bird nests and new-born mammals, such as rabbits and squirrels. They sometimes eat quail eggs whole without crushing the shells.

They spend about 95 percent of their time underground and emerge only to hunt for food or to take a sunbath. They don't need to eat very often because they can store fat in their large tails.

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

English Resource 2.5: Venom: Nature's Ultimate Weapon
(taken from the Natural History Museum's *Wild World* magazine)

VENOM: NATURE'S

The world is full of potentially painful or deadly encounters. Scientists know of more than 200,000 venomous species. And they're not just snakes and spiders...

These animals have evolved the ability to produce and inject venom as a tool to help them survive. Some bite, others sting, some even head-butt or kick. What matters is that venom is delivered into the victim's body, where it can inflict a lot of harm - often in seconds. We explore some of the animals using this ingenious weapon.

Gaboon viper

The five-centimetre-long fangs of the gaboon viper are the longest of any snake. These hollow fangs inject a huge volume of venom into the snake's prey. It usually eats birds, mice, rats and rabbits. This viper lives in the rainforests and savannas - a mixed woodland and grassland habitat - of sub-Saharan Africa. Luckily, it is quite a shy snake that rarely bites humans.



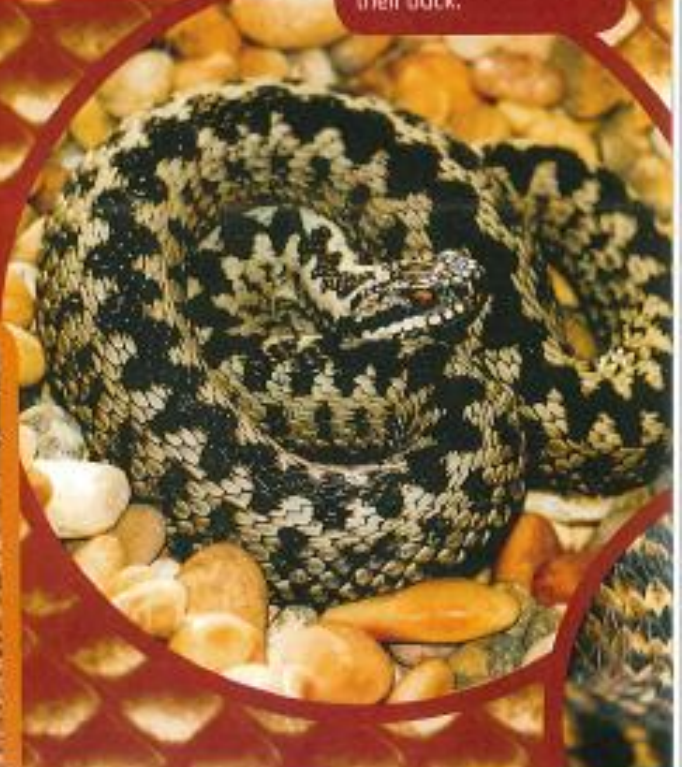
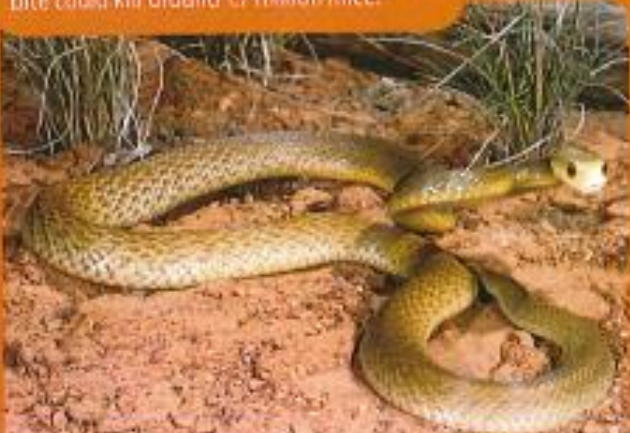
The largest amount of venom extracted from a single snake in a single milking was about nine millilitres.

Adder

The adder is Britain's only wild venomous snake. It is quite common but it's not considered particularly dangerous. This snake usually only attacks if it is alarmed and its bite rarely kills anyone, but it can be very painful. Adders usually grow to around 60 centimetres in length. Their colour varies, but most have a zigzag pattern along their back.

Coastal taipan

This large snake from Australia has the most deadly snake venom in the world. The venom from a single coastal taipan bite could kill around 1.7 million mice.



ULTIMATE WEAPON

Blue sea swallow

Not all venomous animals make their own venom. The blue sea swallow, which is a beautiful small sea slug, steals it from the Portuguese man o' war. When the sea slug eats this animal, it recycles the stinging apparatus – called nematocysts. They pass through the sea slug's gut before being stored in the tips of finger-shaped structures, where they act as powerful defensive weapons. Because the sea slug stores only the largest and most toxic nematocysts it devours, it is considered even more venomous than the Portuguese man o' war.



Platypus

Few animals look stranger than the platypus, with its duck-like bill, webbed feet, thick tail and covering of soft fur. Male platypuses also produce venom, but only during the breeding season. They deliver it by stabbing their victim – usually another male platypus – with a sharp spike on their back feet, called a spur. Most scientists think male platypuses use their venom to fight for territory and females. Any human unlucky enough to be stabbed by a platypus is in for some extreme pain. One man who was stung on his hand reported that severe pain began immediately and quickly spread to his whole body. A month later, his hand was still sore.



Geography cone snail

This tropical marine snail uses venom to hunt fish. Its venom packs a powerful punch and works in two stages. First, the snail wafts a cloud of toxins towards its prey. These toxins send the fish into a state of shock. This gives the slow-moving snail time to approach and inject venom that fully paralyses the fish.

The snail delivers this second wave of venom using a harpoon that it fires like an arrow. Although the snail's venom evolved to quickly disable fast-moving fish, it also uses venom to defend itself. Nearly three out of every four people stung by a geography cone snail die if they don't get medical care.





Slow loris

You might not think a venomous animal could be cute, but the slow loris is so cute it is now endangered. This adorable-looking animal with big round eyes lives in the rainforests of southeast Asia. Until relatively recently they were quite common. But demand from pet shops, as well as deforestation, has caused their numbers to plunge.

If they feel threatened, they raise their arms over their head and lick the inside of their elbow. This display has increased their popularity. People wrongly think it is an invitation to cuddle them. But they should beware: a venomous bite from a slow loris can cause an extreme allergic reaction in humans, called anaphylactic shock, that can lead to death. When slow lorises tick their arm, they are actually licking a special gland that adds venom to their saliva. Slow lorises are the only venomous primates.



Vampire bat

These bats only eat blood. They live in Central and South America and dine at night. Often they attack an animal while it is sleeping. A sensor on the bat's nose helps it find warm areas where blood flows close to the animal's skin. Venom from the bat's bite increases the blood flow and stops it clotting. The venom contains a painkiller too. This allows the bat to continue feeding without being detected.

Bullet ant



Bullet ants have one of the most painful stings in the world. An insect expert called Justin Schmidt has allowed himself to be stung by 78 different wasps, bees and ants and ranked how much pain they cause. He put the bullet ant at the top of his scale.

He described being stung by this ant as 'like walking over flaming charcoal with a three-inch nail embedded in your heel'. Bullet ants are used in a coming-of-age ceremony by the Sateré-Mawé tribe who live deep in the Amazon. Boys as young as 12 must repeatedly wear gloves filled with bullet ants and perform a dance while the ants sting them. As well as excruciating pain, the stings cause hallucinations and a fever that lasts for hours.

Emerald wasp

Animals don't just use venom to kill or inflict pain. The emerald wasp uses venom for mind control. These parasitic wasps turn cockroaches into living food stores for their larvae. However, a cockroach is too big for a female wasp to carry back to her burrow. So instead she uses venom to zombify the cockroach.



First she delivers venom very precisely to paralyse the front legs of her victim for a short time. Then she injects more venom directly into the cockroach's brain. This makes the cockroach sluggish and unable to escape - it can only move with her help. She leads her zombie victim to a hole, lays a single egg and seals up the hole with pebbles. When the larva hatches it feeds on the cockroach's organs while keeping it alive for as long as possible.

Glorious velvet ant



Despite its name, and the appearance of the females, this insect is actually a wasp. They are masters of defence. To avoid being eaten, they have evolved fluffy bums that look like the seed pods of the creosote bush. If their camouflage fails, the wasps use a number of tricks to put off predators. They can make a high-pitched squeak, release a warning odour that smells like nail polish remover and the females can inflict a very painful sting. Males don't have a real sting, but they have a fake one to fool predators.

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

English Resource 3.1: Example Non-chronological Report – Lethal Lizards

Yellow-spotted lizards are one of the least well-known, but deadliest creatures on the planet. For their human neighbours, these reptiles are notorious for the high toxicity of their venom. Scarcely seen, yellow-spotted lizards are at their most threatening when disturbed in their habitat: this makes them aggressive and more likely to unleash their deadly bite. If a person gets close enough to see its eleven yellow spots, yellow eyes (which are red-rimmed) and black teeth, they are highly unlikely to live to tell the tale.

Reclusive reptiles

The yellow-spotted lizard is only found in the deserts of Texas and Mexico. They live in scorching temperatures, but seek the shade found in holes that also provide protection from airborne predators. Although these killers are not as familiar as other deadly creatures, it is their presence in desert holes that makes them particularly dangerous. For these diminutive lizards – which typically measure 15 centimetres in length – their habitat additionally provides the perfect location from which to launch attacks.

Ominous omnivores

Yellow-spotted lizards are omnivorous: like many lizards, their preferred diet is small animals and insects, but they are known to eat cactus thorns and the shells of sunflower seeds when their favoured food is in short supply. Because of the potency of their venom, they are sometimes willing to attack creatures much larger than themselves; in such circumstances, there is evidence that these social creatures (up to 20 lizards can live in one hole) will share their prey with other yellow-spotted lizards.

A hidden threat

Unusually, yellow-spotted lizards are flexible in their hunting methods: sometimes they launch solitary attacks and other times they will do so in groups. Their powerful, muscular legs allow them to launch swift assaults from the deepest of desert holes. The strength of the venom injected by their black teeth is so strong that the small animals they bite die almost instantly; however, if a human is bitten, the venom acts more slowly, causing an excruciating and drawn-out death.

There is no known antidote to their venom and claims of humans surviving this beast's bite are disputed by experts.

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

English Resource 3.2A. : Example Non-chronological Report - Lethal Lizards Features Activity

Read the following non-chronological report about yellow-spotted lizards.

What do the different forms of emphasis (highlighting/ underlining/ italics) represent?

Lethal Lizards

Yellow-spotted lizards are one of the least well-known, but deadliest creatures on the planet. For their human neighbours, these reptiles are notorious for the high toxicity of their venom. Scarcely seen, yellow-spotted lizards are at their most threatening when disturbed in their habitat: this makes them aggressive and more likely to unleash their deadly bite. If a person gets close enough to see its eleven yellow spots, yellow eyes (which are red-rimmed) and black teeth, they are highly unlikely to live to tell the tale.

Reclusive reptiles

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There is no known antidote to their venom and claims of humans surviving this beast's bite are disputed by experts.

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

English Resource 3.2B : Example Non-chronological Report - Lethal Lizards Features Activity (Key to Forms of Emphasis)

Text Features

subheadings

topic sentences

statistics (number facts)

Language Features

varied noun phrases

technical/ expert vocabulary

dramatic language to emphasise threat

relative clauses

hyphenated adjectives

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

English Resource 3.3: Writing a GSV Introduction to a Non-chronological Report

To make a reader excited about your non-chronological report, you need to write an engaging introduction that grabs their interest quickly.

What is the most important/ interesting information that your reader needs to get from the introduction?

It is probably how dangerous the yellow-spotted lizard is (even though the reader may never have heard about it).

How might a GSV introduction to this non-chronological report look?

General: Statement/question about dangerous creatures

Specific: Statement about YSL

Viewpoint: Statement showing how the writer feels about YSL (not 1st person)

Here is an example of an introduction structured in this way:

For centuries, humans have been fascinated and terrified by dangerous creatures. Although the great white shark, the inland taipan and saltwater crocodiles are more well-known, the yellow-spotted lizard is deadlier than them all. If you ever encounter a yellow-spotted lizard up close, you will be in the gravest peril.

Alternatively, you might mention the yellow-spotted lizard in the **General** sentence of your introduction:

General: Statement/question about YSL

Specific: Statement about what makes YSL dangerous

Viewpoint: Statement showing how the writer feels about YSL (not 1st person)

Here is an example of an introduction structured in this way:

Are you familiar with the yellow-spotted lizard (or *lacerta flava maculis* as it is known in Latin)? This lethal reptile, which delivers a fatal mixture of toxins in its venom, is among the most dangerous animals on Earth. If you are ever unfortunate enough to identify one, you will learn the excruciatingly painful effect of the yellow-spotted lizard's venom on the human nervous system.

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

English Resource 4.1: Topic Sentences

Think – *What is a topic sentence?*

A topic sentence informs the reader what the paragraph is going to be about. It is usually the first sentence of the paragraph. After reading the topic sentence, the reader should have a general idea of the theme/ subject of the paragraph; the sentences that follow will add more detail about that theme/ subject.

Read these sentences:

Yellow-spotted lizards are omnivorous.

Yellow-spotted lizards are one of the least well-known, but deadliest creatures on the planet.

Unusually, yellow-spotted lizards are flexible in their hunting methods.

The yellow-spotted lizard is only found in the deserts of Texas and Mexico.

Think – *What subheadings would you expect to find these topic sentences under?*

Yellow-spotted lizards are omnivorous. [Diet/ What do yellow-spotted lizards eat?]

Yellow-spotted lizards are one of the least well-known, but deadliest creatures on the planet. [Introduction/ Dangers/ How dangerous are yellow-spotted lizards?]

Unusually, yellow-spotted lizards are flexible in their hunting methods. [Hunting/ How do yellow-spotted lizards hunt for food?]

The yellow-spotted lizard is only found in the deserts of Texas and Mexico. [Habitat/ Where do yellow-spotted lizards live?]

The highlighted subheadings are just a few suggestions; hopefully, you identified the theme/ subject of each paragraph.

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

English Resource 4.2: Passive Voice Explanation

Many verbs can be active or passive.

With an **active** verb, the **subject** is often who or what does something.

e.g. **Scientists** have not discovered **an antidote to the yellow-spotted lizard's venom**.

With a **passive** verb, the focus is on what happens, rather than who or what does something.

An antidote to the yellow-spotted lizard's venom has not **been** discovered **by scientists**.

This is also known as the **passive voice**.

Summary

- With passive verbs/ the passive voice, a form of the verb **to be** is used alongside the main verb.
- We show the person or thing doing the action with the use of **by** as part of a **prepositional phrase**.
- Using the passive voice is a way of writing sentences so that the **subject** has the action 'done' to it.
- The passive voice can be useful for making writing sound more formal and objective as in a non-chronological report.

Deepening: Using the passive voice in a multi-clause sentence with a subordinate clause

Read the following sentence:

e.g. When **the yellow-spotted lizard** bites **its prey**, death is almost instant.

Here, we are looking at the **subordinate clause** (*When the yellow-spotted lizard bites its prey*) in which *bites* is an active verb. The **main clause** (*death is almost instant*) will not change.

Now, read this sentence in which *bitten* is a passive verb:

e.g. When **its prey** is bitten **by the yellow-spotted lizard**, death is almost instant.

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

English Resource 4.3A: Passive Voice Activity

Write these active sentences as passive ones.

1. Texans fear this venomous reptile.
2. The yellow-spotted lizard kills hundreds of people every year.
3. These ravenous terrors eat small animals, insects and the shells of sunflower seeds.

4. **Deepening:** If a yellow-spotted lizard bites a human, it is always fatal.

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

English Resource 4.3B: Passive Voice Activity (Answers)

1. This venomous reptile is feared by Texans.
2. Hundreds of people are killed by yellow-spotted lizards every year.
3. Small animals, insects and the shells of sunflower seeds are eaten by these ravenous terrors.
4. **Deepening:** If a human is bitten by a yellow-spotted lizard, it is always fatal.

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

English Resource 4.4A: Relative Clauses

Relative clauses could be used in your non-chronological report to give additional information about yellow-spotted lizards.

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.

Read these two sentences:

The yellow-spotted lizard is a deadly creature.

The yellow-spotted lizard is known as *lacerta flava maculis* in Latin.

How could these sentences be combined into one sentence?

The yellow-spotted lizard, which is known as *lacerta flava maculis* in Latin, is a deadly creature.

Here, the relative clause gives more information about the thing (yellow-spotted lizard) in the **main clause**.

Read these two sentences:

The yellow-spotted lizard's venom paralyses its victims.

The yellow-spotted lizard's venom contains several deadly toxins.

How could these sentences be combined into one sentence?

The yellow-spotted lizard's venom, which contains several deadly toxins, paralyses its victims.

Here, the relative clause gives more information about the yellow-spotted lizard's venom mentioned in the **main clause**.

A pair of dashes could replace the pair of commas to embed the relative clauses in these examples.

Activity

Now, try turning these pairs of sentences into **one sentence** using a relative clause.

1. Yellow-spotted lizards leap on their prey to launch attacks.
Yellow spotted lizards have powerful hind legs.
2. This lethal reptile is among the most dangerous animals on Earth.
This lethal reptile delivers a fatal mixture of toxins in its venom.

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

English Resource 4.4B: Relative Clause Activity (Answers)

1. Yellow-spotted lizards leap on their prey to launch attacks.
Yellow spotted lizards have powerful hind legs.

Yellow-spotted lizards, **which** have powerful hind legs, leap on their prey to launch attacks.

2. This lethal reptile is among the most dangerous animals on Earth.
This lethal reptile delivers a fatal mixture of toxins in its venom.

This lethal reptile, which delivers a fatal mixture of toxins in its venom, is among the most dangerous animals on Earth.

In both answers, a pair of dashes could replace the pair of commas to embed the relative clause.

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

English Resource 5.1: Target Word Bank

Nouns

Iacerta flava maculis (yellow-spotted lizard in

Latin)

reptile

omnivores

planet

beast

attack

creature

Dramatic

language:

excruciatingly painful

drawn-out death

lethal

deadly

fatal

ferocious

leap

devour

notorious

launch

potent venom

threatening

instant death

no known antidote

immobilises victims

Food and hunting:

omnivorous

injects venom

the shells of sunflower seeds

stalk, ambush, nimble, powerful legs

small

animals,

insects,

cactus

thorns

prey

solitary

predator

predatory

birds

protection

strong,

powerful legs

hunt in groups

diminutive (small), solitary (alone)

Transitional words/ phrases: however, as a result, for example, consequently

Sentence structure: despite, when, if / then although

semi-colon power of 3 relative clause

Appearance:

diminutive (very small)

six - ten inches long or 15 centimetres in length

red-rimmed eyes

black teeth

milky white tongue/ eleven yellow spots/ green-yellow body

Habitat:

- the shade of holes

-deserts of Texas

- up to twenty lizards in one hole

-scorching temperatures

- arid surroundings

- social creatures

location

- thrive in Texan and Mexican deserts

- scarcely seen

Hyphenated adjectives:

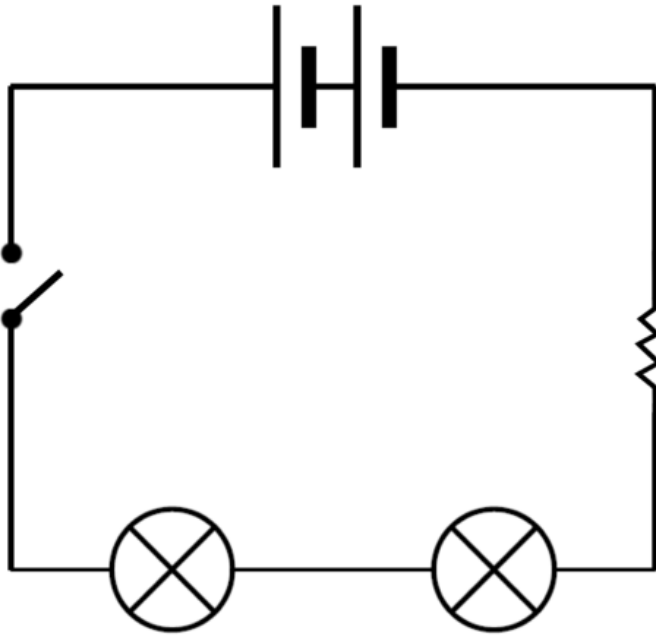
cold-blooded, fast-moving, red-rimmed eyes, yellow-spotted, desert-dwelling

Click [here](#) to return to **Lesson 5**.

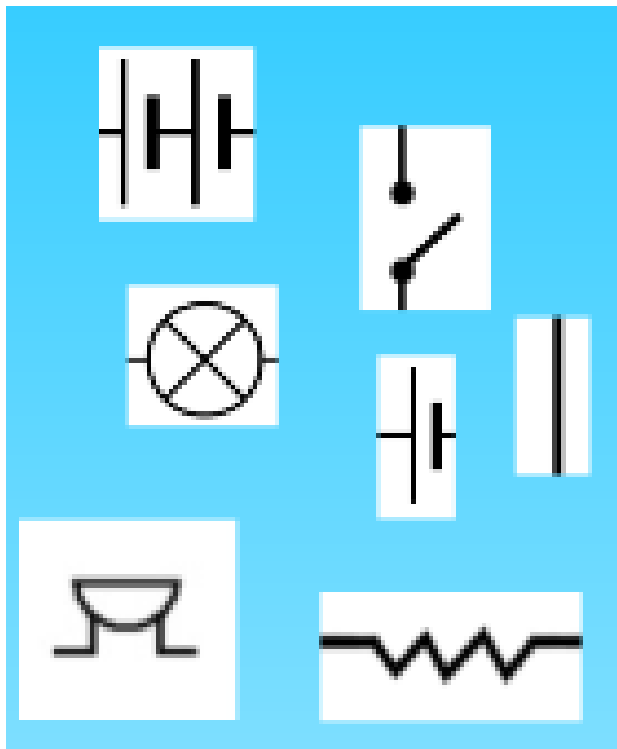
Science – lesson 2

[Go back to lesson](#)

Diagram:



Match the symbols to the components:



- cell
- battery
- switch
- wire
- bulb
- buzzer
- resistor

History/Geography

[Go back to lesson](#)

The British

by Benjamin Zephaniah

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.



Possible Reasons for Migration to Britain

[Go back to lesson](#)

1. The United Kingdom has gentle weather, with plentiful rainfall all year round. The temperature rarely drops below -11°C or rising above 35°C .
2. Public healthcare is provided to all UK permanent residents and is free of charge. The World Health Organisation, in 2000, ranked the provision of healthcare in the United Kingdom as 19th in the world.
3. From the mid-1700s until at least 1947 (and longer in many areas) the British Empire covered a large area of the globe and at its peak over one third of the world's people lived under British rule.
4. The UK has a relatively low crime rate compared to many countries.
5. The English language has spread across the world and has become the international language of business as well as the most widely taught second language.
6. All children from the ages of 5-16 must be educated and education is free in Britain.
7. The UK is the 22nd richest country in the world (2019)
8. Citizens of the European Union have the right to live and work in any member state, including the UK.
9. The life expectancy in the UK is 80 years. This is 20th in the world (out of 191 countries). In 45 countries the life expectancy is less than 60 years.
10. The Human Development Index compares with a measure of life expectancy, literacy, education and standards of living. The UK was ranked as 16th out of 187 countries.
11. The last time there was a war fought on British soil was 1746 Battle of Culloden.
12. Freedom of movement across the EU was established in 1992 which meant EU citizens can move to Britain or any EU country to work and live (Brexit will affect this)

RE

[Go back to lesson](#)

Look at and think about the 7 approaches to humanism below. Sort them into one of the three columns, thinking about your own approach to life.

1. Science
2. Reason e.g. to think, understand, and form judgements logically
3. Empathy e.g. the ability to share and understand the feelings of others.
4. Ceremonies e.g. weddings, funerals, coming of age.
5. Celebration of human achievements e.g. famous inventions, scientists, artists, sports people; our personal achievements – learning to swim etc.
6. Community e.g. groups you are part of such as school, clubs, teams, faith groups
7. Charity e.g. support a good cause by raising money, giving equipment or helping out.

Religious faith	A mixture	No faith

P.E.

[Go back to lesson plan](#)

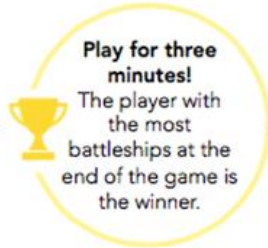
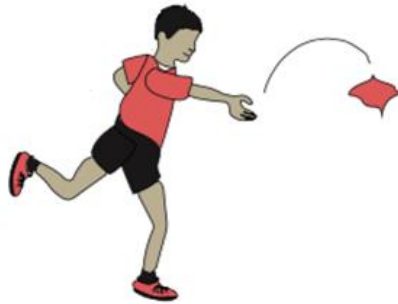


Battleships: Level 2 PE Home Learning



Time to Learn:

- With a partner, each player places three targets (battleships) in front of them. Place an additional battleship known as the 'ultimate battleship' in the middle.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed. If players hit the ultimate battleship they can add back one of their battleships that has been hit.
- The winner is the first player to hit all of their partner's battleships.



Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.

Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?



French

[Return to plan](#)

Mots clés/ Key words

Chanter = to sing

Écouter = to listen

Jouer = to play

Dormir = to sleep

Manger = to eat

Courir = to run

Qu'est-ce que tu vas faire? = What are you going to do?

Je vais... = I am going ...

Je vais jouer = I am going to play

Après l'école = after school

Activity 1: Copy the vocabulary in order to practice the French spelling



English

French

Copy the French words...

to sing

chanter

.....

to listen

écouter

.....

to play

jouer

.....

to sleep

dormir

.....

to eat

manger

.....

to run

courir

.....

What are you going to do?

Qu'est-ce que tu vas faire?

.....

I'm going...

Je vais...

.....

I'm going to eat.

Je vais manger.

.....

Activity 2: Answer to the questions

Je vais... / I'm going...

Q1 Circle the correct spelling of the French word to match each picture. Then complete the crossword below.

Down

1.



courir / coreer

2.



dormay / dormir

4.



chanter / shanter

Across

3.



écouter / éckuter

5.

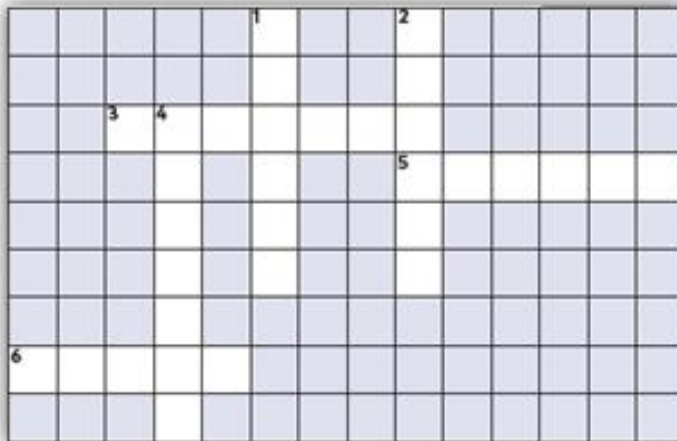


monjay / manger

6.



jouer / joyer



Q 2

Now Try These

- The question below has lost its spaces and punctuation. Rewrite it correctly.
Questcequetuvasfaire
- Write an answer to the question above, using a full sentence in French.

Activity 3: Write sentences next to the picture by using near future

Year 6 Week 3

Say what you are going to do. (After school)

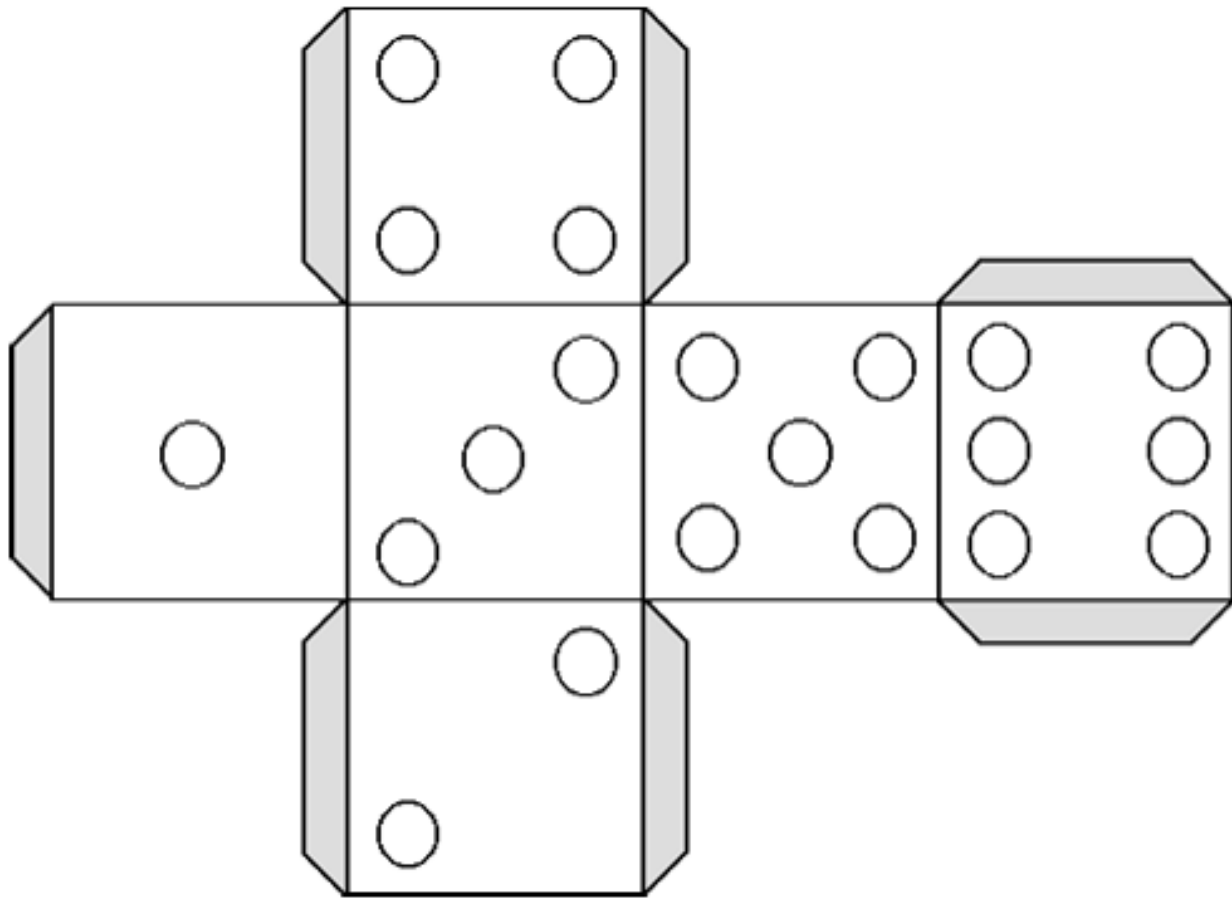
	Après l'école, je vais jouer.
	Après l'école, je vais
	Après l'école,.....



<p>And you?</p> 	Et moi,.....

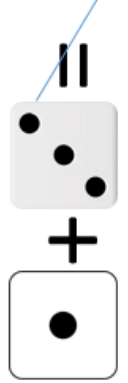
Game|

If you don't have a dice!



- 1- Throw your dice twice
- 2-Make up 5 sentences

Exemple:



Je vais jouer.

