

# Year 6 Home Learning Spring 1 Week 4

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

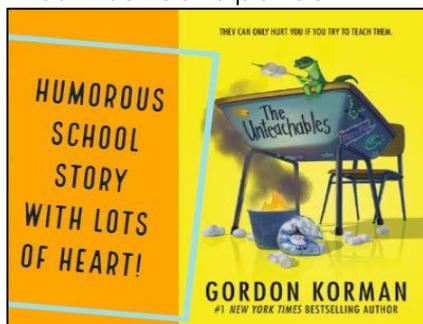


English	
Live explanations at 8.30am each day	
<b>Monday</b> <a href="#">Explanation</a>	<p><b>READ: Gather ideas</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to your Seesaw feedback on last week's work.</li> <li>• <i>What has happened in the novel so far?</i></li> <li>• <b>Read</b> these <a href="#">extracts</a> from Chapter 7 about Stanley digging his first hole or <b>watch</b> this <a href="#">video</a> of a teacher reading them.</li> <li>• This week, you will write a description of Stanley digging his first hole, using your choice of structure.</li> <li>• <b>Look</b> at this <a href="#">resource</a> for gathering information.</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher showing you how to gather ideas for your description from Chapter 7.</li> <li>• <b>Add</b> notes about Stanley digging his first hole in this <a href="#">resource</a> (or in your exercise book).</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher reading <b>Chapter 13</b>.  <b>Think</b> - <i>What evidence is there that Stanley regrets the deal he has made with X-Ray?</i>  <b>Think</b> - <i>What is suggested by Stanley moving <b>up one place in the line</b>?</i></li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher reading <b>Chapter 14</b>.</li> <li>• <b>Think</b> - <i>What surprises Stanley about the Warden?</i></li> </ul>
<b>Tuesday</b> <a href="#">Explanation</a>	<p><b>EXPLORE/ PLAN: Structure</b></p> <ul style="list-style-type: none"> <li>• <b>Re-read</b> your written work from the previous lesson.</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher explaining how to structure your work using <a href="#">this planning format</a> moving from far away (the setting observed from a distance) to up close (Stanley).</li> <li>• <b>Read</b> <a href="#">this resource</a> and <b>watch</b> this <a href="#">video</a> of a teacher explaining how to write a narrative using the <a href="#">short story triangle</a> planning format.</li> <li>• <b>Choose</b> a structure/ planning format to write about Stanley's first hole and use this <a href="#">resource</a> to help you.</li> <li>• <b>Plan</b> your writing about Stanley's first hole using your chosen planning format.</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher reading <b>Chapter 15</b>.</li> <li>• <b>Think</b> - <i>Why does the Warden ask Zero to take over digging X-Ray's hole?</i></li> <li>• <b>Think</b> - <i>What is revealed about the reason for X-Ray's behaviour at breakfast?</i></li> <li>• <b>Write</b> an answer to the question in this <a href="#">resource</a>.</li> <li>• <b>Read</b> this <a href="#">resource</a> and <b>check/ improve</b> your answer.</li> </ul>

<p><b>Wednesday</b> <a href="#">Explanation</a> </p>	<p><b>EXPLORE: Text cohesion; READ: Gather ideas</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> this <a href="#">example</a> of a far-away &gt; up close description of Stanley digging his first hole or <b>watch</b> this <a href="#">video</a> of a teacher reading it.</li> <li>• <b>Read</b> this example of a <a href="#">narrative</a> about Stanley digging his first hole or <b>watch</b> this <a href="#">video</a> of a teacher reading it.</li> <li>• <b>Read</b> this <a href="#">resource</a> and/ or <b>watch</b> this <a href="#">video</a> about text cohesion and <b>complete</b> this <a href="#">activity</a>.</li> <li>• <b>Read</b> this <a href="#">resource</a> and <b>check/ improve</b> your answers.</li> <li>• <b>Write</b> any useful words/ phrases from the example texts on your chosen planning format.</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher reading Chapter 16.</li> <li>• <b>Think</b>– <i>Why do you think Zero <b>stared blankly</b> at Stanley twice in this chapter?</i></li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher reading Chapter 17.</li> <li>• <b>Think</b> – <i>What evidence is there in this chapter that the Warden is cruel?</i></li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher reading Chapter 18.</li> <li>• <b>Think</b> – <i>What is revealed about Zero in this chapter?</i></li> </ul>
<p><b>Thursday</b> <a href="#">Explanation</a></p>	<p><b>EXPLORE: Use semicolons; WRITE: Description</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> this <a href="#">resource</a> about semicolons and/ or watch this <a href="#">video</a> of a teacher explaining them.</li> <li>• <b>Complete</b> this <a href="#">activity</a>.</li> <li>• <b>Write</b> at least one sentence including a semicolon that could be included in your writing about Stanley's first hole.</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher modelling how to write a description using the far away &gt; up close structure.</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher analysing the example narrative.</li> <li>• <b>Write</b> the first section of your piece about Stanley's first hole ('far away' paragraph <b>or</b> exposition), depending on your chosen structure.</li> <li>• <b>Use</b> this <a href="#">word bank</a> if you need help with vocabulary choices.</li> <li>• Watch this <a href="#">video</a> of a teacher reading Chapter 19.</li> <li>• <b>Think</b> – <i>What is the main development in this chapter?</i></li> <li>• Watch this <a href="#">video</a> of a teacher reading Chapter 20.</li> <li>• <b>Think</b> – <i>Why does the Warden say “<b>Unfortunately for you</b>” to Stanley at the end of the chapter?</i></li> </ul>
<p><b>Friday</b> <a href="#">Explanation</a> </p>	<p><b>WRITE: Description</b></p> <ul style="list-style-type: none"> <li>• <b>Re-read</b> your written work from this week.</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher modelling how to write about Stanley's first hole. <b>Note</b> the areas for improvement for later on</li> <li>• <b>Write</b> the rest of your description of Stanley digging his first hole, using this week's written work to help with structure and content.</li> <li>• <b>Deepening: Use</b> themed figurative language (e.g. <i>personify sun as cruel</i>).</li> <li>• <b>Use</b> this <a href="#">word bank</a> if you need help with vocabulary choices.</li> <li>• <b>Use</b> this <a href="#">resource</a> and this <a href="#">video</a> to support you when you edit and revise</li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher reading Chapter 21.</li> <li>• <b>Think</b> - <i>Why is the hole Zero is digging <b>smaller than all the others</b>?</i></li> <li>• <b>Watch</b> this <a href="#">video</a> of a teacher reading Chapter 22.</li> <li>• <b>Think</b> - <i>What causes Stanley's <b>jolt of astonishment</b> at the end of the chapter?</i></li> </ul>
<p><b>Spelling</b> <a href="#">Explanation</a></p>	<p>partial    potential    residential    essential    spatial    facial    official advice    advise</p>

Visit the school website from Monday by [CLICKING HERE](#) to listen to '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'.

Story Time  
with Ms  
Atherton



## 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

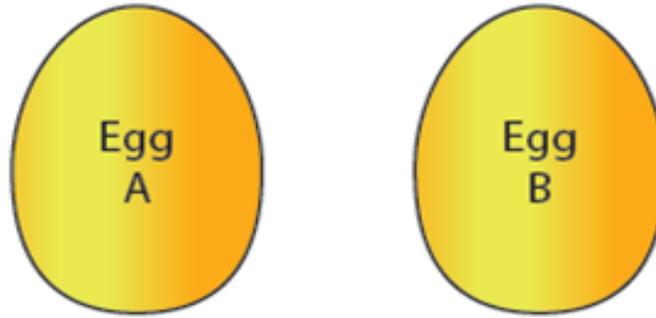
**For Wednesday Lesson B (will show as 'Curriculum'):**

Live explanation at 11.30am for 6TG and 6W

Live explanation at 2pm for 6DG and 6S

<p><b>Monday</b> <a href="#">Explanation</a></p> 	<p><b>Book 6A, Chapter 5, Lesson 3: Converting Units of Length</b> To convert metres into kilometres as units of measure.</p>
	<p>Video link - Learn the strategy:(from 23 minutes and 19 seconds) <a href="https://classroom.thenational.academy/lessons/decimals-and-measures-convert-standard-lengths-60tkad?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/decimals-and-measures-convert-standard-lengths-60tkad?step=2&amp;activity=video</a></p>
	<p>Deepening activity</p> <p>Sarah is 0.2 m taller than Jack Ella is 15 cm taller than Sarah</p> <ol style="list-style-type: none"> <li>Who is the tallest person?</li> <li>What is the difference between the tallest and the shortest person?</li> <li>What else can you work out?</li> </ol>
<p><b>Tuesday</b> <a href="#">Explanation</a></p> 	<p><b>Book 6A, Chapter 5, Lesson 4: Converting Units of Mass</b> To convert units of mass from grams to kilograms using decimals and fractions.</p>
	<p>Video link - Learn the strategy: <a href="https://classroom.thenational.academy/lessons/decimals-and-measures-convert-between-standard-measures-6cupac?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/decimals-and-measures-convert-between-standard-measures-6cupac?step=2&amp;activity=video</a></p>
	<p>Deepening activity</p>

In a story, Jack has to choose between two magic gold eggs to buy.  
What would you advise him to do?



Mass when he buys it: 1.2 g  
Mass doubles each day

Mass when he buys it: 125 g  
Mass increases by 0.01 kg  
each day

Wednesday

A

[Explanation](#)



**Book 6A, Chapter 5, Lesson 5: Converting Units of Volume**

To convert units of volume from millilitres to litres.

Video link - Learn the strategy:

<https://classroom.thenational.academy/lessons/converting-measurements-cdj62t?step=2&activity=video>

Deepening activity

Isla is converting between six metric units.

To convert between A and B, she divides by 1,000.

To convert between C and D, she multiplies by 100.

To convert between E and F, she multiplies by 10.

- 1) Which units of measure could each letter stand for?
- 2) Is it possible for D and E to be the same unit of measurement? Explain your answer

Wednesday

B

[Explanation](#)



**Converting units of time**

Online lesson – not in textbook

Video link - Complete the online lesson:

<https://classroom.thenational.academy/lessons/decimals-and-measures-convert-between-units-of-time-c4r66c?step=1&activity=video>

Deepening activity

A teacher makes appointments to meet with parents. Each appointment is 20 minutes long. There is a quarter of an hour break each evening.

On Tuesday, appointments start at 15.50 and end at 19.45

On Wednesday, there are 10 appointments, starting at 16.20

- 1) How many appointments does the teacher make in total?
- 2) What time does the last appointment end on Wednesday?

Thursday

[Explanation](#)



**Recap year 5 measurement:**

**Book 5B, Chapter 11: Lesson 14: Telling the Temperature** (incl. negative)

Video link - Learn the strategy:

<https://classroom.thenational.academy/lessons/negative-numbers-in-context-68t66c?step=1&activity=video>

	<p><a href="https://classroom.thenational.academy/lessons/further-addition-6rwk2t?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/further-addition-6rwk2t?step=2&amp;activity=video</a></p> <p>Deepening activity A scientist measured the temperature each day for one week at 06:00.</p> <p>On Sunday the temperature was 1.6°C. On Monday the temperature had fallen by 3°C. On Tuesday the temperature had fallen by 2.1°C. On Wednesday the temperature had risen by 1.6°C. On Thursday the temperature had risen by 4.2°C. On Friday the temperature had fallen by 0.9°C. On Saturday the temperature had risen by 0.2°C.</p> <p>What was the temperature on Saturday?</p>
<p><b>Friday</b> <a href="#">Explanation</a></p>	<p><b>Recap rounding, addition and subtraction in context</b> Online lesson – not in textbook</p> <p>Video link - Complete the online lessons: Rounding: <a href="https://classroom.thenational.academy/lessons/rounding-to-a-required-degree-of-accuracy-6wu32t">https://classroom.thenational.academy/lessons/rounding-to-a-required-degree-of-accuracy-6wu32t</a></p> <p>Addition and subtraction: <a href="https://classroom.thenational.academy/lessons/applying-addition-and-subtraction-74tp2d">https://classroom.thenational.academy/lessons/applying-addition-and-subtraction-74tp2d</a></p> <p>Deepening activity A number rounded to the nearest 100 000 is 3 200 000.</p> <p>(a) What is the greatest number it could be? <input type="text"/></p> <p>(b) What is the smallest number it could be? <input type="text"/></p>
<p><b>Curriculum</b></p> <p>Live explanation at 11.30am for 6TG and 6W Live explanation at 2pm for 6DG and 6S</p>	
<p><b>Science</b> Monday <a href="#">Explanation</a></p> <p></p>	<p><b>How does voltage affect brightness?</b></p> <ul style="list-style-type: none"> <li>• <b>Work through</b> the lesson page by page in the <a href="#">online session resources</a>.</li> <li>• <b>Watch</b> the <a href="#">video</a>.</li> </ul>
<p><b>Science</b> Tuesday <a href="#">Explanation</a></p>	<p><b>What happens when we change the components in a circuit?</b></p> <ul style="list-style-type: none"> <li>• <b>Watch</b> the video lesson <a href="#">here</a>. You will need paper and something to write with.</li> <li>• You learnt about conductors and insulators in Year 4.</li> </ul>
<p><b>History/ Geography</b> Thursday <a href="#">Explanation</a></p> <p></p>	<p><b>Why have people come to Britain in the past?</b></p> <ul style="list-style-type: none"> <li>• Romans, Anglo Saxons, Vikings are among the people who have migrated to Britain in the past who you might have heard of. 1066 is a key date in history and a migration which changed the country.</li> <li>• <b>Watch</b> this <a href="#">video</a> about the Norman Conquest – how did this affect Britain?</li> <li>• <b>Research one</b> of these questions and create a summary of your learning.</li> </ul>

- How did the Norman Conquest change how England was ruled?
- How did the Norman Conquest change England's language?
- How did the Norman Conquest change England's laws?
- What are the most famous things the Normans did in England?
- **Deepening:** What influences are there of Norman life in 2021?

## Curriculum

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

<b>RE</b> <a href="#">Explanation</a> 	<p><b>Inspirational Humanists throughout History.</b></p> <ul style="list-style-type: none"> <li>• <b>Watch</b> <a href="#">this video</a> from the Oak Academy to: <ul style="list-style-type: none"> <li>○ Recap about what Humanist beliefs are</li> <li>○ Learn about famous Humanist Scientists</li> <li>○ Learn about famous Humanist Philosophers</li> <li>○ Think about how their Humanist world view influenced their work.</li> </ul> </li> <li>• <b>Write</b> down how Marie Curie, Albert Einstein's Helen Caldicott, and Bertrand Russell's beliefs related to humanism. Use the sentence starters in the <a href="#">RE Resources</a> to help.</li> <li>• <b>Write</b> down what beliefs these people all had in common.</li> </ul>
<b>PSCHE</b> <a href="#">Explanation</a>	<p><b>What is loneliness and how does it affect others?</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> about the meaning of the word lonely. Create a list of emotions that people might feel if they are lonely.</li> <li>• <b>Read</b> and/or <a href="#">watch</a> the Elegant Cockroach and think about the following: <ul style="list-style-type: none"> <li>○ How do you think the language shows and emphasises how the cockroach is feeling?</li> <li>○ What does the cockroach's face tell you about how he is feeling?</li> <li>○ What does the phrase 'his movements were delicate' suggest about how the cockroach was feeling?</li> <li>○ The author says he is a 'misfit' what does this mean?</li> <li>○ What does 'the Elegant Cockroach sometimes felt as though life were closing in on him like a giant umbrella' mean?</li> <li>○ Why is belonging important?</li> </ul> </li> <li>• My friend is feeling lonely and I don't know what to do to help them. Can you give me some advice?</li> </ul>
<b>Art</b>	<p><b>Artist Study: Lubaina Himid</b></p> <ul style="list-style-type: none"> <li>• Watch Ms Green's video to learn about the artist Lubaina Himid and how to draw a figure in proportion <a href="#">CLICK HERE</a></li> <li>• Create a character inspired by Lubaina Himid</li> <li>• Deepening: Explore <a href="https://www.tate.org.uk/kids/explore/kids-view/kids-think-about-art-and-race">https://www.tate.org.uk/kids/explore/kids-view/kids-think-about-art-and-race</a></li> </ul>
<b>Music</b>	<p><b>Singing Project with Wandsworth Music Service Vocal Tutors – Live on Fridays</b></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 <b>9am, 10.30am or 12pm</b> – 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><a href="https://zoom.us/j/99657240330?pwd=UkZVYjFDQ25RamN3VWhUbnRYeklhodz09">https://zoom.us/j/99657240330?pwd=UkZVYjFDQ25RamN3VWhUbnRYeklhodz09</a>  Meeting ID: 996 5724 0330  Passcode: 988663</p> <p>You can access the lyrics and backing tracks here: <a href="#">Resources</a></p>

<p><b>French</b></p>	<p>Watch <a href="#">the video</a> about The future from Madame Lambert.</p> <p><a href="#">Complete</a> the worksheets.</p> <ol style="list-style-type: none"> <li>1- Copy the French phrases in order to practice the French spelling.</li> <li>2- Write full sentences next to the pictures.</li> <li>3- Play the game in order to practice the vocabulary from today.</li> </ol>
<p><b>PE</b></p>	<p><b>Warm up:</b> Stretching</p> <ul style="list-style-type: none"> <li>• Remember our warm up in week 2?</li> <li>• Click <a href="#">here</a> to watch a video of the warm up and warm down.</li> </ul> <p><b>Dance:</b> Gadgets and Cameras</p> <p>Watch the video <a href="#">here</a>. You will need to watch and pause it at times whilst you try out your own ideas. Follow the <a href="#">instructions below</a> to create your own dance before you share it with an audience at home.</p> <p><b>Physical Activity:</b> Strength</p> <p>Here's another set of exercises to do 20 times each, taking a rest in between: squat jacks, burpees, lunges, windmill side lunge and long plank shoulder taps. Click <a href="#">here</a> for a video demonstration.</p> <p>Can you remember all the exercises? If not, watch the first exercise, pause 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>

### 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 1.1: Holes**

*(Extracts from Chapter 7 about Stanley digging his first hole)*

#### **Part One**

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.

It was still dark. The only light came from the moon and the stars, more stars than Stanley had ever seen before. It seemed he had only just gotten to sleep when Mr. Pendanski came in and woke everyone up.

Using all his might, he brought the shovel back down onto the dry lake bed. The force stung his hands but made no impression on the earth. He

wondered if he had a defective shovel. He glanced at Zero, about fifteen feet away, who scooped out a shovelful of dirt and dumped it on a pile that was already almost a foot tall.

For breakfast they'd been served some kind of lukewarm cereal. The best part was the orange juice. They each got a pint carton. The cereal actually didn't taste too bad, but it had smelled just like his cot.

Then they filled their canteens, got their shovels, and were marched out across the lake. Each group was assigned a different area.

The shovels were kept in a shed near the showers. They all looked the same to Stanley, although X-Ray had his own special shovel, which no one else was allowed to use. X-Ray claimed it was shorter than the others, but if it was, it was only by a fraction of an inch.

The shovels were five feet long, from the tip of the steel blade to the end of the wooden shaft. Stanley's hole would have to be as deep as his shovel, and he'd have to be able to lay the shovel flat across the bottom in any direction. That was why X-Ray wanted the shortest shovel.

The lake was so full of holes and mounds that it reminded Stanley of pictures he'd seen of the moon. "If you find anything interesting or unusual," Mr. Pendanski had told him, "you should report it either to me or Mr. Sir when we come around with the water truck. If the Warden likes what you found, you'll get the rest of the day off."

"What are we supposed to be looking for?" Stanley asked him.

"You're not looking for anything. You're digging to build character. It's just if you find anything, the Warden would like to know about it."

He glanced helplessly at his shovel. It wasn't defective. *He* was defective.

He noticed a thin crack in the ground. He placed the point of his shovel on top of it, then jumped on the back of the blade with both feet.

The shovel sank a few inches into the packed earth.

He smiled. For once in his life it paid to be overweight.

He leaned on the shaft and pried up his first shovelful of dirt, then dumped it off to the side.

*Only ten million more to go*, he thought, then placed the shovel back in the crack and jumped on it again.

He unearthed several shovelfuls of dirt in this manner, before it occurred to him that he was dumping his dirt within the perimeter of his hole. He laid his shovel flat on the ground and marked where

the edges of his hole would be. Five feet was awfully wide.

He moved the dirt he'd already dug up out past his mark. He took a drink from his canteen. Five feet would be awfully deep, too.

The digging got easier after a while. The ground was hardest at the surface, where the sun had baked a crust about eight inches deep. Beneath that, the earth was looser. But by the time Stanley broke past the crust, a blister had formed in the middle of his right thumb, and it hurt to hold the shovel.

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## Part Two

Stanley was still digging. His hole was about three feet deep, but only in the center. It sloped upward to the edges. The sun had only just come up over the horizon, but he already could feel its hot rays against his face.

As he reached down to pick up his canteen, he felt a sudden rush of dizziness and put his hands on his

knees to steady himself. For a moment he was afraid he would throw up, but the moment passed. He drank the last drop of water from his canteen. He had blisters on every one of his fingers, and one in the center of each palm.

Everyone else's hole was a lot deeper than his. He couldn't actually see their holes but could tell by the size of their dirt piles.

He saw a cloud of dust moving across the wasteland and noticed that the other boys had stopped digging and were watching it, too. The dirt cloud moved closer, and he could see that it trailed behind a red pickup truck.

The truck stopped near where they were digging, and the boys lined up behind it, X-Ray in front, Zero at the rear. Stanley got in line behind Zero.

Mr. Sir filled each of their canteens from a tank of water in the bed of the pickup. As he took Stanley's canteen from him, he said, "This isn't the Girl Scouts, is it?"

Stanley raised and lowered one shoulder.

Mr. Sir followed Stanley back to his hole to see how he was doing. "You better get with it," he said. "Or else you're going to be digging in the hottest part of the day." He popped some sunflower seeds into his mouth, deftly removed the shells with his teeth, and spat them into Stanley's hole.

### Part Three

Stanley's blisters had ripped open, and new blisters formed. He tried to hold his hands the way he had held them the last time, but his hands were too sore to hold the shovel. He tried to dig up out of his hole, and once again dug his shovel into his previously dug dirt.

The next time the water truck came it was driven by Mr. Pendanski, who also brought sack lunches. Stanley sat with his back against a pile of dirt and ate. He had a baloney sandwich, potato chips, and a large chocolate-chip cookie.

"How you doin'?" asked Magnet.

"Not real good," said Stanley.

"Well, the first hole's the hardest," Magnet said.

Stanley took a long, deep breath. He couldn't afford to dawdle. He was way behind the others, and the sun just kept getting hotter. It wasn't even noon yet. But he didn't know if he had the strength to

The ground was de-

It w-

up out of his hole, and once again dug his shovel into his previously dug dirt.

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### Part Four

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stand up.

He thought about quitting. He wondered what they would do to him. What could they do to him?

His clothes were soaked with sweat. In school he had learned that sweating was good for you. It was nature's way of keeping you cool. So why was he so hot?

Using his shovel for support, he managed to get to his feet.

“Where are we supposed to go to the bathroom?” he asked Magnet.

Magnet gestured with his arms to the great expanse around them. “Pick a hole, any hole,” he said.

Stanley staggered across the lake, almost falling over a dirt pile.

Behind him he heard Magnet say, “But first make sure nothing's living in it.”

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### Part Five

Zero was the smallest kid in Group D, but he was the first one to finish digging.

“You’re finished?” Stanley asked enviously.

Zero said nothing.

Stanley walked to Zero’s hole and watched him measure it with his shovel. The top of his hole was a perfect circle, and the sides were smooth and steep. Not one dirt clod more than necessary had been removed from the earth.

Zero pulled himself up to the surface. He didn’t even smile. He looked down at his perfectly dug hole, spat in it, then turned and headed back to the camp compound.

“Zero’s one weird dude,” said Zigzag.

Stanley would have laughed, but he didn’t have the strength. Zigzag had to be the “weirdest dude” Stanley had ever seen. He had a long skinny neck, and a big round head with wild frizzy blond hair that stuck out in all directions. His head seemed to bob up and down on his neck, like it was on a spring.

Armpit was the second one to finish digging. He also spat into his hole before heading back to the camp compound. One by one, Stanley watched each

of the boys spit into his hole and return to the camp compound.

Stanley kept digging. His hole was almost up to his shoulders, although it was hard to tell exactly where ground level was because his dirt piles completely surrounded the hole. The deeper he got, the harder it was to raise the dirt up and out of the hole. Once again, he realized, he was going to have to move the piles.

His cap was stained with blood from his hands. He felt like he was digging his own grave.

---

## Part Six

Stanley's hole was as deep as his shovel, but not quite wide enough on the bottom. He grimaced as he sliced off a chunk of dirt, then raised it up and flung it onto a pile.

He laid his shovel back down on the bottom of his hole and, to his surprise, it fit. He rotated it and only had to chip off a few chunks of dirt, here and there, before it could lie flat across his hole in every direction.

He heard the water truck approaching, and felt a strange sense of pride at being able to show Mr. Sir, or Mr. Pendanski, that he had dug his first hole.

He put his hands on the rim and tried to pull himself up.

He couldn't do it. His arms were too weak to lift

his heavy body.

He used his legs to help, but he just didn't have any strength. He was trapped in his hole. It was almost funny, but he wasn't in the mood to laugh.

"Stanley!" he heard Mr. Pendanski call.

Using his shovel, he dug two footholds in the hole wall. He climbed out to see Mr. Pendanski walking over to him.

"I was afraid you'd fainted," Mr. Pendanski said. "You wouldn't have been the first."

"I'm finished," Stanley said, putting his blood-spotted cap back on his head.

"All right!" said Mr. Pendanski, raising his hand for a high five, but Stanley ignored it. He didn't have the strength.

Mr. Pendanski lowered his hand and looked down at Stanley's hole. "Well done," he said. "You want a ride back?"

Stanley shook his head. "I'll walk."

Mr. Pendanski climbed back into the truck without filling Stanley's canteen. Stanley waited for him to drive away, then took another look at his hole. He knew it was nothing to be proud of, but he felt proud nonetheless.

He sucked up his last bit of saliva and spat.

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

## English Resource 1.2: Format for Recording Descriptions

<p style="text-align: center;"><b>Setting</b></p> <ul style="list-style-type: none"><li>• moon/ stars</li><li>• lake full of holes and mounds</li></ul>	<p style="text-align: center;"><b>Ground/ Hole</b></p> <ul style="list-style-type: none"><li>• <i>blade bounced off without making a dent</i></li><li>• <i>thin crack in the ground</i></li><li>• <i>hardest at the surface/ crust about eight inches deep</i></li></ul>
<p style="text-align: center;"><b>Climate/atmosphere</b></p> <ul style="list-style-type: none"><li>• <i>still dark (therefore cooler)</i></li></ul>	<p style="text-align: center;"><b>Thoughts</b></p> <ul style="list-style-type: none"><li>• <i>He wondered if he had a defective shovel.</i></li><li>• <i>He was defective.</i></li></ul>
<p style="text-align: center;"><b>Physical feelings</b></p> <ul style="list-style-type: none"><li>• <i>soft, fleshy hands</i></li><li>• <i>a blister had formed in the middle of his right thumb</i></li></ul>	<p style="text-align: center;"><b>Other people</b></p> <ul style="list-style-type: none"><li>• <i>Zero's pile already almost a foot tall</i></li></ul>

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

## English Resource 2.1: Planning Format *(Far away > Up close)*

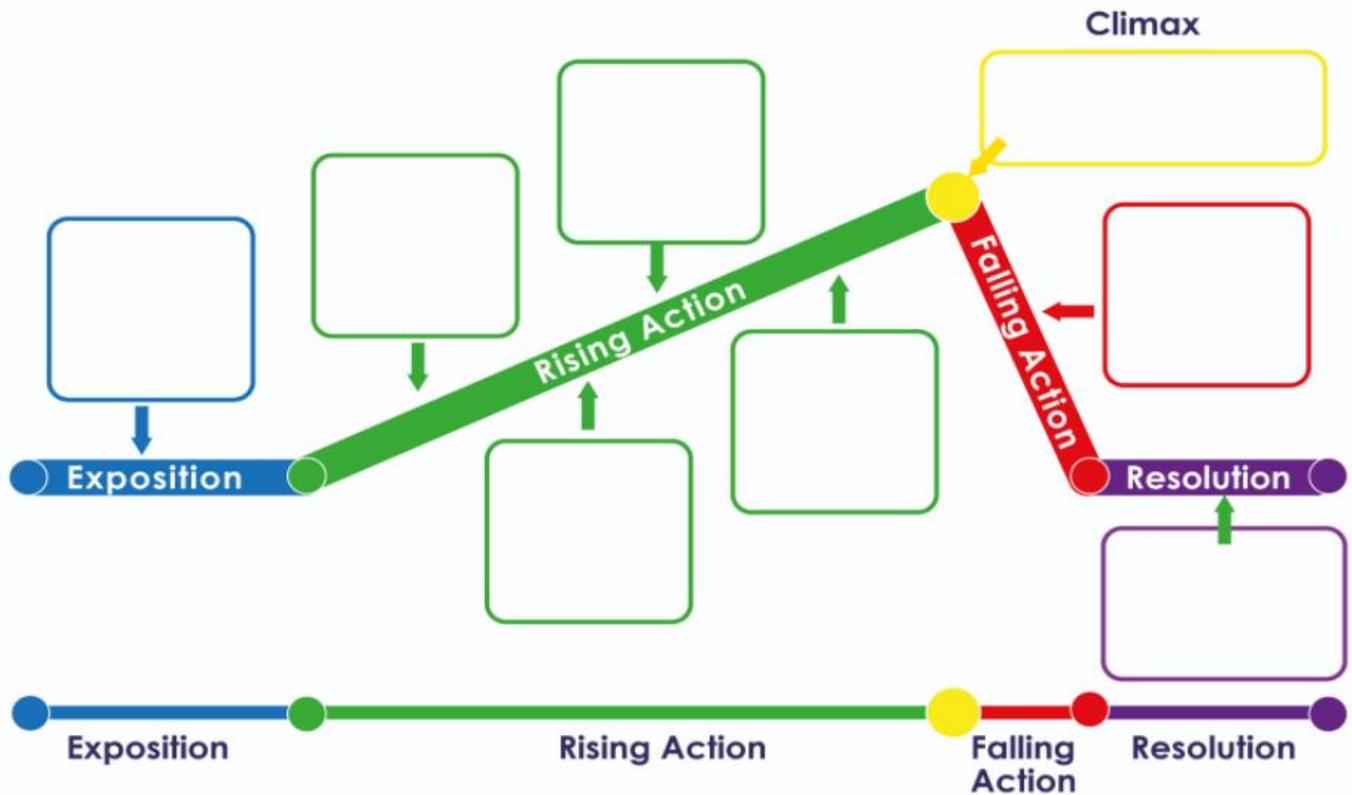
The sun/sky		
The desert		
The holes	 	
Stanley <ul style="list-style-type: none"><li>- progress</li><li>- feelings &amp; thoughts</li><li>- physical</li></ul>		

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

## English Resource 2.2: Short Story Triangles



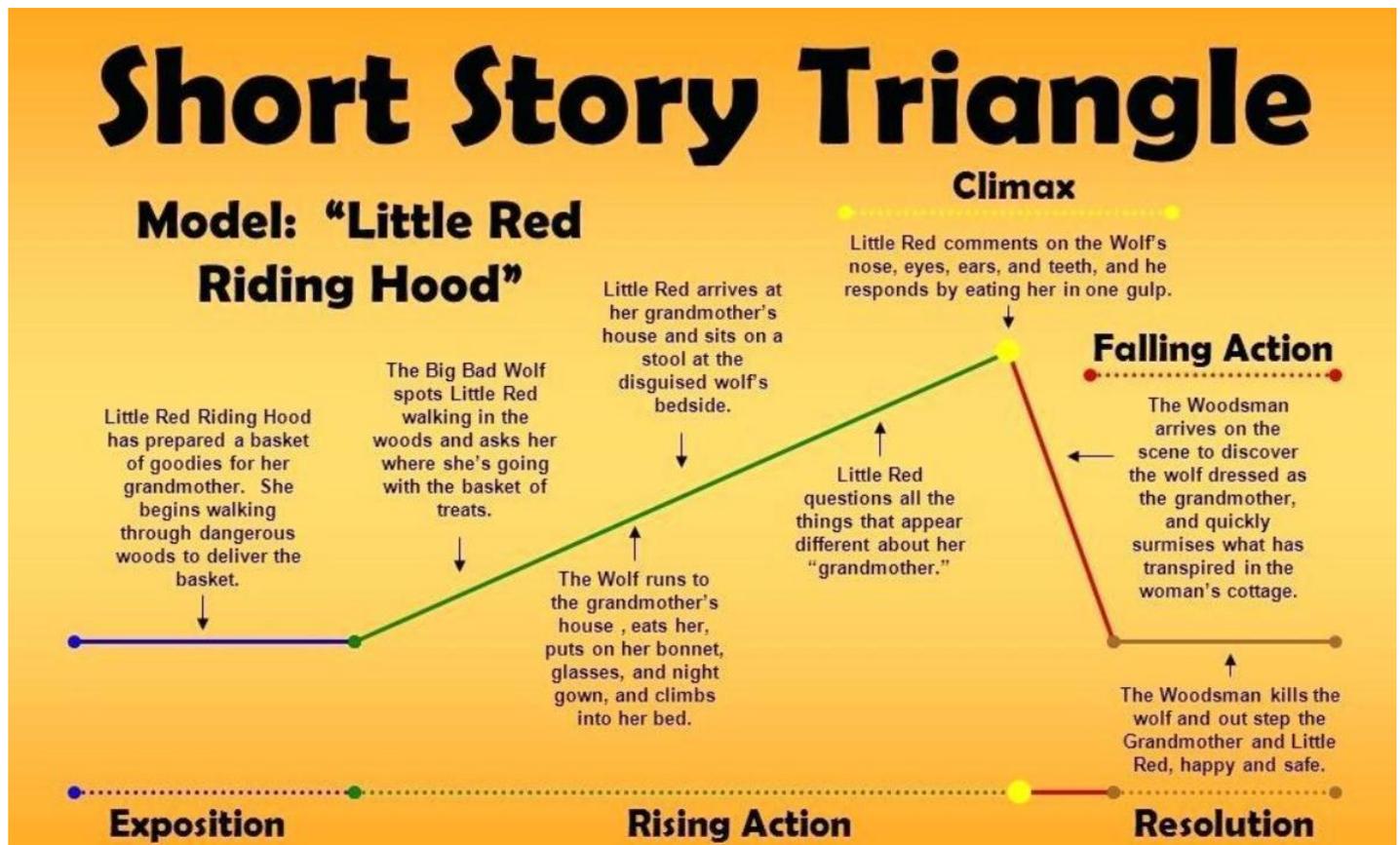
# Short Story Triangle



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

## English Resource 2.3: Short Story Structure

Earlier in the year, we looked at the short story triangle using *Little Red Riding Hood*:



*Little Red Riding Hood* is an example of a story type called 'Overcoming the Monster'. In this case, the monster to overcome is the wolf. The exposition sees Little Red leave her home, explains what she wants (to deliver the basket to her grandmother) and – in some versions – informs the reader of the wolf. Throughout the rising action, tension builds as Little Red's situation becomes more dangerous (as she gets closer to her grandmother's house and her meeting with the wolf which provides the climax of the story). The falling action and resolution are relatively short, with the rescue of Little Red and her grandmother/ killing of the wolf. As is common in traditional tales, the resolution is that Little Red lives 'happily ever after'.

Let's imagine that the digging of Stanley's first hole is structured as a narrative. The 'monster' in this case might be the ordeal of digging the hole, or it might be the environment (desert/ sun), preventing Stanley from returning to camp. If a narrative were structured in this way, the rising action would see Stanley's situation getting worse over time e.g. it's hotter/ his body aches and he gets

blisters/ his mental ordeal worsens). The climax of such a story might come when Stanley is the last one digging and he completes the hole.

Your story outline might look like this:

**Exposition:**

- Dark – moon/ stars – S struggles to break surface – digs through crust – already has blister

**Rising Action:**

- Sun comes up/ hot on his face – hole three feet deep in centre – others have made more progress
- Stanley's blisters have ripped open – new blisters form – sun hotter/ head unprotected from sun – has to move his piles of dirt
- [Lunch] – way behind others – sun even hotter – not even noon – feels weak – considers quitting – clothes soaked/ sweating heavily
- Zero finishes first – gradually others finish too – S's hole gets deeper/ more difficult to lift earth out of it – cap stained with blood

**Climax:**

- Stanley digging alone – completing his hole – feels like digging his own grave – inner torment

**Falling Action/ Resolution:**

- Stanley completes hole – doesn't accept lift – spits in hole

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

## English Resource 2.4A: Comprehension

1. What evidence is there in *Chapter 15* that the Warden considers Stanley's discovery of the gold tube to be important?

Give **two** pieces of evidence.

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

## English Resource 2.4B: Comprehension (Answer)

1. What evidence is there in *Chapter 15* that the Warden considers Stanley's discovery of the gold tube to be important?

Give **two** pieces of evidence.

The Warden supervises the digging/ gives out instructions about the digging [when she is not normally present when the boys are digging].

She asks Zero to take over digging X-Ray's hole because he is *the fastest digger*. [She thinks X-Ray's hole is where the gold tube was found.]

She gets one boy to shovel the dirt carefully into a wheelbarrow because "We don't want to miss anything." [Before, the boys never checked the dirt that they had dug up.]

The Warden makes sure the boys do not go thirsty so that they feel better for digging.

She keeps changing the way the boys are digging so that they dig more effectively.

When they finish digging, she says, "I've waited this long, I can wait another day." If she has waited a long time for something, it suggests what Stanley found is connected to something important.

All these things suggest the boys were *definitely looking for something* and all the Warden's actions suggest it is important.

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

## English Resource 3.1: Example Far Away > Up Close Structure

Above the scarred and barren earth, a cruel master ruled. An endless, punishing haze hung over the horizon. From afar, the desert looked empty of life.

It was not even midday yet.

Closer inspection revealed signs of movement. Under the sun's cruel reign, orange specks were bobbing up and down – not quite rhythmically – as if components of some cursed machine programmed to dig in the stifling heat. These were not the components of a machine though: these were boys (or bad boys, so it was said). As a group they shared one aim (though only the Warden and Mr Sir knew what that was); as individuals, they cared only about completing their own draconian\* task (digging a hole five feet in depth and diameter) to find sanctuary from the sun. Digging in that sun was pure torture; therefore, it did not matter that sanctuary was a tattered tent and a vandalised rec room.

They had already been digging for hours.

Minute by minute, the temperature rose. With it, so did the suffering of the machine.

Shovelful after shovelful of sand erupted from the strangely near-uniform holes. The orange machine was not functioning as it should have been, though. One hole looked different from the others. Narrower. Shallower. One malfunctioning part of this world-weary machine was toiling more than the rest.

Again, this was not a mechanical component, but a boy and his name is Stanley Yelnats.

As the sun continued to scorch the earth, it was clear that Stanley would still be digging when the sun was at its hottest. Even amongst the other orange-clad broken souls, he stood out as the most pitiful. His hands were raw with burst blisters (which had not been there at the start of the day). His muscles ached more with every movement of his shovel. His own doubts tormented him relentlessly.

Camp Green Lake had been his choice. At least in jail there would have been shade - an escape from the sun. Once again, he was in the wrong place at the wrong time, but he had chosen this place. He scolded himself for his stupidity.

Hours passed. Midday came and went (but the punishing heat never left).

One by one, those 'bad boys' departed until Stanley was left alone. Toiling, he fought against his tormentor in the sky, the dryness of the earth and his own failing body. Sunburnt, blistered and thirsty, he somehow drove himself on.

They had said digging holes in this furnace was character-building. If that were so, why did he feel so broken?

Stanley kept on digging.

*\*draconian - excessively harsh and severe*

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

## English Resource 3.2: Example Narrative

Above him, the sky was beautiful, but it would not last. Stanley had never seen so many stars before.

In his soft, fleshy hands, Stanley gripped the shovel. With all his strength, he brought it down on the parched earth; the ground gave nothing. Perhaps the newbie was always given the worst shovel. He tried again, but this time the vibrations of the shovel's collision with the concrete-like ground rattled his bones. Looking around, he wondered how all those holes and mounds had been made.

Two hours later, Stanley was still digging.

By the time he had broken through the crust of the sun-baked earth, his body was already letting him down. Holding the shovel was painful because of the blister on his right thumb. His mind was not much better; it didn't help that the other boys were making faster progress than him. He was beginning to think their shovels were no better than his; maybe his fellow campers were better than him.

Though it was still early, the arrival of the sun meant his face felt hot. It reminded him that he had been warned to finish his hole before midday.

Stanley kept on digging.

Above him, the sun was now a cruel tormentor. It wasn't even noon. Around him, everyone else's holes were deeper than his. Now, he had a cluster of blisters on his hand; some of them had burst open. He had used his cap to cushion the handle of the shovel which made digging a little easier. However, his neck had begun to burn without the cap's protection.

Occasionally, the water truck brought relief, but thirst was never far away (as he remembered Mr Sir had promised).

And still it got hotter.

Stanley tried not to look around him; seeing how far he was behind the others only made him feel worse. Drenched in sweat, and plagued by doubt, he pondered giving up. What could Mr Sir (or the Warden) do to him that was worse than this ordeal?

Somehow, Stanley kept digging.

As the sun continued to serve up further punishment, Zero's ordeal was coming to an end.

"You're finished?" said Stanley, in disbelief.

As Stanley's aching muscles screamed at him, there was little time to wonder how Zero – the smallest of the group – had finished first. Soon, Zero was joined back at camp by the other boys.

But Stanley kept digging. Alone.

Each clash of shovel and earth brought another grimace. Blood and sweat mingled on Stanley's cap. Even the increasing depth of his hole brought further torture: it made lifting the earth from the hole more and more difficult. For a moment, Stanley concluded that Derrick Dunne was right: he was weak. Stanley scolded himself. This was no time to feel sorry for himself. If he did that, he would suffer even more beneath the murderous orb.

Hours after the others had departed, Stanley was surprised when his hole was deep enough and wide enough for him to join them. Somehow, he summoned the energy from his broken body to lift himself from the pit. Although Mr Pendanski offered him a ride back, something made him decline. Stanley spat in his hole; he was not normally a spitter, but it felt like the right thing to do. Starting the long trudge back to Camp, he knew the torment would be repeated tomorrow.

But Stanley was different now and, surely, the second hole would be easier.

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

## English Resource 3.3: Cohesion and Cohesive Devices

A piece of writing has cohesion if it is clear how its parts fit together; cohesive devices are words used to show how the different parts of a text fit together. Cohesive devices include pronouns (which refer back to earlier words) and adverbs/ adverbials of time.

Repeated references in a text to the same thing also build cohesion.

For example, in Chapter 7, Louis Sachar refers to Stanley's fellow campers several times in different ways: sometimes he mentions them individually by name, other times by using a pronoun ('*they*') or a different phrase ('*everyone else*' / '*the other boys*' / '*the others*' / '*the boys*'). Varying nouns/ pronouns to refer to the same person/ people, object or event avoids repetition and also contributes to cohesion.

In Chapter 7, look at how there are repeated references to the same things to build cohesion: the sun/ heat; Stanley's hands/ physical condition; the hole(s); and digging.

**Remember** to consider cohesion when writing your own piece about Stanley digging his first hole.

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

## English Resource 3.4A: Example Narrative - Cohesion (Activity)

**Read** the example narrative about Stanley digging his first hole below.

*What do the different forms of emphasis (highlighting/ bold) represent?*

Above him, the **sky was beautiful**, but it would not last. Stanley had never seen so many **stars** before.

In his **soft, fleshy hands**, Stanley gripped the shovel. With all his strength, he brought it down on the  **parched earth**; the **ground gave nothing**. Perhaps the newbie was always given the worst shovel. He tried again, but this time the vibrations of the shovel's collision with the **concrete-like ground** **rattled his bones**. Looking around, he wondered how all those holes and mounds had been made.

**Two hours later**, **Stanley was still digging**.

**By the time he had broken through the** **crust of the sun-baked earth**, **his body was already letting him down**. **Holding the shovel was painful** because of the **blister on his right thumb**. His mind was not much better; it didn't help that the other boys were making faster progress than him. He was beginning to think their shovels were no better than his; maybe his fellow campers were better than him.

**Though it was still early**, the **arrival of the sun** meant his **face felt hot**. It reminded him that he had been warned to finish his hole **before midday**.

**Stanley kept on digging**.

Above him, the **sun was now** a cruel tormentor. It **wasn't even noon**. Around him, everyone else's holes were deeper than his. **Now**, he had **a cluster of blisters on his hand**; **some of them had burst open**. He had used his cap to cushion the handle of the shovel which made **digging** a little easier. However, **his neck had begun to burn** without the cap's protection.

**Occasionally**, the water truck brought relief, but **thirst** was never far away (as he remembered Mr Sir had promised).

And still **it got hotter**.

Stanley tried not to look around him; seeing how far he was behind the others only made him feel worse. **Drenched in sweat**, and plagued by doubt, he

pondered giving up. What could Mr Sir (or the Warden) do to him that was worse than this ordeal?

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But Stanley was different now and, surely, the second hole would be easier.

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

## English Resource 3.4B: Example Narrative - Cohesion (Key)

Check the key below to see what each form of emphasis (highlighting/ bold) represents.

### Key

sky/ sun

Stanley's hands

ground/ earth

Stanley's thoughts/ feelings

digging

Stanley's physical state/ body/ pain

time

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

## English Resource 4.1: Semicolons to Separate Main Clauses

A semicolon (;) can be used to **join closely connected main clauses** in a sentence. The clauses must be independent, but connected in some way.

Read these two sentences:

Stanley jammed his shovel into the earth.

He couldn't break the surface.

*How could these sentences be combined into one sentence?*

Stanley jammed his shovel into the earth; he couldn't break the surface.

The sentences above could also have been written like this, using a coordinating conjunction:

Stanley jammed his shovel into the earth, but he couldn't break the surface.

### Activity

**Read** the following **main clauses**.

**Write** another closely connected main clause to follow it and separate the main clauses with a semicolon.

e.g. *The heat was extreme.*

*The heat was extreme; Stanley's overall was drenched in sweat.*

1. Stanley's shovel didn't make a dent in the ground.
2. Stanley kept digging.
3. The boys glanced wearily at Stanley.
4. The sun's rays were fierce.

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

## English Resource 5.1: Word Bank

<u>Prepositional phrases/ adverbials</u>	<u>JOIN TWO IDEAS</u>	<u>ADDING DETAIL</u>
<p><b><u>WHERE:</u></b></p> <p>In the distance, All around, On the ground, High above Stanley, In the sky, Soaring over the ground</p> <p><b><u>WHEN:</u></b></p> <p>Later on, After a while, Hours later, While Stanley dug, When it got dark,</p> <p><b><u>HOW:</u></b></p> <p>Exhausted, Hot, Holding his shovel, With tears in his eyes</p>	<p style="text-align: center;">and so but because even though which meant that also as well as this</p> <p style="text-align: center;">• ;</p> <p><b><u>Vocabulary:</u></b> <b><u>Sun/Desert:</u></b> Blaze Burn scorch merciless brightness unforgiving heat cruel sun</p> <p style="text-align: center;">dry    arid barren    cracked wasteland hard    impenetrable</p>	<p><b><u>Add feelings and thoughts:</u></b></p> <p>This made Stanley think...</p> <p>Stanley felt...</p> <p>Stanley wondered....</p> <p><b><u>Describe it more:</u></b></p> <p>It was....</p> <p>It looked like...</p> <p>The smell reminded Stanley of....</p> <p>All you could hear was....</p> <p>It felt...</p>

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

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



# RE

Use these as sentence starters to write an extended answer to each question. Continue on a separate sheet as there won't be enough space on the line.

- 1.) Marie Curie's beliefs relate to Humanism because\_\_\_\_\_
- 2.) Albert Einstein's beliefs relate to Humanism because\_\_\_\_\_
- 3.) Helen Caldicott's beliefs relate to Humanism because\_\_\_\_\_
- 4.) Bertrand Russell's beliefs relate to Humanism because\_\_\_\_\_
- 5.) The beliefs all of these people had in common are\_\_\_\_\_.

[Go back to lesson](#)

## French

### **Mots clés/ Key words**

jouer au football = to play football

regarder la télé = to watch the TV

lire un livre = to read a book

faire du vélo = to go cycling

danser = to dance

aller à la piscine / au cinéma =

to go to the swimming pool/ cinema

jouer à l'ordinateur = to play on the computer

écouter de la musique = to listen to the music

téléphoner à mes amis/ amies = to call my friends

surfer sur le net = to surf internet

Activity 1: Copy the vocabulary and answer to the questions

**English**

**French**

**Copy the French words...**

to play football    jouer au foot    .....

to watch the TV    regarder la télé    .....

to read a book    lire un livre    .....

to go cycling    faire du vélo    .....

to dance    danser    .....

to go to the swimming pool    aller à la piscine

.....

to play on the computer    jouer à l'ordinateur

.....

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

.....

.....

I'm going to go cycling.    Je vais faire du vélo.

.....

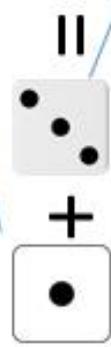
Activity 2 : Say what you are going to do at the weekend.

	<p>Ce weekend, je vais jouer à l'ordinateur .</p>
	<p>Ce weekend, je vais .....</p>
	<p>Ce weekend,.....</p>
	<p>.....</p>
	<p>.....</p>
	<p>.....</p>
	<p>.....</p>
<p>and you?</p>	<p>Et moi,.....</p>

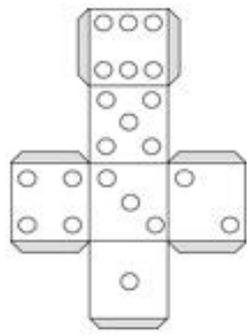
Activity 3: play game

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

Exemple:



Je vais faire du vélo .




## P.E.

### [Back to plan](#)

Let's start with -

#### Grids:

You are living in London it's a very busy city London (crowds, CCTV, lots of streets and roads, people on their phones and tablets etc.)

Walk around the space using straight lines only. When you hear a clap turn sharply on the spot and travel in a new direction. Try walking forwards, backwards or sideways and experiment moving at different speeds.

#### Security cameras:

When you hear me shout

- *CAMERA*: turn to face the front
- *FLOOR CAM*: Move down to the floor
- *CHAIR CAM*: Move towards an object in your space for example a chair
- *WALL CAM*: Move towards the wall in the opposite direction
- *CEILING CAM*: Move your body up towards the ceiling
- *REWIND*: Travel backwards in the space circling shoulders and elbows

Gadgets: You have a life size tablet or smart phone, think about all the different actions and gestures that can be used to make it work. Create a solo using 6 movements, which flow from one to the next using different levels, directions and size.

#### Task:

Now compose a short dance putting the three sections explored above together.

1. Grids
2. Security cameras
3. And finally your gadget solo at the end

When you are happy that you have a dance with a clear beginning, middle and end why not perform it to someone else. Have they noticed your different use of levels, directions and speed?