

Year 6 Home Learning

Spring 1 Week 6

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:

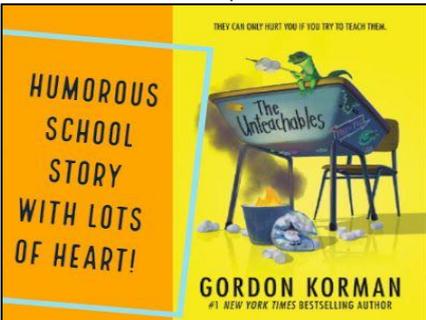
- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English

Live explanations at 8.30am each day

<p>Monday Explanation</p>	<p>EXPLORE: Features of Newspaper Reports</p> <ul style="list-style-type: none"> • This week, you are going to write a newspaper report about the Green Lake schoolhouse fire or the killing of the sheriff. • Read about the features of a newspaper report at the following link: What's in a Newspaper Report? Alternatively, watch the video of a teacher reading through that resource here. • Read this newspaper report from 2019 about climate strikes and create a key. • Read this key and check/improve your answers. • Read Resource 1.2 and Resource 1.3 or watch the video of a teacher reading the extracts to remind yourself about the events in <i>Holes</i> that you will write about. • Highlight, underline or write notes on any information that is connected to the 5 W's for your chosen newspaper report. • Tip: Use the First News resource when deciding what to highlight. • Think - <i>What details would a newspaper report about these events?</i> • Think - <i>What facts would be known the day after the fire/ sheriff's death?</i>
<p>Tuesday Explanation</p> 	<p>PLAN: Newspaper report; READ: Summarise and predict</p> <ul style="list-style-type: none"> • Read this newspaper report about the Battersea Arts Centre fire and create a key. • Read this key and check/ improve your answers. • Read and choose a planning format (Resource 2.2 or Resource 2.3). [Use your exercise book if you do not have a printer.] • Watch this video on how to take effective notes for the lead section of the 'fire in the schoolhouse' story. • Watch this video on how to take effective notes for the main body of the 'fire in the schoolhouse' story. • Write a short and snappy <u>headline</u> on your plan: e.g. <i>Schoolhouse Torched/ Sheriff Slain</i>. • Plan your <u>lead</u>, using Resource 1.2 and Resource 1.3 to summarise briefly the Who/ What/ Where/ When of your news story. • Plan the <u>body</u> of your story. Your paragraphs might be background/ details of main event/ consequences/ what will happen next and speculation. • Tip: The main body should contain facts and should be chronological. • Watch this video of a teacher reading Chapter 27. • Think – <i>What is revealed at the end of Chapter 27?</i> • Watch this video of a teacher reading Chapter 28. • Summarise – <i>What is the main thing that you learn from Chapter 28?</i> • Predict – <i>What do you think will happen in Part Two of the novel?</i>

<p>Wednesday Explanation ↑</p>	<p>EXPLORE: Direct and indirect speech; relative clauses</p> <ul style="list-style-type: none"> • Re-watch this speech punctuation video. • Read Resource 3.1 if you need to remind yourself of speech punctuation rules. • Think: <i>Who might be quoted in a newspaper report about your chosen event?</i> • Write <u>two sentences</u> with a correctly punctuated quote for your newspaper report on your plan. The person quoted might be an eyewitness/ local resident (e.g. Trout Walker/ Hattie Parker)/ anonymous source (someone who is quoted, but whose name is not reported)/ school pupil or parent. • Read this indirect speech resource or watch this video of a teacher going through it for you. • Write answers to this indirect speech activity. • Read this resource to check/ improve your answers. • Write <u>one sentence</u> with indirect speech for your newspaper report on your plan. • Watch this relative clauses video. • Read Resource 3.4 and write <u>two sentences</u>, each including a relative clause, on your plan.
<p>Thursday Explanation ↑</p>	<p>EXPLORE: Passive voice; WRITE: Newspaper Report</p> <ul style="list-style-type: none"> • Re-read this passive voice resource or watch this video. • Write answers to this passive voice activity. • Read this resource and check/ improve your answers. • Write <u>two sentences</u>, using the passive voice, on your plan. • Re-read your plan. • Watch this video of a teacher modelling how to turn your notes into a newspaper report. • Write your newspaper report about the schoolhouse fire or the sheriff's murder. • Use your plan to help you with structure, content and grammar. • Check and improve your work using ARMS and CUPS (see Resource 4.2).
<p>Friday Explanation ↑</p>	<p>READ:</p> <ul style="list-style-type: none"> • Summarise – <i>What is the last thing that happens at the end of Part One of Holes?</i> • Watch these videos a teacher reading Chapters 29, 30, 31 and 32. • Write answers to these comprehension questions. • Read this resource and check/ improve your answers. • Summarise – <i>What are the main developments in Chapters 29, 30, 31 and 32 (give one for each chapter)?</i>
<p>Spelling Explanation</p>	<p>lightning language mischievous leisure marvellous muscle way weigh whose who's</p>
<p>Story Time with Ms Atherton</p>	<p>Visit the school website by CLICKING HERE to continue 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'.</p> 

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

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

Maths

Live explanations at 10am each day

For Wednesday Lesson B:

Live explanation at 11.30am for 6TG and 6W

Live explanation at 2pm for 6DG and 6S

Book 6B, Chapter 7, Lesson 3: Finding Percentage Change

To find % change in an amount over time

To calculate % change where the number gives rise to a decimal.

Video link - Learn the strategy:

<https://classroom.thenational.academy/lessons/solve-problems-involving-the-calculation-of-percentages-of-amounts-c5gkge>

(up to 2 minutes and 8 seconds)

<https://classroom.thenational.academy/lessons/increase-by-a-percentage-69h68c?step=2&activity=video>

Deepening activity

Linda buys a pair of trainers.

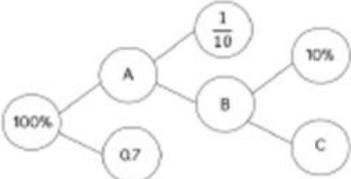


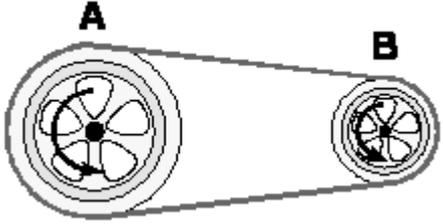
She says, *'I bought this pair of trainers when there was 20% off the normal price. I paid £18 for them.'*

What was the **normal** price of the trainers?

Monday
Explanation



Tuesday Explanation	Online lesson Problem solving with percentages
	Video link - Learn the strategy: Complete the online lesson https://classroom.thenational.academy/lessons/solve-problems-involving-the-use-of-percentages-for-comparison-6mtk6t
	Deepening activity <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>In a Geography test, Sam scored 62% and Hamza scored $\frac{3}{5}$</p>  <p>Who got the highest score?</p> <p>Explain your answer.</p> </div>
Wednesday A Explanation	Online lesson Fractions, decimals and equivalence problems
	Video link - Learn the strategy: Complete the online lesson https://classroom.thenational.academy/lessons/recall-and-use-equivalences-between-fractions-decimals-and-percentages-6dh6cc
	Deepening activity <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Complete the missing information using a decimal and a percentage. Can you find more than one solution?</p> $\frac{1}{4} = 75\% - \square - 3 \text{ tenths}$ $40\% = \frac{1}{5} + \square + \square$ </div> <div style="width: 45%;"> <p>Complete the part whole model. How many different ways can you complete it?</p>  <p>Can you create your own version with different values?</p> </div> </div> </div>

Wednesday B Explanation 	<p>Book 6B, Chapter 8, Lesson 2: Comparing Quantities To find ratio of a quantity To simplify ratios using division Compare more than two quantities using the term 'ratio' To use bar models.</p>
	<p>Video link - Learn the strategy: https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates/pre-algebra-ratios-intro/v/ratios-intro</p>
	<p>Deepening activity</p> <p>A and B are two chain wheels on a bike.</p> <div style="text-align: center;">  </div> <p>For every 2 complete turns that wheel A makes, wheel B makes 5 complete turns.</p> <p>If wheel A makes 150 turns, how many turns will wheel B make?</p>
Thursday Explanation 	<p>Book 6B, Chapter 8, Lesson 3: Comparing Quantities To find ratio of a quantity To simplify ratios using division Compare more than two quantities using the term 'ratio' To use bar models.</p>
	<p>Video link - Learn the strategy: https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships-70tpad?step=2&activity=video</p>
	<p>Deepening activity</p> <p>To make a tomato pizza topping for a normal pizza, Jake uses 300g of tomatoes, 120g of onions and 75g of mushrooms. Jake wants enough sauce for a giant pizza, so he uses 900g of tomatoes.</p> <ol style="list-style-type: none"> 1) What mass of onions will be used? 2) How many 120g boxes of mushrooms will he have to buy?

Book 6B, Chapter 8, Lesson 4: Comparing Quantities

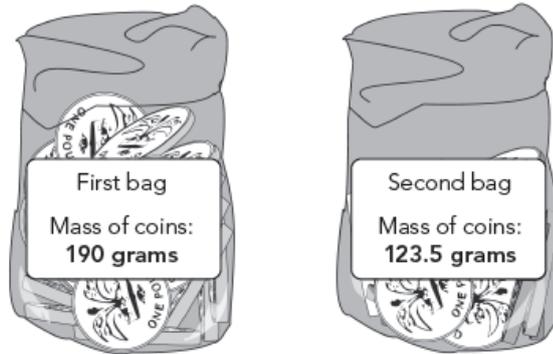
To compare quantity using both fractions and ratios
To use bar model diagrams to represent ratios.

Video link - Learn the strategy:

<https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships-70tpad?step=2&activity=video>

Deepening

Here are two plastic bags of £1 coins.



The **first** bag contains **20** £1 coins.

How many £1 coins does the **second** bag contain?

Friday
[Explanation](#)



Curriculum

Live explanation at 11.30am for 6TG and 6W

Live explanation at 2pm for 6DG and 6S

Science Monday Explanation	Nikola Tesla – part 1 <ul style="list-style-type: none"> • Watch the video about Nikola Tesla and his life. • Imagine you are helping him explain what is great about one of his inventions. • Choose either the radio, a remote control, or neon light and research how it works. • Use the questions and prompts in part 1 of the session resources, or your own method, to focus your research.
Science Tuesday Explanation 	Nikola Tesla – part 2 <ul style="list-style-type: none"> • Look back at your research from the previous science lesson • Choose a way to make your chosen Nikola Tesla's invention famous. You can use part 2 of the session resource for ideas.
History/ Geography Thursday Explanation	What are some reasons for migration to Britain? We will be studying migration post world war 2 in more depth after the holiday. <ul style="list-style-type: none"> • Read Michael Rosen's story in the session resources. • Write the 5 most interesting facts about his family story. • Read some examples of migration in the session resources. • Decide whether the reasons on the push pull cards in the session resources are push or pull factors. A push factor would be a reason to leave a county. A pull factor would be a reason to go to a country. • Deepening: Use the table to sort the reasons into the grid.
Curriculum You can complete these independently over the week e.g. when you are not reading with your teacher	
RE Explanation 	“We are our choices” (Jean Paul Sartre) <ul style="list-style-type: none"> • Complete the online lesson - How do Humanists work out what is right or wrong? • Present all of your understanding of humanism in any way you'd like. This could be creating a poster, making a PowerPoint presentation, writing an information leaflet or writing an essay.
PSCHE Explanation	Online Safety – Why is a secure password important? <ul style="list-style-type: none"> • Imagine you are required to wear a sign on your back, which reveals something personal about you – such as your address, phone number, favourite food, or nickname. How would that make you feel? • Private Information is information that can be used to identify you (for example, your name, family, street address, email, phone number, school name). Think - why do you think this should be kept private? • Look at the password tips sheet in the session resources. Why is each one effective? • Create a poster to show how to create a secure password <p>Further information about online safety can be found on the Q1E online safety page</p>

<p>Art</p>	<p>Views of the Landscape</p>  <ul style="list-style-type: none"> • Watch Ms Green's video CLICK HERE to see how different artists view the landscape and see how artist Helen Wells responds to her natural surroundings. • Create a landscape artwork making choices about materials and processes to make a personal response to landscape and the environment. Ms Green made the examples above. • Deepening: Take a look at David Hockney's exhibition at the RA to learn more about him. David Hockney at the Royal Academy
<p>Music</p>	<p>Singing Project with Wandsworth Music Service Vocal Tutors – Live on Fridays</p> <p>You have an allocated session (see email) or if the time is not convenient, please join a session of your choice at either 9am, 10.30am or 12pm – they will last for 45 minutes and your family can join in too!</p> <p>We would encourage all children to attend one of these sessions if you possibly can as you will need to know the songs for performances later in the year.</p> <p>Link on parentmail</p> <p>You can access the lyrics and backing tracks here: Resources</p>
<p>French</p>	<p>Watch the video about the future tense from Madame Lambert.</p> <p>Make your French book 😊</p> <p>You can draw, use ICT or cut and glue pictures. Be creative!</p> <p>See the example below.</p>
<p>PE</p>	<p>Warm up: Stretching</p> <ul style="list-style-type: none"> • Remember our warm up in week 2? • Click here to watch a video. <p>Physical Activity: HIT session</p> <ul style="list-style-type: none"> • Do you remember the 10 strength exercises we did this half term? Watch the video here to begin the workout. Make sure you do the stretching before. • Grab a partner to workout with • Are you in a safe space? Grab your water bottle and let's go. <p>Warm down:</p> <ul style="list-style-type: none"> • After that workout, it's time to stretch and cool down. • Watch the video here.

Talking Together

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

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

Resources

English

English Resource 1.1A: Example Newspaper Report (Identifying Features Activity)

Read the following newspaper report about climate strikes from 2019.
What do the different forms of emphasis (highlighting) represent?

1.4 Million People Take Part in **School Climate Strikes**

More than 1.4 million young people around the world **took part in school strikes** for climate action, according to environmental campaigners.

Children **walked out of schools** **on Friday** in 2,233 cities and towns in 128 countries, with demonstrations held from Australia to India, the UK and the US, according to the Fridays for the Future website.

Eyal Weintraub, an 18-year-old from Argentina who took part in the protests, said: "We have reached a point in history when we have the technical capacities to solve poverty, malnutrition, inequality and of course global warming. The deciding factors for whether we take advantage of our potential will be our activism and our international unity."

The strikes inspired by Thunberg drew widespread praise, with **UN Women** saying on Twitter: "She is proof that we need to listen to the young generation for a sustainable future."

The **executive director of Oxfam International**, Winnie Byanyima, said: "Our children are walking out of school saying we have failed them. This is the kind of clarity and energy we need now."

However, education ministers in the UK and Australia condemned the strikes and some commentators were critical. **Madeline Grant**, formerly of the Institute of Economic Affairs thinktank, asked: "Just how kind is it to shower praise on children who are fundamentally wrong?"

Greta Thunberg, the 16-year-old Swedish student whose solo protest last August prompted the global movement, said: "We proved that it does matter what you do and that no one is too small to make a difference."

Further strikes are planned for **12 April**.

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

English Resource 1.1B: Example Newspaper Report

(Identifying Features Activity - Answers)

Text Features

The 5 W's

Who?

Where?

What?

When?

Why?

People/ organisations quoted

Quotes

Relative clauses (adding detail: e.g. why a person has been quoted)

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

English Resource 1.2: Holes

(Chapter 26 Extracts for Schoolhouse Fire or Background to Sheriff's Killing)

There were no telephones, but word spread quickly through the small town. By the end of the day, everyone in Green Lake had heard that the schoolteacher had kissed the onion picker.

Not one child showed up for school the next morning.

Miss Katherine sat alone in the classroom and wondered if she had lost track of the day of the week. Perhaps it was Saturday. It wouldn't have surprised her. Her brain and heart had been spinning ever since Sam kissed her.

She heard a noise outside the door, then suddenly a mob of men and women came storming into the school building. They were led by Trout Walker.

"There she is!" Trout shouted. "The Devil Woman!"

The mob was turning over desks and ripping down bulletin boards.

"She's been poisoning your children's brains with books," Trout declared.

They began piling all the books in the center of the room.

"Think about what you are doing!" cried Miss Katherine.

Someone made a grab for her, tearing her dress, but she managed to get out of the building. She ran to the sheriff's office.

The sheriff had his feet up on his desk and was drinking from a bottle of whiskey. "Mornin', Miss Katherine," he said.

"They're destroying the schoolhouse," she said, gasping for breath. "They'll burn it to the ground if someone doesn't stop them!"

"Just calm your pretty self down a second," the sheriff said in a slow drawl. "And tell me what you're talking about." He got up from his desk and walked over to her.

"Trout Walker has—"

"Now don't go saying nothing bad about Charles Walker," said the sheriff.

...

Miss Katherine jerked her hand free. As she hurried to the door, she heard the sheriff say, "The law will punish Sam. And God will punish you."

She stepped back into the street and saw smoke rising from the schoolhouse. She ran down to the lakefront, where Sam was hitching Mary Lou to the onion cart.

"Thank God, I found you," she sighed, hugging him. "We've got to get out of here. Now!"

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

English Resource 1.3: Holes

(Chapter 26 Extracts for Sheriff's Killing)

Three days after Sam's death, Miss Katherine shot the sheriff while he was sitting in his chair drinking a cup of coffee. Then she carefully applied a fresh coat of red lipstick and gave him the kiss he had asked for.

For the next twenty years Kissin' Kate Barlow was one of the most feared outlaws in all the West.

Remember:

When the newspaper reported this story (perhaps the day after the sheriff was killed) the detail of his killer would not have been known.

A newspaper report might have quoted rumours/ mentioned Katherine Barlow's disappearance as a way of suggesting she committed the crime, but it would not have been known that she was responsible for the crime immediately.

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

English Resource 2.1A: Evening Standard Newspaper Report

(Identifying Grammatical Features Activity)

Read the following newspaper report about the Battersea Arts Centre fire from Friday 13th March, 2015.

What grammatical features do each of the different forms of emphasis (highlighting/ underlining) represent?

Bystanders watch in horror as huge fire breaks out at Battersea Arts Centre



Fire: Battersea Arts Centre

Bystanders watched in horror as a huge fire broke out **at Battersea Arts Centre** **this afternoon**.

The blaze sparked **in the Grand Hall of the Grade II listed building** **just after 4.15pm today**, the London Fire Brigade said. More than 80 firefighters were sent to tackle the flames **at the cultural hub in south London**, **which is currently undergoing a multi-million pound renovation**.

A spokesman for Battersea Arts Centre said that everyone was safely evacuated from the building when the fire broke out. He added that all performances **at the centre** **this evening** had subsequently been cancelled. "We will not be running any performances this evening. If you've bought tickets for any show we'll be in contact about refunds or exchanges."

He added: **"Thank you to everyone for the kind words and well wishes. Everyone is out. Everyone is safe."**

Witnesses said that people at the scene were crying as the tower at the **top of the Arts Centre** collapsed amid the flames. Katie Powell, **who was at the nearby Fox and Hound pub when the fire started**, said that bystanders had spoken to her of their sadness after seeing the blaze.

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

English Resource 2.1B: *Evening Standard* Newspaper Report

(Identifying Grammatical Features Activity - Answers)

Grammatical Features

adverbials of time

adverbials of place

direct speech

indirect speech

passive voice

relative clauses (adding detail: e.g. why a person has been quoted)

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

English Resource 2.2 – Newspaper Report Planning Format

For whom are you writing? (Audience)	Green Lake residents with an interest in current affairs/ local news
Why are you writing? (Purpose)	To inform people about a recent event that has happened

Headline (summarises story/ grabs the reader's attention)	
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Lead (intro) (summarises story and answers as many as possible of 5 W's)	Who?	
	What?	
	Where?	
	When?	

	Description/ Quotes
Background (what happened before the key event/ when did it happen?)	
Key Event (more detail)	
Consequences (what are the consequences of what has happened?)	
Now/ future (bring the story up to date/ what might happen next?)	

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

English Resource 2.3 – Newspaper Report Planning Format

Who will read this? (Audience)	Green Lake residents with an interest in current affairs/ local news
Why are you writing? (Purpose)	To inform people about a recent event that has happened

Headline (grabs the reader's attention)	
--	--

Introduction /Lead 4 Ws	Who?	
	What?	
	Where?	
	When?	

	Description/ Quotes
Background What happened before the key event? When did it happen?	
Key Event (With detail)	
Consequences What has happened as a result of this event?	

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

English Resource 3.1: Speech Punctuation

Including quotes is a useful way of bringing opinion and expertise into your article and they will make the story more interesting.

Read this quote and use it to remind yourself of the rules of speech punctuation:

Hattie Parker, a Green Lake resident, said: "The fire is punishment for what that schoolteacher and Sam did."

When punctuating speech, you need to remember the following:

- Put inverted commas (or speech marks) around the exact words spoken;
- Use a **capital letter** for the first word spoken;
- Use punctuation before closing inverted commas; and
- Use punctuation after the reporting clause (*Hattie Parker, a Green Lake resident, said:*).*

In a newspaper report, the reporting clause will often appear before the quote. This helps the reader to understand who spoke and why they have been quoted (here, the relative clause explains that Hattie Parker is a Green Lake resident).

Newspaper reports often use a colon (:) after the reporting clause – this is more formal than using a comma.

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

English Resource 3.2: Direct and Indirect Speech

Newspaper reports often include two types of speech: **direct** and **indirect** (or reported) speech.

Direct speech

Direct speech is when the exact words spoken by a person are written down inside inverted commas. Read this **resource** to remind you about the rules for punctuating **direct** speech.

For example:

"The fire is punishment for what that schoolteacher and Sam did," said Hattie Parker, a Green Lake resident.

Remember:

In a newspaper report, the reporting clause (which informs the reader who said the words) will often come before the words spoken. Journalists often include a relative clause to give information about the speaker (such as why there are relevant to the story).

- If the person who is speaking is named before the speech, you must use a comma/ colon (:) before the first set of inverted commas. For example:

Hattie Parker, a Green Lake resident, said: "The fire is punishment for what that schoolteacher and Sam did."

Indirect (reported) speech

When indirect speech is used, the writer will summarise what someone has said without writing exactly what they said in full. This can help to keep newspaper articles concise. It might also be used when several people have said similar things.

Example

Direct: "The fire is punishment for what that schoolteacher and Sam did," said Hattie Parker, a Green Lake resident.

This direct speech could be written as:

- **Indirect:** Hattie Parker claimed **that** the fire was punishment for what the schoolteacher and Sam said.

Notice these things about indirect speech:

1. No speech punctuation (like inverted commas) is used for indirect speech.
2. You have to write indirect/ reported speech in the **past tense**.
3. The word **that** is important in indirect/ reported speech.

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

English Resource 3.3A: Direct and Indirect Speech Activity

Read the sentences below and label them Direct or Indirect depending on what type of speech they include.

Re-write any sentences that are in direct speech as indirect speech, and any that are in indirect speech as direct speech.

1. A close friend of Barlow, who wishes to remain anonymous, said:
“Katherine loves teaching and is devastated by the fire.”
2. The sheriff claimed that there was no reason to suspect Charles Walker of arson.
3. Mrs Cruz, whose child attends the schoolhouse, said: “My child’s education is ruined.”

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

English Resource 3.3B: Direct and Indirect Speech Activity (Answers)

1. A close friend of Barlow, who wishes to remain anonymous, said:
“Katherine loves teaching and is devastated by the fire.” [direct]

A close friend of Barlow, who wishes to remain anonymous, said **that** Katherine **loved** teaching and **was** devastated by the fire.

2. The sheriff claimed that there was no reason to suspect Charles Walker of arson.

[indirect]

The sheriff said: “There is no reason to suspect Charles Walker of arson.”

3. Mrs Cruz, whose child attends the schoolhouse, said: “My child’s education is ruined.”

[direct]

Mrs Cruz, whose child attends the schoolhouse, said that her child’s education was ruined.

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

English Resource 3.4: Relative Clauses

A **relative clause** can be used to give additional information about a noun.

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

Read these two sentences:

The schoolhouse was destroyed by fire.

The schoolhouse had been repaired recently by Sam Onions.

How could these sentences be combined into one sentence?

The schoolhouse, **which** had been repaired recently by Sam Onions, was destroyed by fire.

Here, the relative clause gives more information about the place (the schoolhouse) in the **main clause**.

Read these two sentences:

Hattie Parker said: "This fire is a punishment for what the schoolteacher did."

Hattie Parker saw the controversial kiss two days ago.

How could these sentences be combined into one sentence?

Hattie Parker, **who** saw the controversial kiss two days ago, said: "This fire is a punishment for what the schoolteacher did."

Here, the relative clause gives more information about the person (Hattie Parker) in the **main clause**.

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

English Resource 4.1: Passive Voice

Many verbs can be active or passive.

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

e.g. **She** kicked **the ball**.

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

e.g. **The ball** **was** kicked **by** **her**.

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

Read the following sentence:

The bomb damaged **the water and gas mains**.

This sentence uses an active verb as the subject is performing the action.

Now, read this sentence:

The water and gas mains **were** damaged **by** **the bomb**.

We show the person or thing doing the action, with the use of **by** as part of a **prepositional phrase**.

A form of the verb **to be (were)** is used alongside the main verb.

Summary

- 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 newspaper report.

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

English Resource 4.2A: Passive Voice Activity

Re-write these active sentences as passive ones.

1. A mystery assassin shot the sheriff.
2. A raging fire destroyed the schoolhouse.
3. Eyewitnesses saw an angry mob entering the schoolhouse.

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

English Resource 4.2B: Passive Voice Activity

(Answers)

Re-write these active sentences as passive ones.

1. A mystery assassin shot the sheriff.

The sheriff was shot by a mystery assassin.

2. A raging fire destroyed the schoolhouse.

The schoolhouse was destroyed by a raging fire.

3. Eyewitnesses saw an angry mob entering the schoolhouse.

An angry mob was seen entering the schoolhouse by eyewitnesses.

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

English Resource 5.1A: Comprehension (Chapters 30-32)

Chapter 30

1. **Read** the following extract:

Stanley was glad to get away. He sat down between his hole and Zero's. He was glad that he'd be digging his own hole for the rest of the day. Maybe the other boys would leave him alone. Maybe he shouldn't let Zero dig his hole for him anymore. But he needed to save his energy to be a good teacher.

He bit into his sandwich, which contained some kind of meat-and-cheese mixture that came in a can. Just about everything at Green Lake came in a can. The supply truck came once a month.

Find and **copy** a group of words that shows the food at Camp Green Lake is not fresh.

Chapter 31

2. **Read** the following extract from the novel:

The Warden thought a moment. "Okay, I want you to destroy all of his records."

Mr. Pendanski nodded.

"He was never here," said the Warden.

Mr. Sir nodded.

"Can you get into the state files from our computer?" she asked Mr. Pendanski. "I don't want anyone in the A.G.'s office to know he was here."

"I don't think I can erase him completely from all the state files," said Mr. Pendanski. "Too many cross-references. But I can make it so it would be very difficult for anyone to ever find a record of him. Like I said, though, no one will ever look. No one cares about Hector Zeroni."

"Good," said the Warden.

Why does the Warden want to destroy all records of Zero at Camp Green Lake?

It may help you to **re-watch** this [video](#) of a teacher reading Chapter 31.

Chapter 32

1. **Read** the following extract:

He took a deep breath to steady himself and tried to think clearly. He had never driven before. But how hard could it be?

This is really crazy, he told himself. Whatever he did, he knew he'd have to do it quickly, before Mr. Sir noticed.

It's too late, he told himself. Zero couldn't have survived.

But what if it wasn't too late?

He took another deep breath. *Think about this*, he told himself, but there wasn't time to think. He flung open the door to the truck and climbed quickly inside.

"Hey!" shouted Mr. Sir.

He turned the key and stepped on the gas pedal. The engine revved.

The truck didn't move.

He pressed the pedal to the floor. The engine roared, but the truck was motionless.

Mr. Sir came running around the side of the truck. The door was still open.

"Put it in gear!" shouted Twitch.

The gear shift was on the floor next to the seat. Stanley pulled the lever back until the arrow pointed to the letter D, for Drive.

The truck lurched forward. Stanley jerked back against the seat and tightly gripped the wheel as the truck accelerated. His foot was pressed to the floor.

The truck **lurched** forward.

What does the word *lurched* tell you about how the truck moves?

2. Why doesn't Mr Sir go after Stanley when he crashes the truck?

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

English Resource 5.1B: Comprehension (Chapters 30 – 32)

Chapter 30

3. **Read** the following extract:

...

Find and **copy** a group of words that shows the food at Camp Green Lake is not fresh.

Just about everything at Green Lake came in a can.

Chapter 31

4. **Read** the following extract from the novel:

...

Why does the Warden want to destroy all records of Zero at Camp Green Lake?

He has disappeared from Camp Green Lake [and he is unlikely to survive more than a day or two].

It may help you to **re-watch** this **video** of a teacher reading Chapter 31.

Chapter 32

3. **Read** the following extract:

...

The truck **lurched** forward.

What does the word *lurched* tell you about how the truck moves?

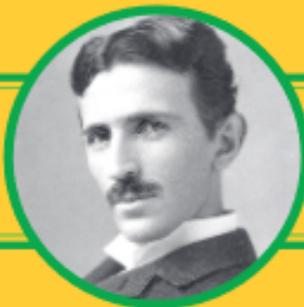
It tells you the truck moved forwards suddenly in an uncontrolled way.

4. Why doesn't Mr Sir go after Stanley when he crashes the truck?

He knows Stanley can't survive for long in the desert [with the heat/ amount of water that he has.]

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

Super Scientists



Nikola Tesla
Engineer and inventor

Nikola Tesla was a genius with electricity, but he wasn't a great businessman.

1. Imagine you are helping him explain what is great about one of his inventions.

Choose either the radio, a remote control or neon light and do some research to find out how it works.



Which invention did you choose and why?

Describe the invention.

Who is most likely to use it?

Why is it useful?

2. Now you understand the invention, you need to spread the word!

Choose one of three ways to make Nikolas's invention famous:

- a. Make a poster**
- b. Write a newspaper article**
- c. Make a TV/radio ad**



Michael Rosen's Story

MY EXPERIENCE

Michael
ROSEN



I was born in London and I've lived in different parts of London all my life, but many of my older relatives were refugees and migrants. Some left their homes because they were being persecuted. When I look at their stories I can see that, like a lot of families, it's quite complicated, with people travelling to and from the USA and parts of Europe.

My family across the world

My father was born in Massachusetts in the United States of America. He came to England when he was three years old. His father, Morris, travelled from Poland to London when he was a teenager. He met my father's mother, Rose, in London, then together with two boys born in London, they moved to the USA. When things didn't work out between Rose and Morris, Rose came back to England with my father, his sister and baby brother, who were all born in the USA. Morris stayed in the USA with the two boys who had been born in England!

One family, moving between Poland, England and the USA.

Rose was born in Newcastle and her parents were born in Poland. She had a brother and an uncle who moved to South Africa.

On my mother's side, her mother, Annie, was born in what is now Bukovina in Romania. Her father, Frank, was born in England but both his parents were born in Poland.

How I felt

As a boy I always felt special that my dad was American. When my parents talked about Poland, that felt mysterious. But it was also something I didn't tell my friends about because I thought it would make me sound 'foreign', and in the suburbs in the 1950s, that didn't feel safe.

Examples of Migration

Why all this movement?

All my eight great-grandparents were refugees. They moved from where they lived because of what are called 'pogroms' – a word meaning violent attacks on groups of people. They were attacked because they were Jews.

Back with Morris, my father's father: all his brothers and sisters were born in Poland. One brother went to the USA, two brothers moved to France but were transported to Poland

during World War II and were killed in Auschwitz concentration camp. One sister stayed in Poland, and we think she died during the war but we don't know how. Her son, Michael, fled from the invading army into Russia, where he was put in prison. Then he joined the Polish Free Army, travelled with that army through the Middle East, across North Africa into Italy and he ended up in London in the house of my father's sister. He lives in London today.

“ When I look at all this migration, it makes me think that we are citizens of the world, and things can happen that might make us migrate at any time. ”



What do you think would make you want to leave your home?



[Back to plan](#)

Push and Pull Cards

Decide whether the cards are push (leaving a country) or pull (going to a country) reasons for migration.

Example Cards

<u>2000BCE</u> I am Isaac. I was a slave in Egypt. I walked across the desert to settle in the land of Israel.	<u>55</u> I am Claudius. I came here as a soldier, and now live in Londinium. We are pleased this country is now part of the Roman Empire.	<u>1973</u> I'm Henry. I think the war in Vietnam is wrong, and have come secretly to Canada, so that I won't have to be a soldier.	<u>1987</u> I am Conchita. I paid money to be shown the way from Mexico through tunnels. I am trying to earn money to send back to my family.	<u>1620</u> I am James. I came with my family on a ship from Plymouth. The people here are helping us and we are free to pray.	<u>1983</u> I am Nelson. I was not allowed to go to university in South Africa. I had to come away in secret to study in Britain.
<u>1842</u> I am Edward. I stole bread to feed my children and am being transported to Australia	<u>1998</u> I am Suleyah. We had to leave some of our family in Somalia. The war means it is not safe to go back and see them.	<u>1938</u> I am Eric. My family left Germany. My grandmother stayed and our old neighbour saw her being taken away.	<u>1973</u> I am Rama. We had to leave our houses and money behind in Uganda. We have come to find our friends in Leicester.	<u>1846</u> I am Marie. We came on a ship from Ireland. The crossing was hard, but at least there is food here.	<u>2006</u> I am Marika. I was a teacher in Poland, but I earn more money packing vegetables for Sainsbury's.
<u>1974</u> I am Costas. I have lost my land and home in Cyprus and have come to London with many of my family and friends.	<u>1998</u> I am Koseta. We have come from Kosovo. We have come to Britain because Serbian soldiers attacked our village.	<u>1950</u> I am Esther. I have come to London from Jamaica. I saw an advert saying they needed nurses and I am a good nurse.	<u>1997</u> I am Jennifer. Mount Soufriere erupted on our island and we have all had to come to England to be safe from the lava and <u>gases</u> .	<u>1996</u> I am Faisa. My mother brought me out of Kabul at the time of the Taliban, because I was not allowed to go to school.	<u>1977</u> I am Emilio. Our family left Chile when Pinochet became dictator, because my parents might have been put in prison.
<u>1993</u> I am Arman. My country, Kurdistan, is half in Turkey and half in Iraq. Soldiers make life difficult for us to live, study and work.	<u>2006</u> We are Jon and Maggie. We retired last year, and have moved to France. Life is cheaper and the weather is much better.	<u>1947</u> I am Shabir. Now India is being divided many of our friends have been killed. My family is moving from Delhi to Bangladesh.	<u>1947</u> I am Neha. I am on a train moving from Lahore to the Gujerat in India. Hindus cannot stay in Pakistan	<u>2007</u> I am David. I am a doctor in the UK and have decided to work in the U.S.A. The money is much better.	<u>2007</u> I am Ahmed. I trained to be a doctor in Egypt and have come to work in a hospital in London.
<u>1863</u> I am Ali. I joined a ship as a deck hand in Calcutta. Now they have taken away my job and I am left in London.	<u>1950</u> I am Cheung. I joined a ship as a cook in Hong Kong. Now they have taken away my job and I am left in London. I would like to own a restaurant.	<u>1981</u> I am Ho. I am Chinese. Now Vietnam has become independent we cannot stay. We have escaped in a boat and are trying to get to London.	<u>1685</u> I am Emile. I am a silk weaver in London. I have left France, because Protestants are not allowed to worship.	<u>1914</u> I am Hercule. When Belgium was invaded the British invited us to come to the UK to be safe.	

Reason cards

to have a better future	as a punishment	to escape from a war	to have a better future	because there was no choice	to find a safe place
because there was no choice	to find a safe place	to take over another country	to build a new country	to be able to speak freely and hold any religious belief	because there was no choice
to have a better future	to be able to speak freely and hold any religious belief	to avoid having to fight in an army	to be able to feed their family	to have a better future	to escape from a war
to avoid going to prison for their beliefs	to have a better future	to find a home	to get away from someone who was trying to hurt or kill	to find a safe place	to be able to speak freely and hold any religious belief
to get away from someone who was trying to hurt or kill	because there was no choice	to find a safe place	to escape from a war	as a punishment	to have a better future

Table

Chose to leave		
Did not choose to leave		
	Knew they had a safe place to go	Did not know they had a safe place to go

[Back to plan](#)

Strong Passwords

Directions

Read the tips below on how to make and use strong passwords.

DOs

- DO share your password only with your parents.
- DO create passwords with at least eight characters.
- DO use combinations of letters, numbers, and symbols.
- DO change your password regularly – at least every six months.

DON'Ts

- DON'T give a password to anyone else – not even your friends.
- DON'T use passwords that are easy for people you know to guess, like your nickname or your pet's name.
- DON'T use any private information in your password.
- DON'T use a word in the dictionary as a password.

Use Common Sense!

Passwords should NOT have private information in them, like your:

- Full (first and last) name
- Date of birth
- Mother's maiden name
- Street address
- School name or school address
- Credit card numbers
- Phone numbers
- Social Security number

[Back to plan](#)

French

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

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

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

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

Demain, je vais.....= Tomorrow, I am going...

Qu'est-ce **qu'il / elle va faire** demain? What is he / she going to do tomorrow?

Demain, **il / elle va**= Tomorrow, he /she is going

aller à l'école = to go to school

jouer dans la cour = to play in the playground

aller au cours de français = to go to French class

faire mes devoirs = to do my homework

regarder la télévision = to watch télévision

manger dans la cuisine = to eat in the kitchen

MAKE A BOOK OUT OF A SINGLE SHEET OF PAPER

1. Start with a sheet of paper.



2. Fold in half shortwise.



3. Fold back one edge to the middle fold.



4. Fold back the other edge to the middle fold.



5. After unfolding the sheet, fold longwise.



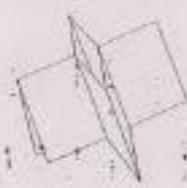
6. Refold shortwise, then use scissors to cut along the line marked here in bold.



7. Refold longwise. Holding each end, push to the middle to open up where you made the cut.



8. Push all the way in.



9. Fold the left edge over to create the cover. Now it is a book!



[Back to plan](#)