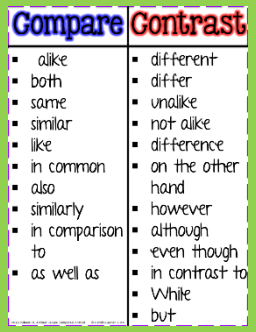
St Thomas More Home Learning Overview – Spring 2 Week 1
22/2/21

Here is what we would like you to do over the next week! You will have an English task, a Maths task and other wider curriculum tasks each day. Don't forget to practise your times tables and spellings and go outside to play for your physical exercise!

	Monday	Tuesday	Wednesday	Thursday	Friday
English	Spend your lesson time today learning your Spring 2 Week 1 Spellings and enjoy the company of a great book. Find a cosy place around the house for a little while and read independently. This will be a great way to relax. Maybe invite a family member to read quietly with your or ask a pet to tag along.	**LO: to infer about a text.** What is our new text? Mr Jordan explains https://www.loom.com/share/2bb35a12bb4c443682240294d6bbd761 Many people can be drawn to a book based on their front cover. It is the thing that is the most striking to people. In today's lesson, you will be exploring different versions of the front cover of the 'The Boy in the Stripped Pyjamas' by John Boyne. These are on the ppt. Task: Answer the four questions in as much detail comparing and contrasting the three front covers. Use your conjunctions to link and compare.  	**LO: to infer about a text.** Yesterday, you explored the impact a front cover can have on a reader. Today, you will focus on the blurb. What is a blurb? A blurb is a short promotional piece accompanying a piece of creative work. It may be written by the author or publisher or quote praise from others. Task: Read each of the three blurbs on the ppt. Copy them out neatly one at a time. After writing one, in your own words, describe what you learn about the story. Use the questions on the ppt to help you. Repeat this for blurb 2 and blurb 3.	**LO: to make initial observations about a plot and characters** Today, you will begin reading your new text 'The Boy in the Stripped Pyjamas. The central character is named Bruno. Bruno is a 9-year-old boy growing up during terrible events of the 20th century. His life will suddenly change. He will experience things that no children would ever imagine…. Task: As your read, make notes about what we discover about the life of Bruno. E.g. family, home, friends, hobbies, the time period of the book etc. Read Chapter 1 (pg. 5-10 on the online pdf version on the school website).	**LO: to comprehend using the Reading VIPERS.** Task: Read 'Your Brain and You'. Then, answer the questions in full sentences. Be careful as the answers are attached on the last page.
	Remember to be reading each day at home. Try new texts such as newspapers, magazines and leaflets. Spellings for this week are on Spelling Shed: https://www.edshed.com/en-gb/login This week's Rule: words with endings which sound like /shuhl/ after a vowel letter. ❖ Spellings: **1) official 2) special 3) artificial 4) social 5) racial 6) crucial 7) facial 8) beneficial 9) superficial 10) antisocial**				

Mathematics

Spend your lesson time today revising your Times Tables using Times Tables Rockstars

LO: to accurately form equations.

Top tip! Letters can be used in an equation to express key information e.g. I 'm thinking of a number (call this X.) If I add five to this number my answer will be 11.

We could form an equation to represent this information.

$x + 5 = 11$

LO: to solve one step equations.

Top tip! Building on our understanding yesterday, where we discovered that letters can be used in an equation to express key information for example

$x + 5 = 11$

Today we can derive the value of x in this one step problem by subtracting the value of 5 on both sides of the equal sign e.g.

$x + 5 = 11$

x -5 = 11 -5

x = 6

LO: to solve two step equations.

Top tip! You should think of each equation as a balance and solve it through doing the same thing to each side of the equation **one step at a time.** e.g.

2x+6 =18

2x -6 =18 -6

2x = 12

x ÷ 2 = 12 ÷2

x = 6

LO: to identify pairs of values.

Top tip! Revise your understanding of number bonds and factor pairs to help spot numerical patterns. E.g.

A + B = 5

What are the possible values for A and B?

A	B
4	1
3	2
2	3
1	4

Find your learning videos for White Rose here: https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/

Open up the Maths file to find the tasks and learning ppts to support you. Look out for the 'Extra spicy hot challenges' at the end of the ppts.

Remember to log on to Times Tables Rockstars: https://play.ttrockstars.com/auth/school/student/46347

Wider Curriculum 1

Mindfulness Monday

Spend the time out in nature – go for a walk, play in the garden or hunt for wildlife.

Spend some time doing a mindfulness activity e.g., puzzles, colouring, cooking

RE

LO: to know how Lent is a season of prayer, fasting and almsgiving.

We are now in the season of Lent in the Church's Liturgical Year. Ash Wednesday is the beginning of the season.

What happens during the celebration of Mass on this day?

Read the opening prayer of the Mass for Ash Wednesday.

What does self-denial mean?

Can you think of any examples of self-denial you can experience?

Read the Gospel for Ash Wednesday about prayer, fasting and almsgiving.

Why would the hypocrites want everybody to know that they were doing these things?

How would it make them feel?

Geography - **LO: to explore America's Jazz Culture.**

Music - **LO: to explore the structure of a piece of Jazz music.**

Last lesson, you had a whistle stop tour of the Southern Region of the USA. One of the main culture differences created by African American has been focused on music. The main two types are 'Blues' and 'Jazz'.

Mr Jordan talks to you 'cool cats' about Jazz:

https://www.loom.com/share/633d63b5fc024b8685e60bab7ef74b50

Task: Create a poster about Jazz music.

What to include:

1. What is Jazz?

RE

LO: to use art to create symbolic representation of Lent.

We identify with the season of Lent because of the colour purple. Can we link this colour to any other season?

However, the colour here does not have the same feelings associated. Purple has two meanings.

1. It symbolises mourning because of Christ's pain suffered during the events of the crucifixion.
2. It symbolises royalty and celebrates Christ's kingliness and resurrection.

When you think of Lent you may focus on certain symbols. Have a look at some on the ppt.

Art

LO: to explore and design our own interpretation of the work of William Morris.

Our focus for this half term will be the work of the Victorian artist William Morris.

Morris said: *"Have nothing in your houses that you do not know to be useful or believe to be beautiful".*

What do you think Morris meant when you this quote?

Morris became famous for his unique wallpaper designs. Look at some examples online or the ppt. Morris used, as inspiration plants and flowers from

		Task: Create a postcard for these 3 key pillars of Lent. Set up your Home Learning book or a sheet of A4 paper like the postcard on the PPT. On the right, answer the questions in full sentences explaining what you understood from the reading. On the left, create an image collage for the to represent prayer, fasting and almsgiving. Use the example on the ppt to help.	2. How is Jazz composed? – think about instruments and improv too. 3. Where was Jazz often played? 4. Famous Jazz players (go and find other examples) 5. Jazz Slang 6. How Jazz has influenced today's music. Please feel free to have some background music that is appropriate: https://www.youtube.com/watch?v=oGkkusOMFj0	Task: Use the example images, create a piece of silhouette art focussed on the season of Lent. Use the colours of purple and pink for your sky and then layer black paper over in the shape of your Lenten scene. You could use crayons, chalk, pastels, paint or coloured pens and pencils to create your piece of art.	English gardens and hedgerows. You will notice how the patterns repeat and are densely formed. Morris made his wallpaper by printing and that the children will be making their own designs. Explore some of the floral imagery on the ppt in the photographs from the English countryside as well as various Morris wallpaper designs. Task: Draw a 15x15cm square or use a strip of paper like a roll of wallpaper. Follow these steps: • Use single lines for your design. • Fill the space - Perhaps have one central flower with some leaves around it. Or use more flowers depending on your preference. • You can add some lines for texture and patterns on the leaves or flowers. • Add colour to your designs. • There should be no areas of white unless your choice of flower is white.
2		**History** LO: to understand what the Battle of Britain was and its importance during WW2. Today we will explore what the Battle of Britain was and why it is was such a defining moment in the Second World War and therefore ultimately a defining moment in our history as a nation. We will learn that this battle, between the British Royal Air Force (RAF) and the German Air Forces (Luftwaffe), was a battle for air supremacy. Whoever would prevail in controlling the skies would command a vice like grip on the outcome of the war and ultimately the rest of the 20th Century. So much was at stake in this battle. Please see the dedicated 'Battle of Britain History PPT on the Y6 Blended Learning page.	**Science** Physics LO: to revise our understanding of simple circuits. LO: to know how to stay safe when working with electricity. Today we will explore the different components found within simple series circuits and we will look out how we can best stay safe when working with electricity. Task 1: You have two minutes to identify as many different dangers of electricity as you can. Bullet point these into a word document or into your Home Learning Book if you prefer. Task 2: The masked component challenge. If there is someone at home to support you, you could play along with them involved as well. You need to mime several components found within a simple series circuit. We would love to see what you can come up with. You	**PE** LO: to understand how to prepare the body for exercise. LO: to understand what fitness means. Warmup: Sensibly either outside, if it isn't too cold ☺, or inside create a space suitable for a warmup. Move carefully around the whole space, every few seconds change your action. You could get someone to help by shouting out different numbers. Create your action for each number e.g., 1. jog around the room, 2. jumping jacks, 3. sit down, 4. skip around the room. Today we are going to explore why do we need to maintain our fitness? Why personal fitness is important? Well, it improves mobility in everyday life, it also improves our ability to concentrate and helps the body fight off illness. There are many	

		Task 1: To decide what the main reasons were for the Allied Forces in prevailing as victors in the Battle of Britain. Use the reason cards to order from most to least important factor. Task 2: To apply your newly acquired knowledge on the Battle of Britain in a creative way. Your target audience will be other Y6 children who are just starting to learn about WW2. Your mission is to design a poster showing why Britain won the Battle of Britain, remember to include the reasons you think were the most important deciding factors in the Luftwaffe's defeat. Could you rank the factors in order of significance? Where appropriate refer to your own research and sources. Top Tip! When researching online should we trust and accept the first google search result? Instead, we should research and challenge multiple sources to avoid bias and ensure greater authenticity of information. Useful sites to get your search started: https://www.twinkl.co.uk/blog/the-battle-of-britain-facts-for-kids (This is a great resource – with a video offering a personal account) https://www.rafmuseum.org.uk/documents/London/Downloads-and-worksheets/The-Daily-Scramble-KS2-Lesson-Pack.pdf	must create mimes for a switch, a bulb, a wire, a cell, a motor and a buzzer. Task 3: Some of you may have an electrical circuit toolkit at home. Most of you will not, fear not, please click on the link below - https://learningcircuits.co.uk After entering a name and selecting logo it will test your knowledge of simple series circuits. You will be able to test simple series circuits that are effective and ineffective. If you do have your own science circuit start experiment building different circuits. What happens when you add/remove a cell? What happens if wires are tangled? What happens when bulbs/buzzer/motors are added or removed? Try to use scientific language in your explanations. ALL: Whether you have created your circuit practically or simulated it digitally please can yoproduce a fully labelled scientific diagram of your circuit. https://www.learningcircuits.co.uk/circuit_builder (This will allow you to build/simulate your own circuit.)	ways to achieve personal fitness, including eating healthily and taking regular exercise. In Year 6 we should be aiming to achieve at least one hour of physical activity in a day. Task: Today we are going to play a series of games. At the end of each one during the rest period reflect on which part of our bodies were being exercised by the activity? How did this make us feel? You could make jottings in your Home Learning Books. Activity 1: 'Dishes or Domes' or 'Cups and Sauces' please don't use mum's or dad's best crockery here ☺ The basic principle is that you have a time limit to turn over as many items as you can. Maybe you could compete against someone at home for extra fun. Instead of using cones how about plastic beakers or trainers. Complete x3 repetitions of 2 mins each. Think about the level of challenge. How could we make this activity more complex? Could we increase the size of the area, the distance between each object or could we limit use of our dominant hand? https://www.youtube.com/watch?v=W_ipTSnoZCA	

		(An interesting secondary historical source looking at a range of factors that determined the course of the Battle of Britain) https://www.bbc.co.uk/teach/what-was-the-secret-to-winning-the-battle-of-britain/z7m3t39 (Video, reports, infographics and analysis on why the RAF won) https://www.bbc.co.uk/newsround/34257841 (Exploring the 80th Anniversary) https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-battle-of-britain-and-beyond/zrk847h (BBC Video report) https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-how-raf-tactics-defeated-germany-in-the-battle-of-britain/zn4cy9q (Deep dive into RAF air strategy) • *https://kids.britannica.com/kids/article/Battle-of-Britain/623978* • *https://www.ducksters.com/history/world_war_ii/battle_of_britain.php* • *https://www.coolkidfacts.com/battle-of-britain/* • *https://kidskonnect.com/history/battle-of-britain/* • *https://www.history.com/topics/world-war-ii/battle-of-britain-1*		Activity 2: 'The Bean game' Please see the video below and join in. Can you think of your own unique and unusual beans to represent? We are looking forward to you sending photos or video clips in. The most creative will receive a shoutout. Think about your level of challenge. To make things more challenging could someone at home call out the beans for you. Could you perform the game to high tempo music, perform short bursts of the game? How many different beans could you perform in a 30 second burst? Repeat x5. https://www.youtube.com/watch?v=qbyecMOQgxg Extra Hot: 'Bean Fusion' whilst resting, reflect on the 'Dishes and Domes' and 'The Bean game' what aspects of exercise is each game working. For example: 'Dishes and Domes' works on coordination, speed, agility and stamina. It also challenges you to squat and sprint. Now reflect on the 'Bean game' Could you combine aspects of 'Dishes and Domes' and 'The Bean game'? What does your new game challenge? Why do we have different exercises?	