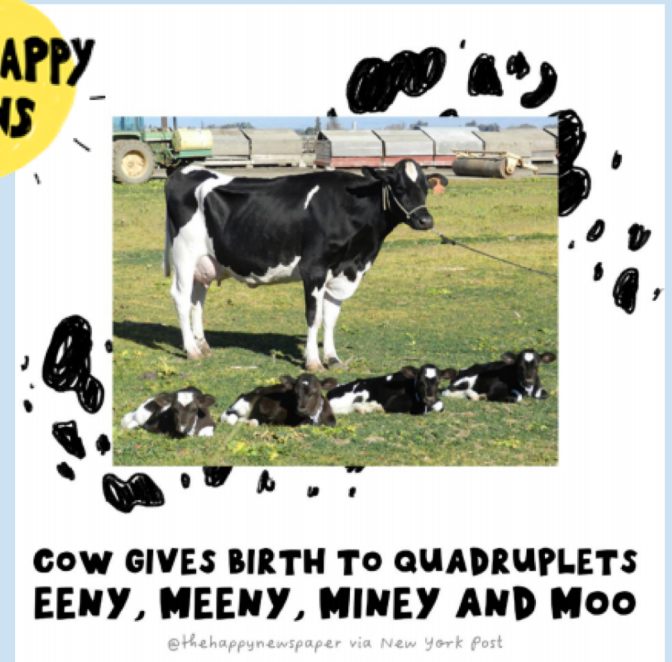
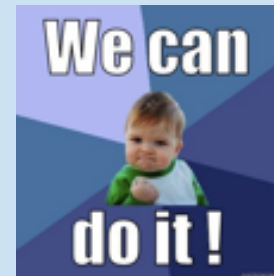




NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING



Year 6
Oak



Friday 26th February 2021

Recommended Daily Timetable

Join our Star of the Week assembly on Zoom at 8.45!



Fancy some early morning work?



The date: Friday 26th February 2021

26.2.21



Morning

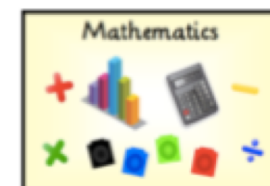
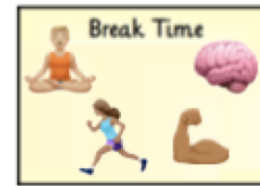
**Group 1
Teams call
9-9.30am**

**Group 2
Teams call
9.30-10am**

Get moving!



VIPERS



Homework

9 - 9.30

or

9.30 - 10

10 - 10.30

10.30 - 11

11 - 11.15

11.15 - 11.45

11.45 - 12

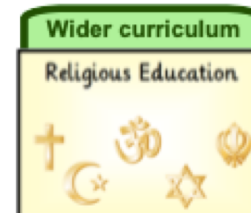
Afternoon

Click Me!

Wake up with Joe

**Group 1
Teams call
12-12.30pm**

**Group 2
Teams call
12.30-1pm**



12 - 12.30

or

12.30 - 1

1 - 2

2 - 2.30

2.30 - 3

3 pm

Today's Tough Ten

1	$6823 + 2358 =$
2	$20 \times 40 =$
3	$4^2 =$
4	$42 \div 6 =$
5	$582 \times 10 =$
6	$1 - 0.1 =$
7	$800 - 353 =$
8	$678 \times 1 =$
9	$28.4 \div 10 =$
10	$6 \times 12 =$

Send your work, and any questions, to oak@newvalleyprimary.com

We can



do it!

Friday
26/2/2021

English

Today we are learning to:

Identify informal and formal language



Activity

The book is narrated by Ghost and it uses a lot of **colloquial language**. This means that much of the narrative and dialogue is written in the informal way the characters speak (linked to their ages and the setting of the book, America).

For example:

"Yeah man, the track is for runners, not people who wanna pretend like they runners." Lu jabbed.

Have a go at the three activities in Resource 2.



Maths

Keep track of our learning journey using **Resource 3!**

top tip!

This week we are studying: **Converting Units**
Follow the links to the White Rose website to find today's lesson on: **Imperial measures**

Click Me!

Resource 4/5

[Lesson video link](#)

[Lesson activity sheet link](#)

[Today's answers](#)



Click Me!

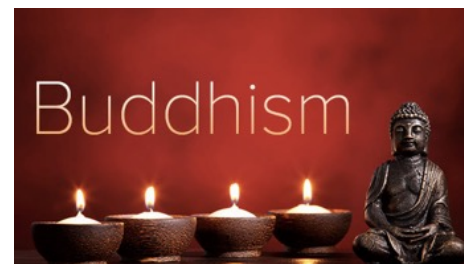
[Click here to fill in the worksheet and return it to me automatically!](#)

Wider Curriculum

Religious Education (RE)

Our focus this term is:

Buddhism



Click Me!

[Click this link](#) and work your way through the lesson.

Session focus: **What is life like inside a Buddhist monastery?**

In this lesson, we will be learning about Buddhist monks and nuns. We will learn about the different schools of Buddhism and the journey that Buddhist lay people take to become a 'full monk'. **You will need a piece of paper and a pencil.**

VIPERS (reading)

Read pages 110-113 in **Resource 2** and have a go at the questions below.

Retrieve

1. **Page 110**. Can you find an example of informal or colloquial language on this page?

Explain

2. **Page 111**. How do you think Ghost felt being back in the stockroom where he and his mum hid from his dad?

3. **Page 113**. Where do you think Ghost will go after running out of the store in a panic. Why?

TT Rock Stars

Click Me!

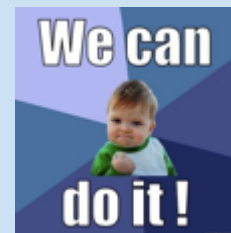
Practise your times tables using [Times Table Rock Stars!](#)



We'll go over this in our afternoon meeting tomorrow.

'Homework'

Have a go at the homework in **Resource 6**.



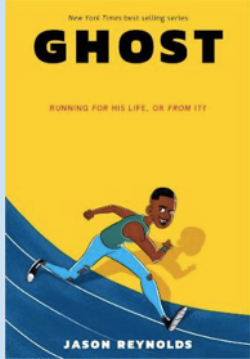
Remember to take lots of exercise and brain breaks away from your screen during the day!



Resource 1

Ghost

working wall



CHARACTERS

Ghost – his dad was a violent alcoholic and he and his mum had to run away from him. He has a talent for running (possibly because of this incident) but loves basketball more. He is being bullied at school. He often manages to ignore it but sometimes retaliates.

Coach Brody – running coach. He recognises the potential in Ghost. Also drives a taxi.

Mr Charles – owns the shop. Ghost & his mum ran into Mr Charles's shop when they were running away from Ghost's dad. He looks out for Ghost and gives him good advice.

Other children in the running club:
Lu – a show off. Patina used to go to school with him and said he was bullied until he started running.
Sunny
Patina – she and her sister Madison are adopted.

Ghost's friends at school:
Red Griffin – Ghost has known him for a long time. He has had a difficult life too – Ghost can tell he has a lot of 'scream' in him even though they've never talked about anything bad.
Dre Anderson – Ghost met him this year. He plays basketball.

Other children in school:
Brandon Simmons – bullies Ghost about being poor. Calls him Shack.
Shamika – 6ft tall and very loud. Laughed at Ghost when he cut his trainers.

Basically...

- Ghost has had a tough life. Ghost and his mum had to run away from his violent dad.
- Ghost gets scouted by a running coach and offered a place on the team. To keep his place, Ghost isn't allowed any 'mess-up, do-overs, or altercations'. He has to keep out of trouble!
- Ghost is being bullied at school. The very next day, he gets into a fight with Brandon Simmons, who is teasing him about being poor.
- Ghost doesn't have the right running kit and is humiliated when he trips over at training.
- Annoyed, Ghost cuts the top off his high tops.
- At school, he is laughed at because of his shoes and he runs out. He ends up stealing a pair of trainers.

THE STORY SO FAR

I think A bunch of races are going to ask why are you not wearing proper clothes. (22)

Because of Mr Charles talk with Ghost, Ghost might feel bad and want the silver bullets. (28)

Ghost's shoes are up and other people are teasing him. He is angry and other people are jealous and make fun of his shoes. (22)

It's Ghost's going to be picked on by the other boys on the team about his clothes. (22)

Patina and Lu might become friends because they both have suffered hard times. (23)

I think Brandon was suspended because he got in trouble for his friends. He told the principal about the principal bullying him. (25)

Maybe Mr Charles knows that Ghost has stolen something but he keeps it a secret. (28)

THEORIES / QUERIES

Formal

Formal language is used when we are communicating with people we don't know very well and want to impress or show respect to.

We often use **formal** language when we write. However, there are times where writing can be **informal**, like when we're writing text messages, emails, postcards or letters to friends.

Standard English refers to a style of language used to suit a setting where the audience is large, not personally known, or in authority. It is an appropriate choice of style in media writing and by teachers, TV and radio news announcers.

It may sometimes be called 'posh', 'formal' or even 'the Queen's English', but these aren't very helpful descriptions. Standard English can be spoken in any regional accent, so you don't need to sound like the Queen! The word 'Standard' refers to the use of its use of standardised vocabulary and grammar which excludes the use of slang and incorrect grammar.



Informal

Informal language is used when we are more relaxed and with people we know well.

Colloquial language is the way we all speak when in informal situations, say with our friends or family. It includes words and phrases that are particular to your age group and the area where you live as well as expressions that are part of your own **idiolect**. This means colloquial language can include dialect words and slang. These non-standard English words and forms are easily understood by certain groups of people, but might be unfamiliar to other groups.

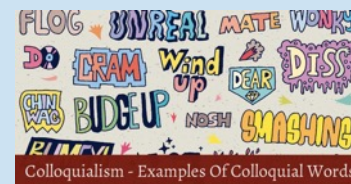
Writing is informal when it has features similar to a conversation with a friend.

Used in an appropriate context, an informal tone can help make your writing seem more friendly and natural.

Activity 1

Which of the following would you NOT write using informal language?

- A letter to a friend.
- An essay about a Shakespeare play.
- A talk aimed at students your own age and younger.
- A diary entry.
- A story written from the point of view of a character (in the first person).



Adapting to audiences

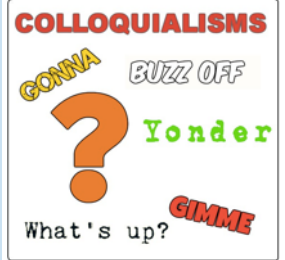
When we speak, it is not usually a problem for us to adapt to our audience, but it is more difficult in writing. Test your speaking skills using the Stylometer.



Activity 2

Look at the examples below. Where would you place the following audiences on the Stylometer? Reorder them from most formal to least formal.

- Give us your pen, Smithy.
- I ain't got nothing for you.
- Excuse me, but do you have a pen I could possibly borrow, please?
- Can I have a pen please Sir?
- Have you got a pencil Sean?



Activity 3

Decide whether these sentences from Ghost are informal or formal...

- "Castle Cranshaw," I said, then quickly clarified, "But everybody calls me Ghost."
- "You're gonna get him home every day?" she asked.
- "Yeah man, the track is for runners, not people who wanna pretend like they runners." Lu jabbed.
- "Sir, I appreciate that, but Cas is already a serious problem," my mum explained. "And right now, he needs to focus on school, not sports."
- "I need him off the premises as soon as possible." Principle Marshall sat at the edge of his desk.



[Click here](#) to have a look at these BBC short clips about informal and formal language. Have a go at the quizzes too!



He even had that weird, floppy, turkey-neck thing. So lifting these boxes was probably getting pretty hard for him.

The sixth (or was it the seventh?) box was the heaviest. It was filled with gallons of water, which was crazy because it just doesn't seem like water should be that heavy. I mean, it's clear. Like air. And air don't weigh nothing. I couldn't even really lift the box. I just held my arms straight and did the caveman walk to the stockroom, bumping into everything, including the stockroom door, hoping I'd make it there before my shoulders popped out the sockets.

The door closed behind me. I dropped the box and used my feet to slide it across the room over to the other boxes. Then I stopped and, for the first time, had a look around.

I can't tell you that I remember anything about what the stockroom looked like when me and my mum hid in it. But I know we were in the corner, a corner where there was now a coatrack. I remember that me and Ma huddled right there, up against the wall, her holding me by the face, her hands covering my ears. Now when I think about it, I think she did that so

that I wouldn't hear her crying or breathing hard, even though I could feel her chest rising and falling at the exact same pace of my own thumping heart. But I don't remember there being any boxes. I don't remember the desk and file drawers, the clock on the wall or the five-dollar bill hanging in a frame. It all might've been there, but I just don't remember seeing it. And looking at it then, gazing around the room, I didn't really feel nothing. Like, no emotions. Until . . . I tried . . . to open . . . the door.

It wouldn't budge.

I tried again.

The knob turned, but the door wouldn't come loose. I knocked lightly, trying not to panic. But of course, Mr Charles couldn't hear me. He was probably deep into his cowboy flick. And he was on the other side of the store. And on top of all that, he was practically deaf. So I banged. Still nothing. Then I started trippin'. Like how when you at the swimming pool on the hottest day of summer, and you jump in and it's cool, and then you take one step too far and suddenly you're in the deep end,

112

and things ain't so cool no more. Because you can't swim. That's how I felt. Like I was drowning. Like I was filling up with water. Like this place, this weird little room that had saved my life, now felt like it was gonna take it.

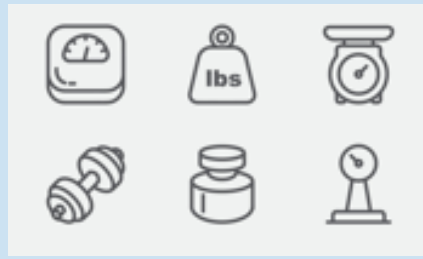
I looked at that corner again, my mind boomeranging back to me and my mum crouching and crying, wondering if my dad would corner us. My heart began to hammer just like it did back then. The clock on the wall suddenly seemed to tick louder. I turned back around and beat on the door again. Tried to beat a hole through it. Balled my hand into a fist and pounded and pounded and pounded, yelling Mr Charles's name until at last, after what seemed like forever, I could hear him on the other side of the door.

"Castle! I'm here," his voice came through, muffled. Mr Charles pulled it a few times, each time letting out a weird grunt, until finally the door swung open. He stumbled back into the chip display, before finally catching his balance. I shot out of the room.

"Stupid thing gets stuck," he tried

113

explaining, but I couldn't wait around to hear about it. One more minute and I would melt in the aisle between the crisps and the sodas, so I grabbed my backpack and ran straight for the door.

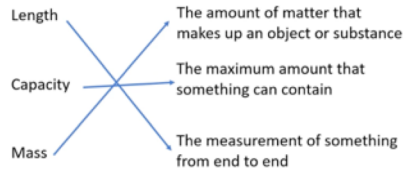


CONVERTING UNITS

This working wall, just like the one in our classroom, will help you keep track of the big ideas in our learning journey.

Metric Measures

WHAT'S THE BIG IDEA



Length		Capacity	Mass	
cm	km	ml	tonne	g
mm	m	l	kg	

Click Me!

[Click here](#) to have a look at the BBC Bitesize info on metric measurements!

- 1 kg = 1000 g
- 1 l = 1000 ml
- 1 kg is the weight of seven apples
- 1 l is the volume of a carton of orange juice



- 1 cm = 10 mm
- 1 m = 100 cm
- 1 km = 1000 m
- 1 cm is about the width of a staple
- 1 m is about the width of a single bed

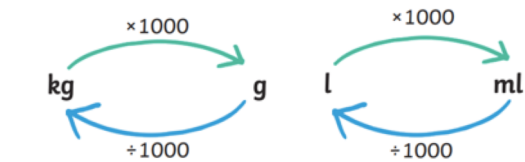
Click Me!

[Click here](#) to recap the lesson video!

Converting Metric Measures

WHAT'S THE BIG IDEA

Milli	One thousandth	$\frac{1}{1000}$
Centi	One hundredth	$\frac{1}{100}$
Kilo	One thousand	1,000



Click Me!

[Click here](#) to recap the lesson video!

Miles and Kilometres

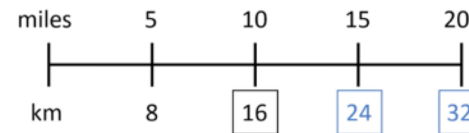


5 miles \approx 8 km

1 mile	1 mile	1 mile	1 mile	1 mile
1 km	1 km	1 km	1 km	1 km

1 mile $>$ 1 km

1 mile $<$ 2 km



Click Me!

[Click here](#) to recap the lesson video!

Imperial Measures

Pounds and ounces 16 ounces = 1 pound
14 pounds = 1 stone

Pints 8 pints = 1 gallon



WHAT'S THE BIG IDEA

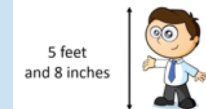
Feet and inches 12 inches = 1 foot
1 inch \approx 2.5 cm



A pint of milk



A footlong Subway



5 feet and 8 inches

1 foot = 12 inches

How tall is Mr. Jones in inches?

1 foot = 12 inches

5 feet and 8 inches

$$\begin{aligned} & \times 5 \left(\begin{array}{l} 1 \text{ foot} = 12 \text{ inches} \\ 5 \text{ feet} = 60 \text{ inches} \end{array} \right) \times 5 \\ & 60 \text{ inches and } 8 \text{ inches} = 68 \text{ inches} \end{aligned}$$

Click Me!

[Click here](#) to recap the lesson video!

Click Me!

[Click here to fill in the worksheet and return it to me automatically!](#)

Imperial Measures

Pounds and ounces 16 ounces = 1 pound
14 pounds = 1 stone

Pints 8 pints = 1 gallon

Feet and inches 12 inches = 1 foot
1 inch \approx 2.5 cm

A pint of milk

A footlong Subway

5 feet and 8 inches

1 foot = 12 inches
5 feet and 8 inches

How tall is Mr. Jones in inches?

1 foot = 12 inches
 $\times 5$ (1 foot = 12 inches)
5 feet = 60 inches
60 inches and 8 inches = 68 inches

Imperial measures

Rose Maths

1 Sort the measures into the table.

The first one has been done for you.

gram	pound	ounce	foot
kilogram	centimetre	inch	stone
gallon	millilitres	litres	kilometres

	Metric	Imperial
Mass	gram	
Capacity		
Length		

2 Fill in the missing numbers.

a) 1 foot is equal to inches.

1 inch is approximately centimetres.

b) 1 pound is equal to ounces.

1 stone is equal to pounds.

c) 1 gallon is equal to pints.

3 Complete the conversions.

a) 1 foot = inches

2 feet = inches

10 feet = inches

20 feet = inches

15 feet = inches

b) 1 gallon = pints

gallons = 40 pints

gallons = 48 pints

gallons = 960 pints

4 The world's tallest man was 8 feet and 11 inches tall.

a) What was his height in inches?

inches

Remember to take lots of exercise and brain breaks away from your screen during the day!

Resource 5

Maths



[Click here to fill in the worksheet and return it to me automatically!](#)

Imperial Measures

Pounds and ounces

16 ounces = 1 pound

14 pounds = 1 stone

Pints

8 pints = 1 gallon

Feet and inches

12 inches = 1 foot

1 inch \approx 2.5 cm

A pint of milk

A footlong Subway

5 feet and 8 inches

1 foot = 12 inches

5 feet and 8 inches

1 foot = 12 inches

5 feet = 60 inches

60 inches and 8 inches = 68 inches

b) Approximately how tall was he in centimetres?

 cm

5

1 pound = 16 ounces

1 stone = 14 pounds

Given these facts, how many ounces are in 1 stone?

Mr White's car has a fuel tank that can hold 16 gallons of petrol.

a) His tank is a quarter full.

Draw an arrow to show how much petrol is in his tank.



b)



Mr White needs another 96 pints of petrol to fill his tank.

Is Annie correct? _____

Show your working out to support your answer.

7

Design a poster that could help someone remember the different imperial units and their conversions.

Remember to take lots of exercise and brain breaks away from your screen during the day!

Have a go at learning these spellings.
You'll get a new set on Wednesdays!

Weekly

Spellings

according

awkward

conscious

dictionary

familiar

individual

neighbour

profession

sacrifice

system

Weekly

available

average

awkward

bargain

Flashback 4

Year 6 | Week 4 | Day 5



- 1) Work out 20% of 90
- 2) Write three-quarters as a percentage.
- 3) Work out $2\frac{1}{2} + 3\frac{3}{4}$
- 4) Subtract 264 from 1,000

daily

Click Me!

[Click this link](#) to see
Miss Swainson's
handwriting demo!

Over the course of this week, practise writing these
Year 6 words in your best joined up handwriting!



Resource 7

Fairtrade Fortnight



It is Fairtrade Fortnight.

This Fairtrade Fortnight we are thinking about what we want the world to be and the ways in which we can make choices to shape the world.

What is 'a choice'?

Having a choice means the right or possibility of choosing between different things. In your choices, you get to weigh up the good things and bad things about the options.

To make a choice that is good for us, we need to know a bit about what our options are. But the choices we make don't just affect us. Many of our choices will have an effect on other people. Sometimes they will have a big effect. Today, you have already made choices that impact the lives of many other people around the world.

The things we buy and enjoy have a big effect on the lives of other people. Everything we eat, wear, play with has been grown or made by someone somewhere, and the products we buy will make a difference to the sort of life those people have.

Click on the video below to help you think about how you can make a difference in the world through the small choices you make every day.

Click Me!

[Video link](#)

Change the world through your choices



It is up to all of us every day to make good choices, that help to create the world we want.

<p>Create a Fairtrade farm in a shoe box! What Fairtrade product is growing on your farm?</p> <p>You will need:</p> <ul style="list-style-type: none"> A shoe box Junk/recycled materials Drawing materials and paints Inspiration from Fairtrade farmers 	<p>Share your vision of the world you want</p> <p>Create your vision for the world you want, for the planet and everything on it. Share your artwork, prose, poem or film by emailing schools@fairtrade.org.uk with your name and age.</p>	<p>Cocoa trees grow in countries with tropical climates.</p> <p>Find out what fruit trees grow in the UK. With an adult, make a plan to grow your own!</p>
<p>Congratulations! You are the Head Chef at the 'Choose the world you want' restaurant.</p> <p>Design a delicious menu that makes a difference in the world.</p>	<p>CLIMATE, FAIRTRADE AND YOU</p> <p>Home learning grid for primary schools</p>	
<p>The choices that we make can affect the planet and the people that live on it in positive and negative ways.</p> <p>Make a choice that is positive for people and planet today! Write a sentence explaining your choice.</p>	<p>Bake a difference.</p> <p>With an adult, bake or cook using at least one Fairtrade ingredient. Decorate your creation with the FAIRTRADE Mark!</p>	<p>Use Google Maps or an atlas to travel around the world! Can you find a country where cocoa grows?</p> <p>Check the temperature in that country today. What was the temperature in that country 50 years ago? Has it changed?</p>

Activity:

Choose one of the activities from the home learning grid above to complete with someone at home.

