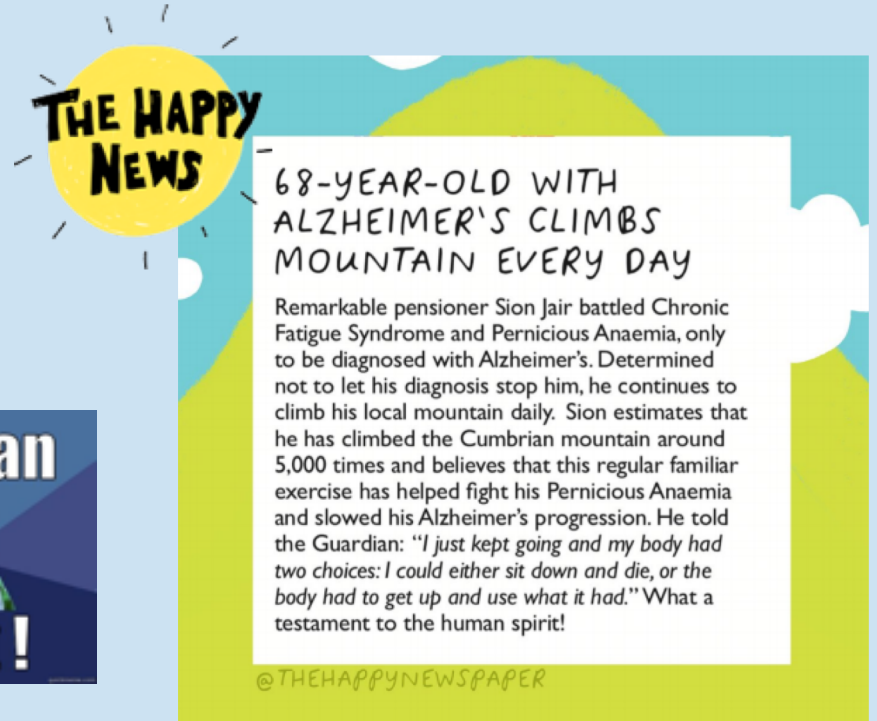
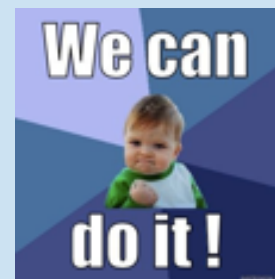




NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING



Year 6
Oak



Monday 1st March 2021

Recommended Daily Timetable

Join our assembly on Zoom at 8.45!



Fancy some early morning work?



Today's Tough Ten

1	$134 \div 1 =$
2	$5 \times 0 =$
3	$310 \times 1 =$
4	$7^2 =$
5	$\frac{1}{8} + \frac{1}{4} =$
6	$800 \times 2 =$
7	$1 - 0.4 =$
8	$34 \times 1000 =$
9	$4^2 =$
10	$6242 \times 5 =$

The date: Monday 1st March 2021

1.3.21



Morning

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

9 - 9.30

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

9.30 - 10

Get moving!



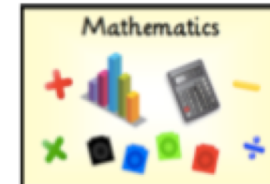
10 - 10.30



10.30 - 11



11 - 11.15



11.15 - 11.45

Homework

11.45 - 12

Afternoon

Click Me!

[Wake up with Joe](#)

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

12 - 12.30

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

12.30 - 1



1 - 2



2 - 2.30



2.30 - 3



3 pm

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

We can



do it!

Monday
1/3/2021

We'll discuss this lesson in our morning meeting today!

English

Today we are learning to:
Use flashbacks/time shifts to engage the reader



Here is a reminder of Ghost getting trapped in Mr Charles's stockroom - the same stockroom where he and his mum hid from his dad all those years ago.

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.

Tomorrow, we are going to be continuing this paragraph using a flashback to share more of Ghost's past with the reader.

Activity

Create a mind map of how Ghost might have felt when he was hiding in the stockroom from his dad. Put yourself in Ghost's shoes and use all of your senses. What did he feel, think, hear, smell, see?

Maths

Keep track of our learning journey using Resource 3!

top tip!

This week we are studying: **Algebra**
Follow the links to the White Rose website to find today's lesson on: **Finding a rule - one step**

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

Geography

Our focus this term is:
Weather

Click Me!



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

Session focus: **Why does the UK have wild weather?**

In this lesson, we will be learning about the five main air masses that affect the weather in the United Kingdom. You will need a piece of paper and a pencil.

VIPERS (reading)

Read pages 114-117 in **Resource 2** and have a go at the questions below.

Vocabulary

1. **Page 114.** What do you think Ghost means when he says he was **buggin'** about being trapped in the stockroom?
2. **Page 114.** Find and copy an example of **sarcasm** on page 114.

Retrieve

3. **Page 116.** How does Coach look when he notices Ghost's shoes?

Predict

3. **Page 117.** What do you think the 'Motivation Mobile' is going to be?

TT Rock Stars

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

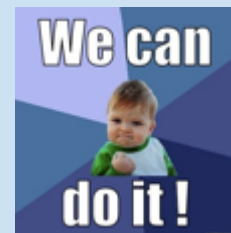
Click Me!



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 (1/2)



CHARACTERS

PLOT UPDATES

After taking the 'silver bullet' running shoes, Ghost heads to Mr Charles's shop. He tells him that he's not in school because people were laughing at him. To Ghost's surprise, Mr Charles tells him that he has been laughed at too. He tells Ghost to never let anyone call his life, or his dreams, 'little'.

Ghost doesn't want to leave the shop as he is nervous that the police might stop him. He offers to help Mr Charles in his shop. As he is taking some items back to the stockroom, he gets locked inside. It is the same stockroom that he and his mum hid from his dad all those years ago. He begins to panic...

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:

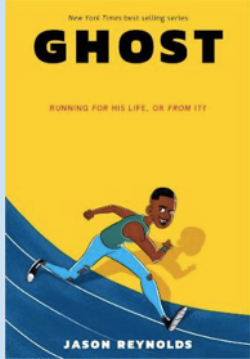
Brandon Simmons – bullies Ghost about being poor. Calls him Shack.

Shamika – 6ft tall and very loud. Laughed at Ghost when he cut his trainers.



Resource 1

Ghost working wall (2/2)



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 laughing at him. He is angry and he is going to make that stop by cutting the top off his shoes. (22)

It's Ghost 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 principle about the principle bullying Ghost. (25)

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

THEORIES / QUERIES

6

WORLD RECORD FOR THE LONGEST RUN AFTER THE MOST RUNAWAYS IN A SINGLE DAY

I RAN NONSTOP to my next stop, which was the track. But not only because I was buggin' about being trapped in a stockroom – *that* stockroom – and trust me, I was buggin', but also because that creepy clock reminded me that I was also late for practise. I ran through the streets until I finally made it to the park, where everyone was already warming up.

"So nice of you to finally join us, Mr Cranshaw," Coach said as I threw my bag down. I wanted to tell him that I'd basically been trapped in a teleportation thingy that zapped me back to the scariest moment of my life, but I didn't because I knew no one would believe me. So I just sat down on the bench, kicked my half shoes off – thankfully, everybody else was

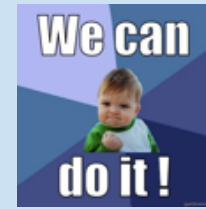
focused on stretching, and not on my feet – and rolled my trouser legs up.

"Sorry, sorry," I said, unzipping my bag, but Coach had already turned his attention back to the other runners. I looked to my left and right, then over my shoulder, then quickly scanned the other side of the track to make sure there were no extra guests dressed in undersized navy-blue uniforms with badges and handcuffs checking out practise. Once I knew the place was clear of cops, I pulled the silver shoes out and slipped them on my feet, lacing them up tight. Then I threw the beat-up trainers in the bag and hit the track.

"So today is Thursday," Coach said as I sat down to join in on the much . . . *much*-needed stretching. After spending the day with fire in my legs, stretching made so much more sense now. It took maybe two seconds for Patty to notice my shoes. She smiled and slapped Sunny on the arm to get his attention. Then he saw them and gave me a thumbs-up. So corny. I looked over at Lu. He was staring at them and fixed his mouth in the way people do when they're thinking, *Not bad*. And that was good enough for me.

114

115



116

Coach continued, "And Mikey, tell 'em . . . uh . . ." Now Coach caught a glimpse of the diamonds on my feet and got stuck. He looked both surprised and confused. It was the same expression he had when I told him to call me Ghost. "Um . . ." He caught himself and continued, "Mikey, tell the newbies what we do on Thursdays."

Mikey said in his usual grunty way, "Long run."

"That's right. Long run," Coach said. "This is about conditioning. Not speed. And everybody has to do it."

Let me tell you, when he said, "Long run," there were a few things I *hadn't* thought about. The first was that I hadn't had lunch because of the whole running-out-of-school thing, and I was starving and wouldn't be able to eat until after practise. And the second was just how much I needed food to give me energy, because what Coach meant by long run was run a million miles. Especially since I'd just run about a million miles. From the school to the store, and the store to the track. Then a crazy thought hit me – was he punishing me for stealing even



117

though he didn't even know? Or did he? Nah, he didn't. He couldn't . . . he didn't. This was just a coincidence. A bad, bad coincidence.

Coach didn't tell us how far we would be running or anything. All he said was follow Whit.

"Where you going?" I asked as Coach started walking toward his car. But he didn't say nothing back. That's when Aaron told me what was going on.

"He's getting in the Chase Mobile, or as he calls it, the Motivation Mobile," Aaron said, patting me on the shoulder. "You'll see." He ran in place for a few seconds. I copied him and did a few high kicks. I felt like a gump doing it, but all that went out the window when Aaron said, "Nice shoes, man." I was gonna tell him that I called them the silver bullets but decided that probably would've been too much. Plus, there was no more time for talk. Coach was honking his horn, which I guessed was the signal for the run to begin.

Coach Whit took off, and we all ran behind her off the track and out onto the sidewalk as if we were some kind of running mob of obstacle-course contestants, dodging people



Resource 3
Maths
working wall



ALGEBRA

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



What is algebra?

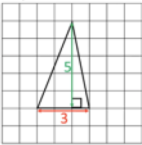


Algebra is used in Maths when we **do not know** the exact number(s) in a calculation.

In algebra we use **letters** to represent unknown values or values that can change.

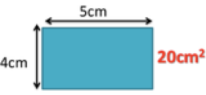
It's nothing new! We've already used lots of algebra when we were looking at area!

Each square represents 1 cm²



Area of a triangle = $\frac{1}{2} \times \text{Base} \times \text{Perpendicular height}$
 $7.5 \text{ cm}^2 = \frac{1}{2} \times 3 \times 5$

AREA of a RECTANGLE



Area = Width x Height

Where is algebra used?

Algebra is commonly used in formulas when we do not know at least one of the numbers, or when one of the numbers can change.

Mathematical formulas

For example, the formula for the area of a rectangle is $b \times h$ (b is the **base** and h is the **height**.) If the base was 3 cm and the height was 7 cm, then the area would be 21 cm².

A different rectangle could have a base of 4 cm and a height of 10 cm. The area for this would be 40 cm².

As the values for the base and height can be changed, we can use algebra to represent the formula.



Finding a rule



Dora is completing the table.



She's trying to find a rule to help her find the number of legs 60 dogs would have altogether.

Number of dogs	1	2	3	4	5	10	60
Number of legs	4	8	12	16	20		

Input

5



$\times 6$



Output

30

27



$+ 9$



36

?



$- 3$



46

What if the input was a different number?
What would the output be?

Click Me!


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

Click Me!

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

Find a rule – one step

- 1 Whitney makes a pattern of triangles using sticks. Complete the table below.



Number of triangles	1	2	3	4	5	10	
Number of sticks							90

- 2 Complete the tables.




To find the number of wheels, you multiply the number of bicycles by 2

a)

Number of bicycles	1	2	5			16
Number of wheels	2			18	24	

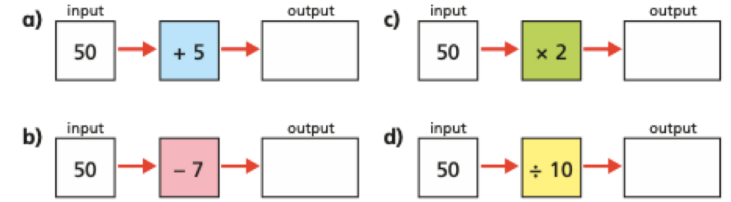
b)



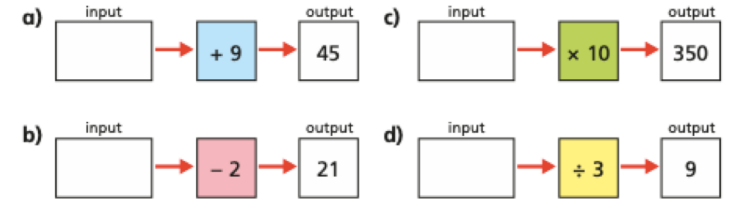
Number of ants	1	2	5			16
Number of legs		12		18	24	

Explain how to find the number of legs.

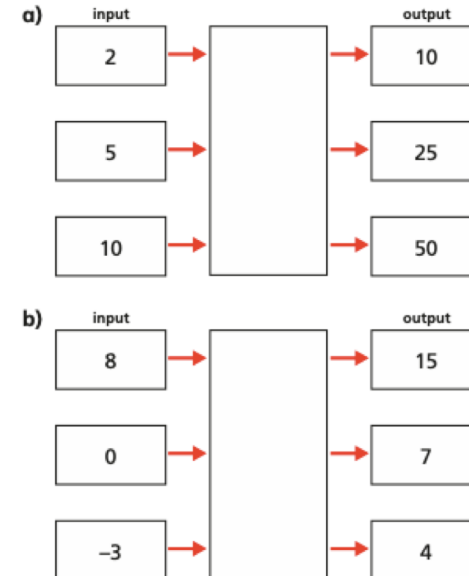
- 3 Calculate the outputs for the function machines below.



- 4 Calculate the inputs for the function machines.



- 5 Write the missing functions in the function machines.



© White Rose Maths 2019

What if the input was a different number?
What would the output be?

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

Resource 5

Maths

Click Me!

Click here to fill in the worksheet and return it to me automatically!

Finding a rule

Dora is completing the table. She's trying to find a rule to help her find the number of legs 60 dogs would have altogether.

Number of dogs	1	2	3	4	5	10	60
Number of legs	4	8	12	16	20		

Input Output

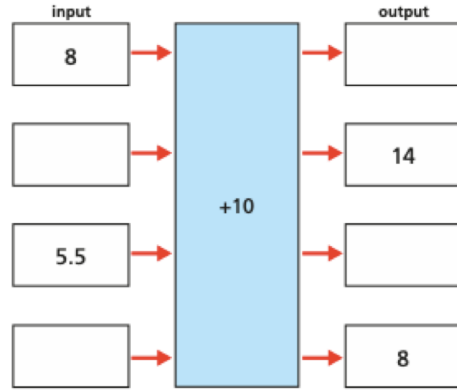
5 \rightarrow $\times 6$ \rightarrow 30

27 \rightarrow $+ 9$ \rightarrow 36

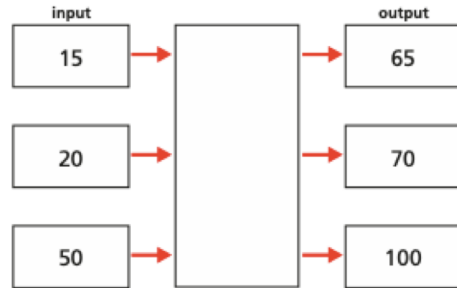
? \rightarrow $- 3$ \rightarrow 46

What if the input was a different number?
What would the output be?

6 Calculate the missing inputs and outputs for the function machine.



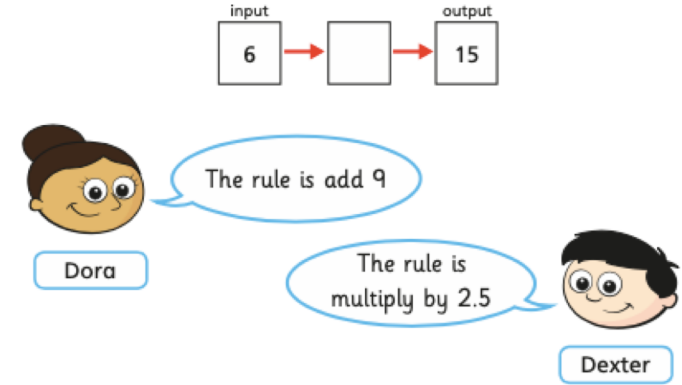
7 Look at the function machine.



a) What is the output, if the input is zero?

b) What is the input, if the output is zero?

8 Here is a function machine.



Who do you agree with? _____

Explain your answer.

9 In a function machine, if the input is 3 and the output is 12, what could the function be?

Write two different functions and complete the table of outputs for each function.

	input	3		output	12	
Input	3	4	5	10	20	100
Output	12					

	input	3		output	12	
Input	3	4	5	10	20	100
Output	12					

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

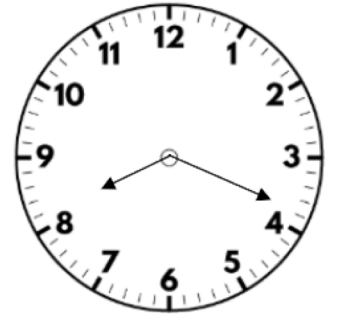
average

awkward

bargain

Flashback 4

Year 6 | Week 5 | Day 1



1) 10% of a number is 40. What is the number?

2) Work out 50% of 120?

3) Multiply 4.36 by 100

4) Work out $\frac{3}{4} + \frac{3}{5}$

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><u>Share your vision of the world you want</u></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>Talk about it!</p> <p>Tell a family member or friend about Fairtrade and the difference it makes to people and the planet.</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.</p> <p>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.

