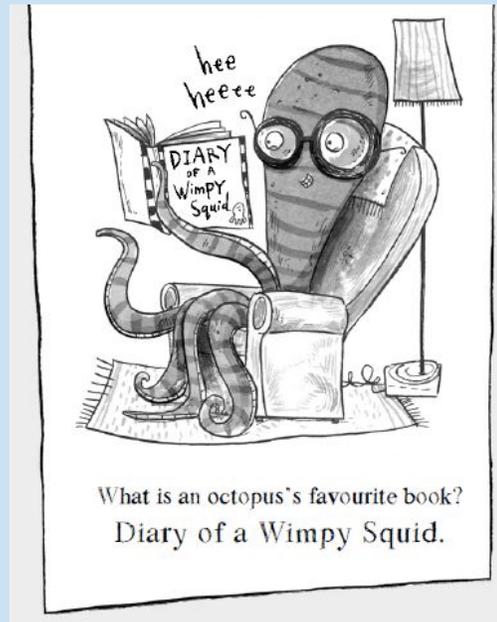
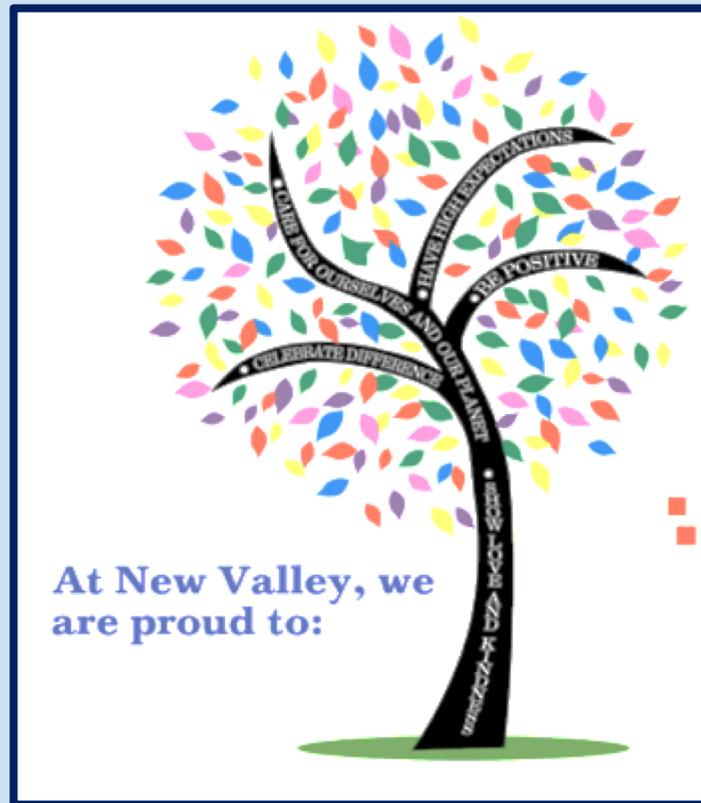
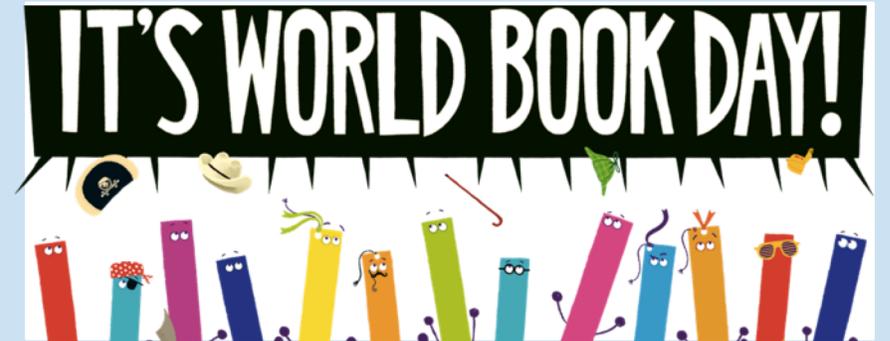




NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING



Year 6



Thursday 4th March 2021

Recommended Daily Timetable

Join our assembly on Zoom at 8.45!



Fancy some early morning work?



Today's Tough Ten

1	$81 \div 9 =$
2	$376 \times 46 =$
3	$2100 \div 21 =$
4	$9^2 =$
5	$600 - 217 =$
6	$5.1 \times 10 =$
7	$1456 \div 2 =$
8	$336 \times 1 =$
9	$5802 - 3252 =$
10	$243 \times 62 =$

The date: **Thursday 4th March 2021**

4.3.21



Morning

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

9 - 9.30

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

or 9.30 - 10

Get moving!

10 - 10.30

Click Me!

[WBD Live!](#)

10.30 - 11

Break Time

11 - 11.15

**World Book Day
Pick some of the
World Book Day
activities!**

11.15 - 11.45

Homework

11.45 - 12

Afternoon

Click Me!

[Wake up with Joe](#)

12 - 12.30

Reading

12.30 - 1

Lunch Time

1 - 2

**World Book Day
Pick some of the World
Book Day activities to have
a go at!**

2 - 2.30

2.30 - 3

Chill time!

3 pm

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

We can



do it!

Get creative...

Use these simple story starters to inspire a story!



-WEARING YOUR NEW SOCKS SEEMS TO TURN YOU INVISIBLE

-WHAT *EXACTLY* IS GOING ON IN THE TOP SECRET FACTORY YOU'VE STUMBLER ACROSS?

-YOU FIND A LEMUR ON YOUR DOORSTEP WITH A SUITCASE



Imagine...

Read the extract from The London Eye Mystery ([Resource 1](#)). Listen out for words and phrases that the author uses to describe the setting. Can you picture what it is like to be there? Create a piece of art to represent what you visualised as you read the text. You could work in 2D or 3D to create a story scene. Looking at your artwork, can you think of any other language that describes this place?



Spuds...?!

Create one of your favourite book characters out of a potato. Alternatively, use a wooden spoon or anything you can find in your house! Look at these designs...



Make a Video...

We all love picture books! All of the teachers have made a video of them reading one. Make your own video on a phone, tablet or computer. If you don't have a copy of the book, you can do a voiceover on an existing YouTube video. We could share them with our book buddies...

Get involved...

Join this live lesson at 10.30am!



Click Me!

[WBD Live!](#)

Battle of the Books...

Come up with a script to help you big up your Battle of the Books book! Could you create a poster recommending it, or even create a book trailer on iMovie or something similar. [Have a look at this example of a book trailer!](#)

Bring your book to our morning meeting! Be ready to read a snippet out loud if you win the battle!

How well do you know your books?

Click Me!



[Take a quiz here!](#)

TT Rock Stars

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

Click Me!



'Homework'

Have a go at the homework in [Resource 2](#).

We can



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



Resource 1

London Eye Mystery



ONE

A Giant Bicycle Wheel in the Sky

My favourite thing to do in London is to fly the Eye.

On a clear day you can see for twenty-five miles in all directions because you are in the largest observation wheel ever built. You are sealed into one of the thirty-two capsules with the strangers who were next to you in the queue, and when they close the doors, the sound of the city is cut off. You begin to rise. The capsules are made of glass and steel and are hung from the rim of the wheel. As the wheel turns, the capsules use the force of gravity to stay upright. It takes thirty minutes to go a full circle.

From the top of the ride, Kat says London looks like toy-town and the cars on the roads below look like abacus beads going left and right and stopping and starting. I think London looks like London and the cars like cars, only smaller.

The best thing to see from up there is the river Thames. You can see how it loops and curves but

when you are on the ground you think it is straight.

The next best thing to look at is the spokes and metallic hawsers of the Eye itself. You are looking at the only cantilevered structure of its kind on earth. It is designed like a giant bicycle wheel in the sky, supported by a massive A-frame.

It is also interesting to watch the capsules on either side of yours. You see strangers looking out, just like you are doing. The capsule that is higher than yours becomes lower than yours and the capsule that is lower becomes higher. You have to shut your eyes because it makes a strange feeling go up your oesophagus. You are glad the movement is smooth and slow.

And then your capsule goes lower and you are sad because you do not want the ride to end. You would like to go round one more time, but it's not allowed. So you get out feeling like an astronaut coming down from space, a little lighter than you were.

We took Salim to the Eye because he'd never been up before. A stranger came up to us in the queue, offering us a free ticket. We took it and gave it to

Salim. We shouldn't have done this, but we did. He went up on his own at 11.32, 24 May, and was due to come down at 12.02 the same day. He turned and waved to Kat and me as he boarded, but you couldn't see his face, just his shadow. They sealed him in with twenty other people whom we didn't know.

Kat and I tracked Salim's capsule as it made its orbit. When it reached its highest point, we both said, 'NOW!' at the same time and Kat laughed and I joined in. That's how we knew we'd been tracking the right one. We saw the people bunch up as the capsule came back down, facing northeast towards the automatic camera for the souvenir photograph. They were just dark bits of jackets, legs, dresses and sleeves.

Then the capsule landed. The doors opened and the passengers came out in twos and threes. They walked off in different directions. Their faces were smiling. Their paths probably never crossed again.

But Salim wasn't among them.

We waited for the next capsule and the next and the one after that. He still didn't appear.

Somewhere, somehow, in the thirty minutes of riding the Eye, in his sealed capsule, he had vanished off the face of the earth. This is how having a funny brain that runs on a different operating system from other people's helped me to figure out what had happened.



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

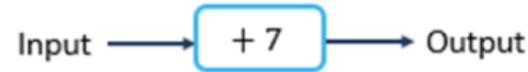
Weekly

Spellings
achieve
bargain
controversy
disastrous
foreign
interfere
nuisance
programme
secretary
temperature

NEW

Weekly

1) Write an expression for the output if x is input to this function machine.



2) Find 25% of 180

3) Write $\frac{3}{4}$ as a decimal

4) How many sides has a hexagon?

daily

bruise

category

cemetery

committee

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 3 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>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. 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.

