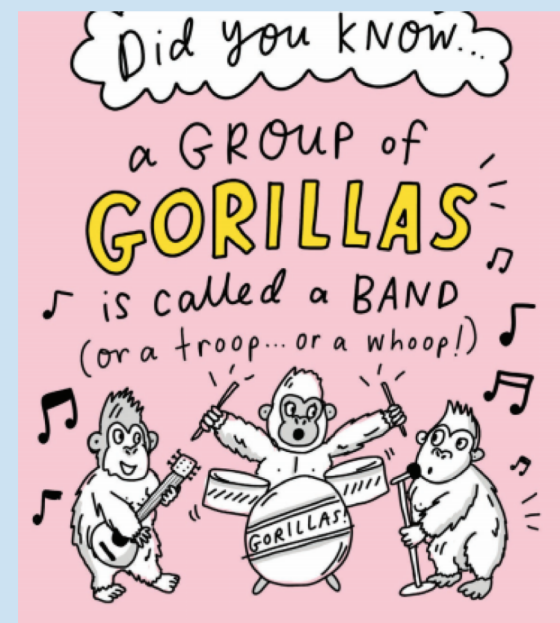
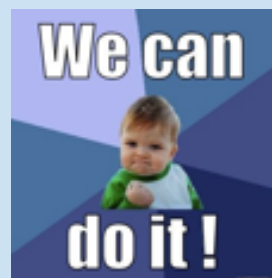




NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING



Year 6
Oak



Thursday 25th February 2021

Recommended Daily Timetable

Join our assembly
on Zoom at 8.45!



Fancy some early
morning work?



Today's Tough Ten

1	$\frac{4}{5} + \frac{3}{8} =$
2	$4.3 + 2.42 =$
3	$418 \div 1 =$
4	$1 - 0.6 =$
5	$7670 \times 5 =$
6	$4^3 =$
7	$443 \times 32 =$
8	$7 \times 0 =$
9	$56 \div 7 =$
10	$700 - 243 =$

The date: Thursday 25th February 2021

25.2.21



Morning

Group 1 Teams call 9-9.30am	Group 2 Teams call 9.30-10am	Get moving! 	VIPERS Reading 	Break Time 	Mathematics 	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

	Reading 	Lunch Time 	English 	Wider curriculum Music 	Chill time!
12 - 12.30	12.30 - 1	1 - 2	2 - 2.30	2.30 - 3	3 pm

Click Me!

[Wake up with Joe](#)

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



Thursday
25/2/2021

English

Today we are learning to:

Edit and proofread a piece of writing



Activity

Today, we are going to proofread and edit our descriptions of Ghost! Have a look at the proofreading and editing reminders in [Resource 2](#). In a different colour pen, go over your description and make your changes. Make sure you are showing, rather than just telling, the reader what Ghost is like by the subtle clues you include in your description!

The secret to editing your work is simple: you need to become its reader instead of its writer.

Zadie Smith

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: [Miles and kilometres](#)

Click Me!

[Resource 4/5](#)

[Lesson video link](#)

[Lesson activity sheet link](#)

[Today's answers](#)

MILES AND KILOMETRES

Click Me!

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

Wider Curriculum

Music

Mr Shepherd has created music lessons especially for us, so we can have our music lessons like usual on a Thursday afternoon!



WEEK 6: ARTICULATION

[Click this link](#) to log on to Charanga (email oak@newvalleyprimary.com if you don't know your login).

Session focus: [Articulation](#)

In Charanga, click on 'Assignments' and then select 'Week 6' to start working your way through this week's lesson. Enjoy!

VIPERS (reading)

We are going to continue reading our class book, Ghost! Have a look at [Resource 1](#) to jog your memory about what has happened so far. Read pages 106-109 in [Resource 2](#) and have a go at the questions below.

Retrieve

1. [Page 106](#). Why didn't Ghost leave Mr Charles's shop after buying the sunflower seeds like he usually does?
2. [Page 106](#). What does 'loitering' mean?
3. [Page 109](#). How does Ghost feel about helping Mr Charles out in the shop?

TT Rock Stars

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

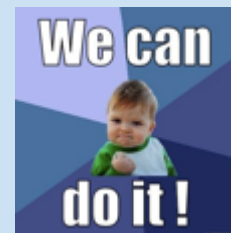
Click Me!



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

'Homework'

Have a go at the homework in [Resource 6](#).



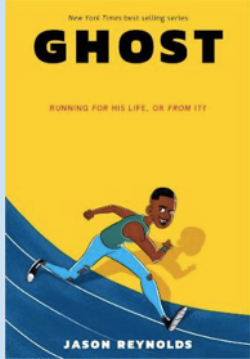
Remember to take lots of exercise and brain breaks away from your screen during the day!



Resource 1

Ghost

working wall



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 jealous and he is angry. (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

Show, don't tell!

One way of making your writing more interesting is to SHOW rather than TELL

Example: David was in a furious temper.

David stomped to his desk spilling coffee as he went. Pushing past a group of people, he threw himself into his chair. With one sweep of his hand, he cleared his desk and growled at the nearest secretary.

TASK: Write a paragraph describing Ghost entering a room (you decide on an appropriate room: classroom; office; living room etc.) Your descriptions should give the reader a clear idea of what the character is like. Include:

Verbs: How they enter? (do they shuffle, stride, skip etc.)

Adverbs: How they move? (confidently, cautiously, briskly etc.)

Similes: Could you compare them to an animal? What could you compare their eyes/hair/smile etc. to?

Metaphors: E.g. his hands were flat spiders; she had a heart of stone

What are their facial features like? (E.g. small, shifty eyes could indicate they're secretive; rotten teeth might suggest they neglect themselves)

What are they wearing? Style of clothes and colours? (E.g. brightly coloured clothes = confident)

Remember to show NOT tell.

Proofreading

- ☐ Is every sentence punctuated? CL . ! ?
- ☐ Have I checked the spellings of words I have spelt wrong in the past?
- ☐ Are the Year 3/4/5/6 spellings correct?
- ☐ Have I missed any words?
- ☐ Has the correct tense been used?
- ☐ Should I have used a new paragraph (//) or a new sentence (/)?

improve it!

Editing

- ☐ Read it out loud - does it sound right?
- ☐ Does my vocabulary suit the audience and purpose of my writing?
- ☐ Does my writing flow and link?
- ☐ Could I change the structure of my sentence?
- ☐ Could I add or remove anything to maximise the impact of my writing?

200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live		rabbit	stop	tree	would
been	different	fly	he's			ran	stopped	trees	yes
before	dog	food	head	their		really	suddenly	two	
began	door	found	home	there		red	sun	under	
best	dragon	fox	horse	they're		take	tea	us	
better	duck	friends	hot			right		use	



We can



do it!

The secret to editing your work is simple: you need to become its reader instead of its writer.

Zadie Smith





He let go of the sunflower seeds, and I snatched the bag before he changed his mind again.

But I didn't breeze on out of the store like I normally do. I was still kinda paranoid about being busted by the cops, slammed up against the wall, searched, caught with fancy running shoes in my backpack, and thrown in jail where the cafeteria food is worse than my school's and the hospital's. So I just hung around the store eating my seeds while Mr Charles went through inventory. He had just gotten a drop-off of new stuff: sodas, chips, cleaning products, cereal.

"You can't just hang out here, Castle. I mean, you're my guy, but you see that sign?" Mr Charles pointed to the one on the window. NO LOITERING.

"Ain't nobody loitering. You don't see me just spitting seeds on your floor or nothing like that," I protested. I opened my hand so he could see that I had been spitting them into my palm.

"No, not littering. *Loitering*," Mr Charles said, ripping open a box. "Means you can't just stand around."

"Oh, well, you want me to help you with

106

some of these boxes?" I asked, hoping he'd say yes, because the only other place I could go was the bus stop, and that was too out in the open. Either that or the track, but I was going to end up there later anyway, and after yesterday, I wasn't down for another double practice. Plus, if the cops were out looking for a kid who stole running shoes, they might show up where the kid might be using them. So it was best to not be out there in the middle of the day, alone.

Mr Charles studied me for a moment, then thrust a box of cat food in my arms. "Here, help me unpack this."

The process was simple. There should be five of everything, everywhere, which was really just a weird way for Mr Charles to keep the store looking neat and organized, and also an easy way for him to know if people were stealing from him. So for instance, in the fridge, there should be five of every soda. Five of every juice. On the cereal shelf there needed to be five of every kind of cereal, even the nasty ones that taste like dirt until you put sugar on it. Same went for chips and cookies. So my job was to look

107

108

around the store and let Mr Charles know what was missing.

"We need two orange juices," I said, thumbing through the juices like I was looking for a shirt in the coldest closet ever. Mr Charles, as usual, didn't hear me. I looked over; he was reading another piece of paper. This time it was one that he pulled from a box. I think it was like a receipt or something to tell him what he was supposed to have in each carton. He never even looked up, didn't hear me at all. Dang. I wonder what it must be like to be hard of hearing. I bet gunshots sound like knocks on the door, which is a scary thought. Sheesh. Anyway, I repeated myself, louder. "Mr Charles!" This time he looked up. "We need two orange juices." Mr Charles nodded, pulled two from a box, and handed them to me.

Of course, while we were doing all this, I kept an eye on my backpack. I had set it down in a corner at the back of the store. Every time we'd restock some cookies or some dishwashing liquid, I would doublecheck to make sure it was still there, that my sweet

109

silver babies were still safe.

After the counting and restocking was done, Mr Charles asked me to move all the leftovers into the stockroom.

"No problem," I said, struggling to get a grip on the sides of one of the bigger cardboard boxes. "Is there any order you want me to put them in?"

"Nope," Mr Charles said, now wiping down the counter. "Just stack it all up toward the back so I can get in there and move around. That's all."

One by one, I picked up boxes of ramen noodles, six-packs of beer, and cases of Worcestershire sauce (*war-sess-ter-shyer* . . . *worst-tester-shier* . . . gotta be a world record for hardest word) and moved them into the stockroom. Mr Charles seemed to have relaxed and was now standing behind the counter, staring at his old TV again. That made me feel kind of good, like I was doing something to help the old man out. I mean, he had always been so cool to me, such a good guy, so it felt nice to be able to do something for him.

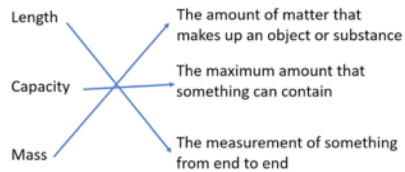
Plus, he was getting up there in age.



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



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

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

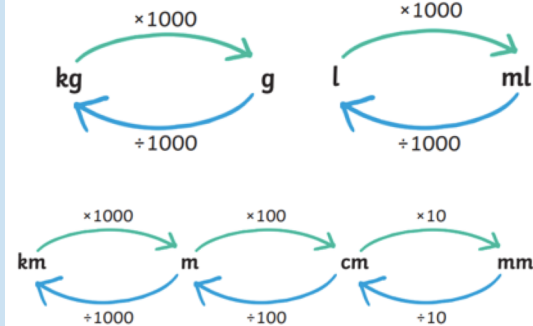
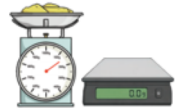
Click Me!

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

Converting Metric Measures



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

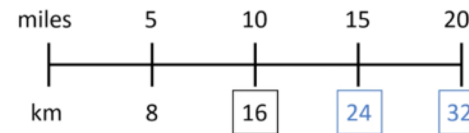


5 miles \approx 8 km

1 mile		1 mile		1 mile		1 mile		1 mile	
1 km	1 km	1 km	1 km	1 km	1 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!

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

Miles and Kilometres

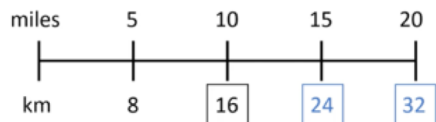


5 miles \approx 8 km

[illegible]

1 mile $>$ 1 km

1 mile ☒ 2 km



Miles and kilometres

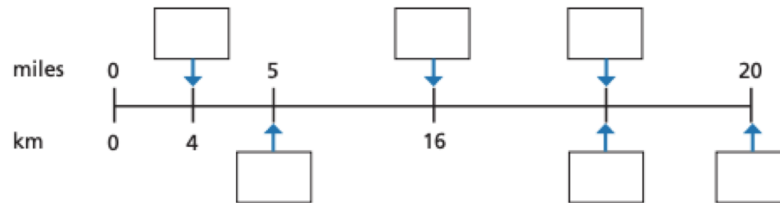


- 1** Tick the statements that are true.
Use the bar model to help you.

[illegible]

- a) 5 miles is approximately equal to 8 kilometres. ☐
- b) 1 mile is longer than 1 kilometre. ☐
- c) 2 kilometres is longer than 1 mile. ☐
- d) 2 kilometres is longer than 2 miles. ☐

- 2** Fill in the missing numbers on the number line.



- 3** Complete the conversions.

- a)** 5 miles \approx kilometres
10 miles \approx kilometres
15 miles \approx kilometres
- b)** miles \approx 16 kilometres
 mile \approx 1.6 kilometres
 miles \approx 0.8 kilometres

- 4** Complete the conversions.

- a) miles \approx 160 km
- b) 45 miles \approx km
- c) \approx 640 km
- d) 95 miles \approx km
- e) 7.5 miles \approx km
- f) 2 miles \approx km

- 5



If 5 miles is approximately 8 kilometres, then 10 miles is approximately 13 kilometres.

Here is Whitney's working out.

$+5 \begin{cases} 5 \text{ miles} \approx 8 \text{ km} \\ 10 \text{ miles} \approx 13 \text{ km} \end{cases} +5$

Explain Whitney's mistake.

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!

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

miles	5	10	15	20
km	8	16	24	32

- 6 A marathon is approximately 26.2 miles.
How far is this in kilometres?

- 7 The maximum speed limit on residential roads in the UK is 30 miles per hour.



In France, the maximum speed limit on residential roads is 50 kilometres per hour.

- a) Which country has the higher speed limit for these roads?

- b) What is the difference between the speed limits in miles per hour?

- 8 Esther cycles 70 miles over 4 days.
On day 1 she cycles 14 miles.
On day 2 she cycles 32 km.
On day 4 she cycles twice as far as she does on day 3
How far does she cycle on day 4?
Give units with your answer.

- 9 Use a map of your local area.
Find something that is approximately:
a) 1 mile away from your school

- b) 1 km away from your school

- c) 5 miles away from your school

- d) 5 km away from your school

Compare answers with a partner.

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 4



- 1) Work out 10% of 160
- 2) Write 65% as a decimal.
- 3) Simplify $\frac{25}{30}$
- 4) The sides of a square are 7 cm.
Work out the area of the square.

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.

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>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.

