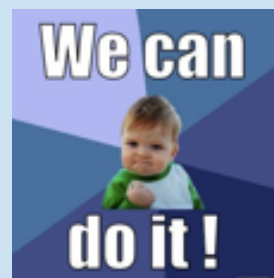




# NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING



Year 6  
Oak



Tuesday 2<sup>nd</sup> March 2021

# Recommended Daily Timetable

Join our assembly about the School Council on Zoom at 8.45!



Fancy some early morning work?



## Today's Tough Ten

1	$32.6 \div 10 =$
2	$243 \times 23 =$
3	$310 \times 1 =$
4	$9^2 =$
5	$411 \times 21 =$
6	$6378 - 3267 =$
7	$5388 \div 4 =$
8	$27 \times 1000 =$
9	$6^2 =$
10	$8.2 \times 10 =$

The date: **Tuesday 2nd March 2021**

**2.3.21**

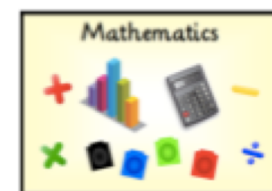
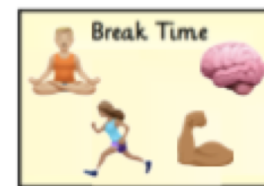


## Morning

Group 1  
Teams call  
9-9.30am

Group 2  
Teams call  
9.30-10am

Get moving!



Homework

9 - 9.30 or 9.30 - 10 10 - 10.30 10.30 - 11 11 - 11.15 11.15 - 11.45 11.45 - 12

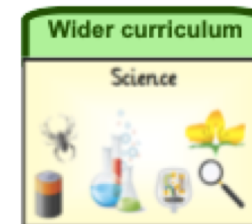
## Afternoon

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

Send your work, and any questions, to [oak@newvalleyprimary.com](mailto:oak@newvalleyprimary.com)

We can



do it!

We'll write an example together in our morning meeting!

### 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.

Continue...

### Activity

Continue the paragraph above using a flashback to share more of Ghost's past with the reader. Use your mind map of ideas from yesterday to help you think of what to include about how Ghost might have felt when he was hiding in the stockroom. Put yourself in Ghost's shoes and use all of your senses. Remember show, don't just tell - keep it engaging!

### 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 - two step**

Click Me!

[Resource 4/5](#)

[Lesson video link](#)

[Lesson activity sheet link](#)

[Today's answers](#)

Click Me!

FIND A RULE - TWO STEP

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

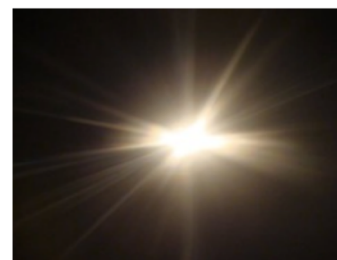
### Wider Curriculum

### Science

Our focus this term is:

**Light**

Click Me!



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

Session focus: **What is reflection and how can we use it?**  
In this lesson, we will be learning about reflection! We will learn about reflective and non-reflective materials and their uses. Then we will look at two different types of reflection: specular and diffuse reflection. Then we will learn the law of reflection. **For this lesson, you will need a pencil, a piece of paper and a ruler.**

### VIPERS (reading)

Read pages 118-121 in [Resource 2](#) and have a go at the questions below.

Retrieve

1. **Page 118.** How long was Ghost able to keep up before dropping back?

Explain

2. **Page 119.** Do you think Coach trailing the runners in his car was helpful? Why/why not?

3. **Page 120.** Ghost says that the time he ran away from the dog was the fastest he had ever run, and then corrects himself to say it was the second fastest. What do you think was the fastest time he had ever run?

### TT Rock Stars

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

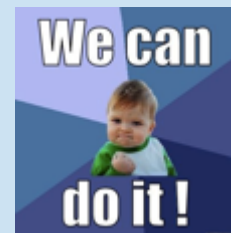
Click Me!



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

### 'Homework'

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

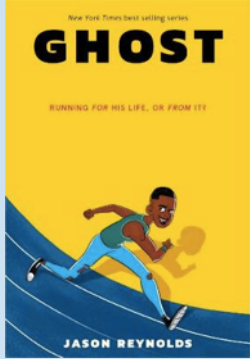


Remember to take lots of exercise and brain breaks away from your screen during the day!



# Resource 1

## Ghost working wall (1/2)



## CHARACTERS

**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.

## 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...

When Mr Charles finally manages to let Ghost out of the stockroom, he runs to running practice, which he is late for. He is still wary of the police but puts on the stolen pair of trainers. Lu, Sunny and Patina are impressed by Ghost's shoes but Coach looks both shocked and confused. Ghost is hungry (because he ran out of school before lunch) and Coach gets them to do a long run. Ghost wonders if Coach somehow knows what he has done and is punishing him like before!



# 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 racers are going to ask why are you not wearing proper clothes. (21)

Because of Mr Charles talk with Ghost, Ghost might feel bad and want the silver bullets. (22)

Ghost shows up and the other boys are jealous and make fun of his shoes. (23)

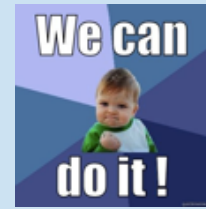
It's Ghost going to be picked on by the other boys on the team about his clothes. (24)

Patina and Lu might become friends because they both have suffered hard times. (25)

I think Brandon was suspended because he got in trouble for his friends. (26)

Maybe Mr Charles knows that Ghost has stolen something but he keeps it a secret. (27)

## THEORIES / QUERIES



and car doors, ducking under store awnings and jumping over random bicycles. The pace wasn't anything too crazy. A little more than a jog, but definitely nowhere close to a sprint. And, honestly, I was surprised at how I kept up for at least ten minutes before starting to drop back. Had to be the shoes. Sunny was up front with some of the other distance runners, like Lynn, Brit-Brat, whose real name was Brittany, and J.J. Patty was in the middle, keeping pace with Deja and Krystal Speed. She seemed to be doing okay too. In the back were the sprinters, which made sense. The new shoes were definitely helping me out, but there was only so much they could do. At about twenty-five minutes, which was longer than I had ever run, I eventually fell behind the other sprinters, putting me in last place. And that's when I learned what the Motivation Mobile was.

First it was just a honk. One short toot. I turned around and there Coach was in his cab, his hazard lights on. I couldn't believe what I was seeing. He was trailing us!

Then came the long honk. Then the megaphone. Coach rolled his window down and

started screaming at us – well, really just me – through it.

"Pick it up, Ghost! Pick it up!" he screeched, his voice loud and crackly. I won't lie: knowing that he was on my heels like that, watching every step I took, definitely put the pressure on. Made me feel like I was being chased, which is always the easiest way to keep running. I knew that. A couple hours ago I had been running from invisible cops. And there was that time I got chased by a dog, hanging out at the basketball court hoping somebody would pick me to run. This older guy that everybody calls Sicko was there playing. He's one of those guys with a crazy eye, who never goes nowhere without his dog. He had the fathead mutt tied to the leg of one of the benches, and when I went to go pet it (stupid, I know), it got to barking all crazy, jumping at me, snapping his mouth. I backed away, but it kept lunging until finally the leash popped. It just popped! That dog chased me around the court and off the court, and I didn't stop running until I got home. That might have

120

been the fastest I had ever run. Well, the second fastest.

Anyway. I won't lie. I never caught up to everybody else, even with Coach pretty much yelling at me through that stupid megaphone the whole time. He was leaning on the horn like a crazy person, everybody on the street looking at me, some totally confused and some actually cheering me on. I didn't even come close to finishing with everybody else, but I didn't quit. I never stopped running.

As everybody except for Sunny lay down on the track, trying to catch their breath, Coach had this cocky grin on his face as he came from his car, like he knew he'd worked us to death. "Coach Whit, who shined today?" he asked, jingling his keys.

Coach Whit stood with her hands on her head, her face and the parts between her braids glistening with sweat. "I gotta give it to Sunny, Coach. The kid stuck with me the whole time." Sunny lit up. He wasn't even tired. Like running eight hundred miles or however many we ran was no big deal to him. I, and I'm sure almost everybody else,

121

felt like, I don't know, like we had become slime.

"Good job, Sunny," Coach said, giving him a high five. "I told you vets to look out for him, didn't I?" Mikey and Aaron and Brit-Brat and J.J. and pretty much all the vets groaned, but I could tell they were impressed by lanky-legged Sunny. Patty jumped up and gave him five as well.

"Yo, you like an alien," she said.

"Yeah man, you got legs," Lu followed. Then he turned around to me. "You too, Ghost. Them new shoes ain't give you no new speed, but you ain't quit, so . . . yeah."

"Thanks," I said. "You too." I don't know why I said "You too." It's just like a reflex. It didn't even really make sense in this case, but that's what came out.

"Okay, okay," Coach said. "Y'all can hug and all that tomorrow at the newbie dinner."

"What's that?" Patty asked.

"It's tradition. Every year I take the newbies out for Chinese food on the first Friday of the season. It's like a bonding thing," Coach explained, and then looking from me, to Lu, to

118

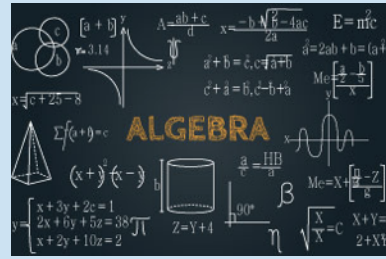
119



# 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.



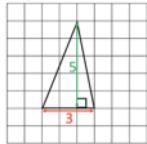
## What is algebra?

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!

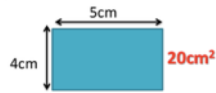
Each square represents 1 cm<sup>2</sup>



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 cm<sup>2</sup>.

A different rectangle could have a base of 4 cm and a height of 10 cm. The area for this would be 40 cm<sup>2</sup>.

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!

## Finding a rule (two step)

A function machine is a way of writing rules.

Input

3

$\times 2$

$+ 1$

Output

?

If you are giving the output and have to work out what the input is, work backwards and use the **inverse**!

?

$\times 2$

$+ 1$

11

$\div 2$

$- 1$

## True or False

These function machines will give the same output if the input is the same.

Input

$\times 4$

$\times 6$

Output

$\times 2$

$\times 12$

Click Me!

True! You are multiplying both inputs by 24!

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

Click Me!

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

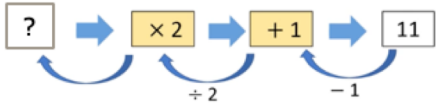
### Finding a rule (two step)

A function machine is a way of writing rules.

Input Output



If you are giving the output and have to work out what the input is, work backwards and use the *inverse*!



True or False

These function machines will give the same output if the input is the same.

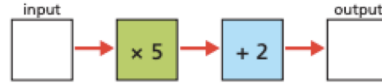
Input Output



True! You are multiplying both inputs by 24!

## Find a rule – two step

- 1 Use the function machine to complete the table.



Input	1	2	3	5	10	50
Output						

- 2 Here is the same function machine with the steps in the reverse order.



Teddy

The outputs will be the same.



Jack

The outputs will be different.

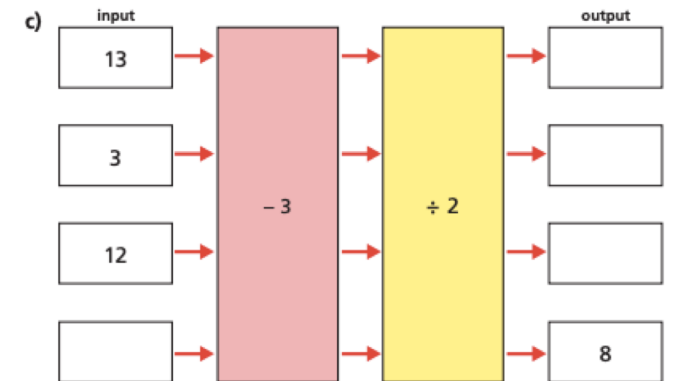
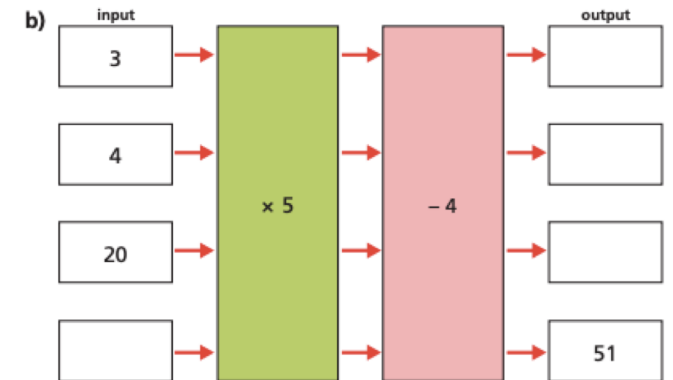
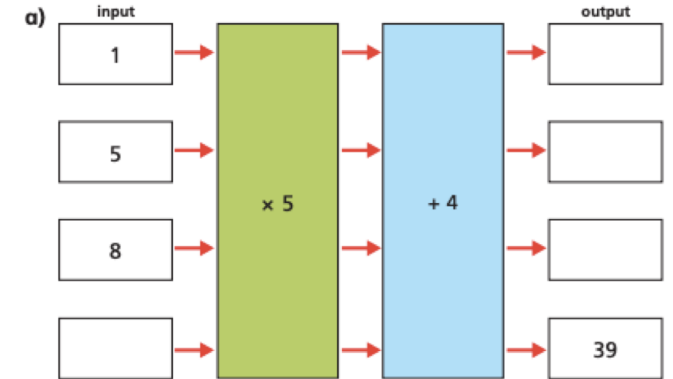
Explain to a partner who you think is correct.

Use the function machine to complete the table.

Input	1	2	3	5	10	50
Output						

Who is correct? \_\_\_\_\_

- 3 Work out the missing outputs and inputs.



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



NEW VALLEY

# Resource 5

## Maths

Click Me!

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

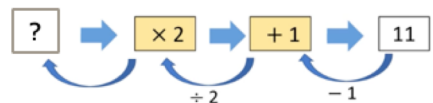
### Finding a rule (two step)

A function machine is a way of writing rules.

Input Output



If you are giving the output and have to work out what the input is, work backwards and use the *inverse*!



True or False

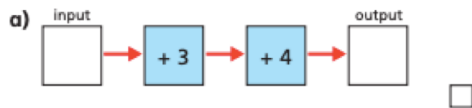
These function machines will give the same output if the input is the same.

Input Output



True! You are multiplying both inputs by 24!

- 4 Tick the pairs of function machines that will give the same outputs for a given input.



Explain your reasoning to a partner.

- 5 Here are some 2-step function machines.

For each machine, write a single step that would give the same output.

Check your answers by inputting values.



Can all 2-step function machines be written as a 1-step function machine?

Talk about it with a partner.

- 6 Here is a function machine.



a) Complete the table.

Input	10	3		
Output			40	280

b) Rosie puts a number into the machine and she gets out the same number.

Work out Rosie's number.

- 7 Mr Hall and Mrs Rose order some photos online.

a) Mr Hall orders 16 photos.

How much does he pay?

b) Mrs Rose pays £6.05

How many photos did she order?



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 2



1) What might the rule be for this function machine?  
50 →  → 100

2) What is 10% of 300?

3) Divide 26 by 100

4) How many m are there in  $5\frac{1}{2}$  km?

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

