

Year 6: w.b. 1st March 2021

Remote Learning Arrangements during School Closure and Half Termly Topic Grid

School Closure Information:

Our final week of remote learning! We cannot wait to welcome all the children back into school when schools reopen from the 8th March. We know parents/carers have lots of questions about the reopening of Perry Hall, so in addition the letter sent out today from Perry Hall MAT, we will also be sending home a letter specially from us containing all of the information you will need to know in advance of your child's return on the 8th March.


Enjoy the last week of remote learning- in particular, look out for another off screen day, filled with a range of exciting activities to help us celebrate World Book Day 2021 on Thursday. The children of Perry Hall continue to amaze us with the determination and dedication they show towards their learning. As always, they make us so proud.

Please stay safe and get in touch if you require any support or have any questions/queries following the letter to be sent home regarding the reopening of school. Mrs Gibbins and Miss Kohli.

Wow Year 6 – it's time for your last remote learning grid before we return to school on Monday 8th March. We are so looking forward to seeing you all and getting back to learning in school. We are so proud of you all with how you have conducted yourselves during our remote learning.


This week, we have an exciting day on Thursday as it is **World Book Day**. Please pay close attention to the timetable on the next page as it outlines what activities you will complete on this day. Read through this whole document to see the aspects of World Book Day in more detail. **The Year 6 Team.**

Year Group Email Address:

Reminder, your child's year group email address is: ph.y6homelearning@perryhallmat.co.uk 

Please use this, if you need to make contact with your child's year group staff.

Vulnerable and Critical Worker Children:

Vulnerable children and those who have parents/carers as Critical Workers are covering the same content as is outlined in this document within school. 

Reminder: Our PE day is Tuesday. When dropping off and collecting your child(ren), please ensure you continue to follow the one way systems in place and wear a mask when on site to protect yourselves and others.

Remote Learning Arrangements for w.b. 1st March 2021:



Live Learning Sessions (Please note, this does not apply to Thursday- there will be only one live session, at 9am on this day).

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am – 9.15am	Registration				
9.15am - 10.15am	Maths	Writing	Reading	Writing	Topic
10.15am – 10.25am	Break				
10.25am - 11.10am	Reading	Maths	Writing	Reading	Writing
11.10am – 11.20	Break				
11.20am - 12.10pm	Writing	Reading	Maths	Arithmetic	Arithmetic
12.10pm – 1.00pm	Lunch				
1.00pm – 1.15pm	Registration				
1.15pm – 3.30pm	Time to complete afternoon assignments. Your teachers will be available between these times.				

**When accessing live sessions, please ensure that the Home School Agreement is being followed.*

Weekly Timetable

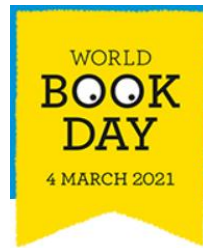
In addition to the live teaching session timetable on the left, a weekly timetable will be uploaded to the Files section of Teams which will outline additional tasks that your child will need to complete. A copy of this has been inserted below for your reference.

Week Beginning 01.03.21	TT Rockstars / Spelling / Handwriting / MyOn				Afternoon Assignment
Mon	Times Tables Rockstars				<p>PSHE</p> <p>For this assignment, you need to think about your hopes and dreams. You will then design and create your own dreamcatcher!</p> 
Tues		Spelling			<p>PE</p> <p>Time to get our heart rates up by completing another circuit. You all did so brilliantly last week! On your marks... Get set... SWEAT!</p> 
Weds			Handwriting		<p>Art</p> <p>You are going to be applying ALL of your knowledge and research on Anderson shelters this afternoon by creating an image of your Anderson Shelter. You can create this image any way that you like (for example, a collage, drawing, sketch, etc.).</p>
Thu	<p>World Book Day</p> <p>Please look at the times here of when you can complete the World Book Day activities. See the poster below that outlines and explains each of these activities for you to complete today!</p>				<p>09.00am - Live lesson to begin World Book Day</p> <p>AM - Twisted Tale Activity</p> <p>AM - Guess the Character Challenge</p> <p>PM - Favourite Character / Scene</p>
Fri	<p><i>Remember, we finish at 1:20pm on a Friday, therefore there is no set learning on this afternoon.</i></p>				

***Staff will be available 8.30am-3.30pm Monday to Thursday and 8.30am-1.20pm on a Friday.**

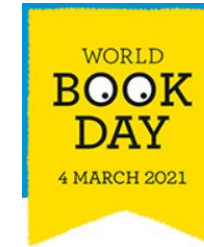
In addition to the activities outlined within our timetable above, please look out for Mr Boneham's sports videos for you to join in with. We will share these on our Teams page each Monday and Thursday.

Also, click on this link to continue listening to music: <https://youtu.be/i4E1OFoVWDg>.



WORLD BOOK DAY

Thursday 4th March



To celebrate **WORLD BOOK DAY** we are going to be having an 'off-screen' day so that we can celebrate today, and our love of books and reading! Below are three activities that you can complete throughout the day. We would love to see your creations therefore you have until Monday 8th March, 8.00am to complete these activities. Please send in photographs of your completed creations to your year group's email address so that we can share your brilliant creations.

Perry Hall's Twisted Tale

You are going to be given the first section of the traditional tale: **Jack and the Beanstalk**. It is your task to then create and write your **own** ending to the tale. It's completely up to you how you wish for this tale to end - use your creativity, your imagination and your brilliant story-telling skills. Don't panic if you aren't sure on the narrative of **Jack and the Beanstalk**, you'll find it on the Writing Frame for the activity.



Shoobox Scene / Potato Character

For this activity, you have two choices. You can either:
Design your favourite scene from a book using a shoe box or cereal box
OR

Create a character from your favourite book using a potato.

As well creating your Potato Character / Shoobox Scene, you need to **write a brief summary** of your book character or your shoobox scene.

Potato Character Summary Ideas

- Describe the appearance and personality of your character.
- Where is your character from?
- What are their likes and dislikes?
- Why did you decide to create them today - what do you love about them?

Shoobox Scene Summary Ideas

- Which book is your shoobox scene from?
- What happens within this scene - what's the plot?
- Why did you decide to create this specific scene today - what do you love about it?



Guess the Character Challenge / Dress Up for World Book Day

For this activity, you have two choices. You can either:

Put together 3 clues that will represent your favourite character - pictures of your clues are welcome!

OR

Dress up as your favourite character.

Guess the Character Challenge

You will have today to put together **three** clues that link to your favourite character. Make sure you take pictures of your clues (and send them to your year group email address by Monday 8th March, 8.00am) so that when we are back in school, we can guess what your character or book is!

Dress Up for World Book Day

Your other option is dressing up! If you would prefer, you can fully dress up as your favourite character! Take a picture and email it to the year group email address. This email must include parent/guardian permission for us to show your photo to the class by Monday 8th March, 8.00am!

You have until **Monday 8th March, 8.00am** to complete all of your activities.

Please remember to send in photographs of your completed creations to your year group's email address so that we can share your brilliant creations when we are back in school!

We look forward to seeing your brilliant ideas!

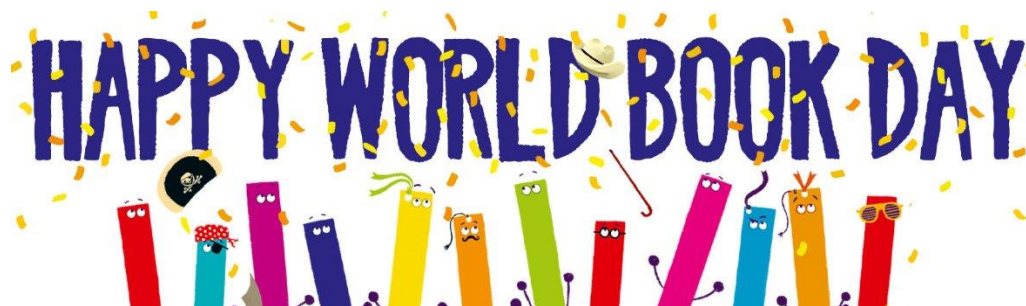
Timetable for World Book Day

09.00am - Live lesson to begin World Book Day

AM - Twisted Tale Activity

AM - Guess the Character Challenge

PM - Favourite Character / Scene





WORLD
BOOK
DAY
4 MARCH 2021

WORLD BOOK DAY

Thursday 4th March

WORLD
BOOK
DAY
4 MARCH 2021



Perry Hall's Twisted Tale

You are going to be given the first section of the traditional tale: **Jack and the Beanstalk**. It is your task to then create and write your **own** ending to the tale. It's completely up to you how you wish for this tale to end - use your creativity, your imagination and your brilliant story-telling skills.



Let's read the first part of the story...

Once upon a time, there lived a widow woman and her son, Jack, on their small farm in the country. Every day, Jack would help his mother with the chores - chopping the wood, weeding the garden and milking the cow. But despite all their hard work, Jack and his mother were very poor with barely enough money to keep themselves fed. "What shall we do, what shall we do?" said the widow, one spring day. "We don't have enough money to buy seed for the farm this year! We must sell our cow, Old Bess, and with the money buy enough seed to plant a good crop." "All right, mother," said Jack, "it's market-day today. I'll go into town and sell Bessy." So Jack took the cow's halter in his hand, walked through the garden gate and headed off toward town. He hadn't gone far when he met a funny-looking, old man who said to him, "Good morning, Jack." "Good morning to you," said Jack, wondering how the little, old man knew his name. "Where are you off to this fine morning?" asked the man. "I'm going to market to sell our cow, Bessy." "Well what a helpful son you are!" exclaimed the man, "I have a special deal for such a good boy like you." The little, old man looked around to make sure no one was watching and then opened his hand to show Jack what he held. "Beans?" asked Jack, looking a little confused. "Three magical bean seeds to be exact, young man. One, two, three! So magical are they, that if you plant them over-night, by morning they grow right up to the sky," promised the funny little man. "And because you're such a good boy, they're all yours in trade for that old milking cow." "Really?" said Jack, "and you're quite sure they're magical?" "I am indeed! And if it doesn't turn out to be true you can have your cow back." "Well that sounds fair," said Jack, as he handed over Bessy's halter, pocketed the beans and headed back home to show his mother. "Back already, Jack?" asked his mother; "I see you haven't got Old Bess -- you've sold her so quickly. How much did you get for her?" Jack smiled and reached into his pocket, "Just look at these beans, mother; they're magical, plant them over-night and----" "What!" cried Jack's mother. "Oh, silly boy! How could you give away our milking cow for three measly beans." And with that she did the worst thing Jack had ever seen her do - she burst into tears. Jack ran upstairs to his little room in the attic, so sorry he was, and threw the beans angrily out the window thinking, "How could I have been so foolish - I've broken my mother's heart." After much tossing and turning, at last Jack dropped off to sleep. When Jack woke up the next morning, his room looked strange. The sun was shining into part of it like it normally did, and yet all the rest was quite dark and shady. So Jack jumped up and dressed himself and went to the window. And what do you think he saw? Why, the beans he had thrown out of the window into the garden had sprung up into a big beanstalk which went up and up and up until it reached the sky. Using the leaves and twisty vines like the rungs of a ladder, Jack climbed and climbed until at last, he reached the sky...

It's now up to you for you to continue writing the story and decide what happens in the end...

Your writing frame is on the next page!



Reminder: Remote Learning Home School Agreement (reminder of what you have previously signed and agreed to if your child is partaking in live learning sessions):

School will...

- Provide a mixture of live lessons, independent activities and other relevant tasks (i.e on Purple Mash, Times Table Rockstars) to continue learning at home
- Respond to completed assignments/tasks through Office 365 and Purple Mash
- Provide appropriate tasks for pupils who have an IEP or are on an EHCP
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand.

Pupils will...

- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' and Chat function to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete Purple Mash and other follow-up activities to practice skills
- Use the chat function for learning ONLY, this is not a social media chatroom
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

Parents/Carers will ...

- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning during isolation
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps.

Please email the following statement into your child's year group email address:

"I, the parent/carers, and my/our child, _____, agree to all the statements outlined in the Remote Learning Home School Agreement."

**You only need to email the above permission statement if you have not already done this previously.*

In addition to this, parents/carers must ensure that the *live Teams sessions are not recorded or photographed in any way.*

Year 6 - Spring 1 – Dictators – What is a dictatorship?

This grid outlines the knowledge and skills that Year 6 children will gain throughout this half term's topic.

As readers we will:

Focus on two particular reading domains: retrieval and inference. We will be using key strategies such as skimming and scanning, looking for clues in the text and reading between the lines to pull key information. We will be using a range of non-fiction texts (linked to our topic) to put our topic of Dictatorships into a historical context and focussing on the reading domain of: language to develop our own vocabulary banks.

As mathematicians we will:

Focus initially on consolidating our understanding of place value by focusing on fractions, decimals and percentages. Following on from this, we will be moving onto looking at geometry and the properties of 2D and 3D shapes. We will continue to develop our Arithmetic skills, focussing on all of Year 6's core methods and this half term we will particularly be focussing on Ratio and Proportion.



As writers we will:

Explore the world of William Shakespeare through one of his classic tragedies – Macbeth. Following on from this, we will be delving back into our narrative work supported by a range of exciting visual literacy resources. Through a modern narrative, we will continue to explore the world of dictatorships.

As scientists we will:

Continue to look at the human body by focusing on the respiratory and digestive systems. We will be exploring how nutrients are absorbed by the body and how they are used. We're now on our topic of Living Thing where we will be investigating harmful and helpful bacteria – looking at specifically how they are used and what they can do!

As historians we will:

- Place key events of WW2 on a timeline.
- Research Adolf Hitler and his rule.
- Research the local impact of WW2.

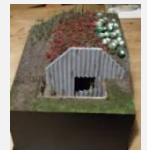


As geographers we will:

- Identify allied and axis forces and their movements.
- Identify areas targeted by the Luftwaffe.
- Explore human Geography and land usage, including areas that were heavily bombed.

As designers we will:

- Research shelters.
- Plan, design, create and evaluate Anderson shelters considering different materials and their appropriateness.
- Create our own mood boards in preparation for our own type of shelters.



As artists we will:

- Research WW2 propaganda posters.
- Create a mood board to practise ideas.
- Generate our own propaganda posters.
- Look into the 'designing' process including creating a mood board.



As musicians we will:

- Develop an understanding of the music played and listened to during WW2.
- Compare and contrasting UK and American music played during WW2.
- Learn and perform tunes and lyrics.

In PE we will:

- Focus on a variety of invasion games to develop our attacking and defending skills in a competitive situation.
- Observe, practise and perform wartime dances (jive and swing).



In computing we will:

- Continue to develop our programming skills.
- Develop our quizzing skills in our new topic for Spring 2.



In Spanish we will:

- Develop our linguistic skills by focusing on days of the week and months of the year.
- Develop our linguistic skills by focusing on family members and weather.

In RE we will:

- Explore religious expression by identifying similarities and differences between Judaism and Christianity.
- Explore the mutual respect and tolerance of those with different faiths and beliefs, and those without faith.