



Week commencing 6.7.2020

Really hope your first week back in school went well Year 6. It really was fabulous to see you all looking so well. You will only have 4 days of tasks for this week and next week as you are in school for one day.

We have included an example of a superb piece of writing completed during home learning by Lizzie

The climb

This was the highest Tommy had climbed, ever. 1,000 feet up a supposedly unclimbable wall. Kevin was setting up camp another 500 feet up. 500 more feet of slippy, dangerous and deadly rock. It was getting dark and he knew he had to catch up. But this was just the start. Tomorrow, after sleeping in a tent, suspended 1,000 feet up a sheer cliff he would be faced with the biggest challenge of his life. He gritted his teeth and kept climbing.

> After what felt like a lifetime he arrived at the ledge where they would spend the night. He couldn't sleep, worrying about the task that lay ahead in the morning.

> As the sun slowly rose above the opposite mountain, shafts of light illuminated the dawn wall, all 3,000 feet of it. Tommy and Kevin ate breakfast in silence. They looked up at the hardest section of the climb. This was it, pitch 14. Pitch 14 is acknowledged as the hardest climb in North America, 150 feet of glass like rock, so smooth that even in the brightest daylight there were no shadows on its surface, except their own. This made it hard, but the bit that made it the hardest was near the end. A place where even the smallest features on the rock vanished.

> Tommy set up the ropes. This was it, the weather was perfect. All that separated them from being the first in the world to complete this climb was pitch 14. Kevin placed his hand on Tommy's shoulder and looked him in the eyes. Kevin nodded. Tommy looked back at him and set off.

> Slowly he climbed up, difficult move followed by difficult move. He carefully moved sideways to get into position, he had just arrived at 'The Dyno' a piece of rock where you had to jump to the next bit. It was impossible. An 8-foot gap across a perfectly featureless slab of rock. Tommy looked down. He felt his stomach tighten; his head spun as he thought about what he was about to attempt. No one had ever completed this move before. No one. What made him think that he could do it now? He wasn't going to even attempt Kevin's Loop to avoid it. He took a breath calming the unease in him. Looked across the void at the small ridge that somehow, he had to reach and get a hold of. It was tiny, less than 4 inches wide and just an inch high. He began to get into position, he tensed every muscle in his body, he would need to explode off the rock

face towards that tiny ledge. If he missed, he would fall, hoping that the rope would catch him. He would then have to go back to the start of pitch 14 to try again after at least a hours rest. Failure was not an option.

> He jumped...

> He had practiced the move at home, in a specially adapted room. He knew what to do. He could make the move with his eyes shut when he was at home, but he wasn't. Tommy was 1,000 foot up the Dawn Wall. That made a difference. He was so small, and the cliff was so big.

> He reached out his arms, twisting though the air like a gymnast. He felt the rush of the wind in his hair. This was it. This was his moment. The rock smashed into his fingertips, he felt the small ridge with his hands, could he hold on? He scabbled to find a small enough hole or feature for his feet, but they slipped downwards. His sticky rock shoes squeaked on the smooth rock, sounding like a mouse in distress, but somehow, they found something to grip onto. He now just needed to stop moving. This sounds easy, but Tommy had just jumped across a gap bigger than him. Scanning the rock for where he should move to next, he released his left hand and stretched out to where he hoped the next hold would be waiting. His fingers found their target and he stopped dead on the cliff face. Tommy felt the adrenaline course through his veins, the joy was overwhelming. He was the first person, worldwide, to do that and succeed.

> He looked back at Kevin. Kevin had flopped back on to the ledge, with his arms in the air, the sound of screams and laughter filled his head. Down below them friends and family whistled loud enough for them to hear the celebrations 1,000 foot above.

> All that was left now was the easy climb to the top, 2,000 feet above, but that's another story...

CONTINUE WITH PE THROUGHOUT THE WEEK:

When we're in school, we start off every morning with our Half wower so we thought that the children could enjoy: a Joe Wicks session, Just Dance, KIDZ BOP dance along videos, or some other fun movement activity just to warm up our bodies and to make us feel energised. It's a great way to get you started and into a positive mindset. Keep yourself fit and active.

1. <https://www.bbc.co.uk/teach/supermovers/ks2-collection/zr4ky9q>
2. <https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>
3. <https://www.youtube.com/watch?v=X655B4ISakg> (yoga for kids)
4. <https://www.youtube.com/watch?v=388Q44ReOWE> (move and dance to get you going-its easy)

Maths: Getting Secondary Ready

Please continue to work through the maths transition work. **The link is:** It is important that you have a go at the tasks.

https://learning.sparx.co.uk/secondary-ready?utm_source=Numerise-com&utm_medium=Website&utm_campaign=Secondary-Ready&_hstc=160263458.a22ebcad244f3bab765c7ffe314f501b.1589963404695.1589963404695.1589963404695.1&_hssc=160263458.1.1589963404696&_hsfp=1908864802

Have a look at the twitter feeds on the Gladstone twitter page for Whitmore and Pencotre. You can meet the teachers from the comprehensive that you will be attending in September.

	Day 1	Day 2	Day 3	Day 4
M a i n t a s k	<p>Literacy: spelling: cious and tious</p> <p><u>watch the video</u> https://vimeo.com/169319198</p> <p>task: have a go at the online activity- It is free ONLY USE THE SPELLING TILES AND PRACTISE TEST</p> <p>when using the spelling tiles make sure to have a look at</p>	<p>Maths:</p> <p>watch the video and pause so that you can answer the questions that the Teacher asks you:</p>	<p>Science:</p> <p>remind yourself of how a volcano is formed https://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/</p> <p>We looked at volcanoes in school- have a go at making your own volcano at home: https://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/</p>	<p>Maths:</p> <p>Factors and multiples explained- watch the video https://www.youtube.com/watch?v=1oQTriXRlw</p> <p>Can you write the answer to these questions- what is a factor? what is a multiple?</p> <p>practice factors and multiples https://nrich.maths.org/10080</p>

the words first and listen to them. Once you have the screen shown below choose all of the tasks and you can try them all.



<https://spellingframe.co.uk/spelling-rule/7/37-Endings-which-sound-like-spelt-cious-or-tious>

<https://www.youtube.com/watch?v=mmpN7kSYI1k>

make sure you have a pencil and paper handy to help you

:

Materials:

10 ml of dish soap

100 ml of cold water

400 ml of white vinegar

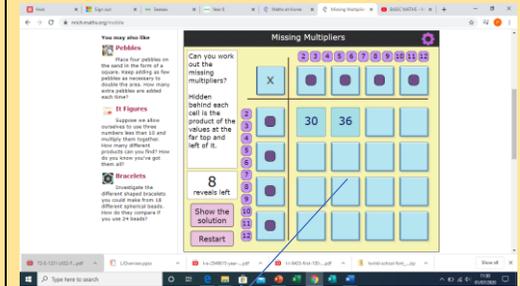
Food coloring

Baking soda slurry (fill a cup about $\frac{1}{2}$ with baking soda, then fill the rest of the way with water)

Empty 2 litre soda bottle

I would recommend that you do this experiment outside so that you do not make a mess

Or find the missing multiplication <https://nrich.maths.org/mobile>



click on the box first before you fill in the side numbers for the multiplication

a
f
t
e
r
n
o
o
+

Maths: problem solving

use the web address below-choose which problem you would like to have a go at:

<https://whiterosemaths.com/resources/classroom-resources/problems/>

Handwriting:

If you find cursive handwriting tricky do the handwriting task looking at joins.

Follow what the teacher tells you to do- pause the video and practise

<https://www.youtube.com/watch?v=XGBpqj3VFDQ>

Literacy:

Write an explanation text about how a volcano erupts

success criteria:

Explanation text:

finish your explanation text about volcanoes and add a diagram, and anything you missed off

remember to use the strategies for problem solving:

solving:

- make a list
- draw a picture
- trial and improvement
- try a similar but easier problem first
- draw a table

If you find joining ok choose one of the poems to copy out using joined and cursive handwriting:

Text Title: _____

Here are the features of an explanation text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'time conjunctions' box in red, then use the same colour to underline all the time conjunctions in your text.

Title shows what the text is about. Often uses "How..." or "Why..."	Technical vocabulary specific to the topic.
Opening paragraph introduces the process.	Diagrams (illustrations with labels).
Chronological order with time conjunctions.	Cause and effect conjunctions explain how one event leads to the next.
Stages of the process clearly broken down.	Final paragraph (conclusion) links back to the opening.
Present tense (unless it's a historical explanation).	Passive voice is often used. (e.g. something is done)
Impersonal tone.	

Pete the Pirate Wannabe

He's Pete, the pirate wannabe.
He'll sail the seas someday.
But, first, he needs a little cash
to help him on his way.

He can't afford a parrot.
He can't afford a plank.
A peg leg's much too pricey,
and ship would break the bank.

He cannot buy an eye patch.
He hasn't got a hat.
He'll never own a blunderbuss;
he's much too broke for that.

A dagger's too expensive.
He couldn't swing a sword.
In fact, there's only one thing
he's been able to afford.

His shopping list is lengthy,
with loads of pirate gear,
but all he has are earrings
since they're just a buck an ear.

By Kenn Nesbitt

I Named My Dog the Strangest Names

I named my dogs the strangest names,
not simply "Spot" or "Rover."
Instead I named them "Fetch" and "Stay"
and "Here Boy" and "Roll Over."

Not "Lassie," "Patch," or "Fido."
No, instead they're "Shake" and "Crawl"
and "Turn Around" and "Take a Bow"
and "Come" and "Wave" and "Ball!"

I gave them these abnormal names
to see what they would do.
I thought it would be fun but,
sad to say, that isn't true.

And now I'm sort of sorry for the
crazy names I used.
My dogs cannot do any tricks;
they're all just too confused.

By Kenn Nesbitt

Example of an explanation text:

The Development of a Frog

A frog is a tailless, leaping four-legged amphibian with webbed feet. It would appear that the life cycle of a frog is very complex and complicated.

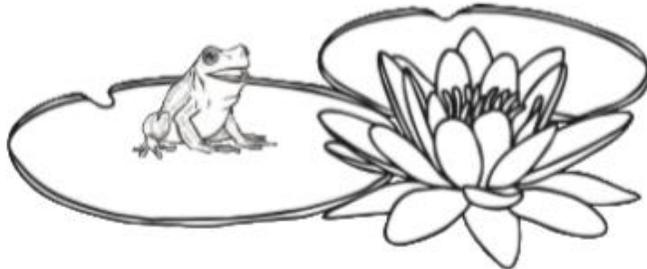
Initially, after mating, a mother frog will lay a shoal of egg cells in which a miniscule tadpole will grow. In time, the egg will hatch and a newborn tadpole will emerge. Directly after this, the amphibian will begin to become more obese and will grow temporarily insignificant hind legs.



Furthermore, as the tadpole ages, its tail will become thicker along with its legs and body. Over time, the tadpole will grow large webbed flippers, huge eyes, an extremely long body and a much thinner tail.

Eventually, this tail begins to disappear as the near fully-developed frog emerges. A larger mouth will be evident, and the frog's eyes will substantially separate to either side of its grossly large head. At this stage, the frog's defense system will also develop quickly.

Once the cycle is complete, the frog will be able to grip onto both dry and slippery surfaces. In addition, the frog will have completely lost its tail and the squatting position will be a lifelong stance. Frequently, the frog will be covered in spots, dimples and will turn muddy brown in colour.



The Water Cycle

Water is an essential part of life. The earth has a limited amount of water, however, water is continually recycled in a process called the water cycle. It is made up of a four main parts: precipitation, infiltration, evaporation and condensation.

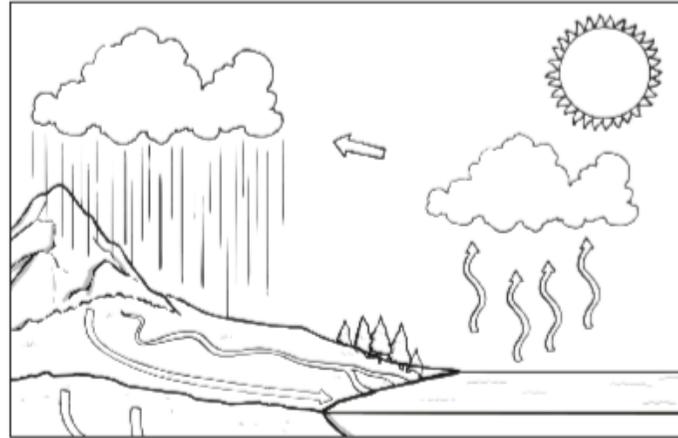
To begin with, precipitation occurs when so much water has formed that the air cannot hold it any longer. The clouds become heavier and as a result water falls back to the earth in the form of rain, hail, sleet or snow.

When water falls back to the earth as precipitation, it may fall back in the oceans, lakes or rivers or it may end up on land. When it ends up on land, it soaks into the earth and is stored as ground water. This process is called infiltration.

Evaporation is when the sun heats up water in rivers, lakes or oceans and turns it into vapour or steam. The water vapour or steam leaves the river, lake or ocean and goes into the air. This stage is called evaporation.

The water vapour cools and this leads to clouds forming. However, the clouds are unable to hold the water vapour for long. As a result, rain droplets form and it starts to rain. This process is called condensation.

Eventually, the water cycle begins again.



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	Impersonal tone .		

Starters for STEM



Starters for STEM are 10 activities that parents can use at home to help children develop their science, technology, engineering and maths skills. These activities are easy to resource and provide children with the stimulus to talk about the world around them. If you see a link you can explore how to extend these activities, you will need to sign up, for free, to access these materials. Don't forget to share your work on social media

#ScienceFromHome

Spacecraft Models

Make paper models of ESA spacecraft through cutting out and sticking the templates provided in this link:

<https://www.stem.org.uk/rxetru>.

Good vibrations

Cut a piece of thread, make sure it is a bit longer than your arm. Tie the middle of it around the handle of a fork.

Wind each end of the thread around one finger on each of your hands, so you are holding the thread, with the fork dangling down.

Place your fingers just near your ears, but not inside them! Knock the fork gently against a table.

What can you hear?
<https://bbc.in/2XrxHuG>

Floating and Sinking

What can you find in your house that sinks in the bath?

Are there things that float? What do you notice? Can you sort them.

Felt pen chromatography

Do you have any coffee filters or sugar paper? With some felt pens colour a little square onto the paper. Then place a drop of water onto the colour. What do you see? Is it the same for different colours? What do you think is happening?

<https://www.stem.org.uk/rx32hb>

Magnet games

Use a fridge magnet and some paper clips to design a game.

It could be a fishing game or maybe a maze on a paper plate. You will need to test to make sure you magnet will attract the paper clip through the different materials.

There are lots of possibilities when you use your imagination!
<https://bit.ly/3eQUpsw>

Creating crystals

Fill an old jar with water and pour salt, stirring to dissolve it. Keep adding salt until no more can dissolve. Tie a paperclip onto a length of cotton and hang it from a straw, or piece of wood placed across the top of the jar. Leave the jar somewhere safe and observe what happens over the next few days and weeks.

<https://www.stem.org.uk/rvxxn>

Beulah Henry 1912 – 1970

Beulah was a famous American inventor who invented over 100 new products. She made several umbrella inventions from clip on covers to special umbrella bags.

If you were going to design an umbrella what would it look like and what materials would you use?

Try making a model umbrella using junk box materials you might find at home.

<https://bit.ly/2XYFu72>

Lovely Lava Lamp

Create coloured water by adding a few drops of food colouring. Fill a tall container with a mixture of equal parts coloured water and cooking oil. Stir them up and watch what happens. Have a think why? Add a effervescent vitamin C tablet and watch what happens now. You have created your own lava lamp.

<https://www.stem.org.uk/rx32ha>

Sorting salt and pepper

The salt and pepper has be mixed together. How can you separate the two ingredients? Use everything you know about separating materials to help solve the problem.

You will need some kitchen roll, cups a plate, water and salt a pepper.
<https://bit.ly/3d7bqMV>

Food chains

All animals need food to live. Some animals eat plants, herbivores, and some animals eat other animals, carnivores.

Create a paper chain to show what different animals eat and how they are linked. E.g. first link - leaves, second link caterpillar, third link mouse. What could go on the fourth link?

<https://bit.ly/2xtCQ28>

Week beginning 8th June 2020