Class Six: Online Learning Overview		Week Seven (Monday 01/03/21)	
English Session 1 Designing A New Curriculum – Developing Ideas	Maths Session 1 Multiplication Problems and Puzzles	History Project The Anglo Saxons	Spelling Shed Assignment Words with the dis- un- over- and im- prefixes https://play.edshed.com/
English Session 2 Designing A New Curriculum - Using Powerful Language & Persuasive Skills	Maths Session 2 Multiplication – Ultimate Missing Digits	French Session French Culture	Maths Shed Assignment Dividing Decimals by 10, 100 and 1000 https://play.edshed.com/
English Session 3 Designing A New Curriculum – Writing Task	Maths Session 3 Quick Maths & Maths Challenges	Wellbeing Session The 2p Book Challenge	Weekly Challenge Red Cross First Aid Lessons: Unconscious and Breathing

English Activities: Week Seven

English Session 1

Designing a New Curriculum – Developing Ideas

To begin this session, watch the English Week Seven video which can be found on our Video Resource Centre.

This week we are going to complete some writing tasks which will give you the chance to show off your persuasive writing skills.
As you have seen in the video for this session, you are going to write a piece of persuasive text to convince the reader to include a lesson or activity of your choice in to a new school's curriculum. This can be anything you want to suggest, as long as you can justify the choices you have made and write in a persuasive manner.

This session gives you the chance to develop your ideas for a new subject or activity, making sure that you can explain and persuade your reader effectively.
You could also be persuading the reader to give more time to a subject you already study, if this is easier for you!

You have a brainstorm sheet here which you need to use to develop at least 6 different reasons for the subject of your choice being included or increased in a new school's curriculum. You could also do some research to help back up your ideas clearly.

English Session 2

Designing a New Curriculum – Using Powerful Language and Persuasive Skills

To begin this session, watch the English Week Seven video which can be found on our Video Resource Centre.

The first thing you are going to do in this session, is use the elaborating ideas sheet to make sure you have reasons, facts and examples to support your reasons for choosing. Your points will not be persuasive enough if you can't back them up, so this is a really important part of the process.
After this, you are going to start your main writing challenge. Make sure you watch the session video, which will recap all of the things you need to think about. Add any details and vocabulary to your plan, pausing the video to help whenever you need to.

You aren't going to produce the finished piece of writing in this session, but you are going to develop the sections of text which contain your arguments. Spend a good amount of time writing them up and making them clear, making sure you are using words and phrases to link your writing together, like the ones on the vocabulary sheet here. Once you have drafted out your ideas, use the checklist on this sheet to start to make improvements and edit your writing.

English Session 3

Designing a New Curriculum – Writing Task

To begin this session, watch the English Week Seven video which can be found on our Video Resource Centre.

In this session you are going to produce your final piece of work. You will need to use the checklist you completed in the previous session to help you make any improvements to the parts of your work you have already completed.
After this, you are going to add the introduction and conclusion to your work, as you go through and write up a final copy.
This final copy needs to be sent in to me via email class6@bradworthy.devon.sch.uk, or handed in if you are working in school!

Maths Activities: Week Seven

Maths Session 1

Multiplication Problems and Puzzles
To begin this session, watch the Maths Week Seven video which can be found on our Video Resource Centre.

This week we are going to continue with our work based on using multiplication methods to solve puzzles and problems.
To begin this work, you have some warm up questions on Page One, which will need solving with written multiplication methods.
Following this you have some problems which require your reasoning skills. These are the skills you use a lot in class, and are based around your understanding of numbers, and the method you are using. When you use your reasoning skills you are able to explain how you know something is true / false, and you can use examples to support your ideas clearly.
To finish today's session there is a task based on arranging digit cards to find specific answers. The task asks you to find all available possibilities, and it is very important that your work proves that you have found all possible answers, and not missed any out!

Maths Session 2

Multiplication – Ultimate Missing Digits
To begin this session, watch the Maths Week Seven video which can be found on our Video Resource Centre.

To begin your work today, and warm up your brain, you have a game to play based on obtaining four in a row. You will need to use the number lines here. To begin the game, one player chooses two of the numbers from the grid, and decides whether to multiply or divide them. If the answer is a number on the number line, it is marked with your initials. If it is not on the line you cannot claim a number. Your opponent then has a go, and repeats the process. The winner is the first player to have four numbers in a row on the number line. You can play this game a few times – you can make your own number lines if you need more!

Next, you have a missing digit problem. In this problem, all of the missing digits are 2's, 4's, 6's and 8's. There are many ways you could try and solve this, from trial and improvement, to reasoning and developing ideas using the information you have in the calculation. As you work towards solving the problem try to keep a record of the ideas you have and the records you keep, as this will help us to see what you have done.

Maths Session 3

Quick Maths and Maths Challenges
To begin this session, watch the Maths Week Seven video which can be found on our Video Resource Centre.

Again this week you have the answers from the Quick Maths challenge last week so that you can mark your work. Once you have done this you can let us know if there are any questions you would like demonstrated. You then have a Quick Maths task to complete.
After this you have the second half of the maths challenge we started last week.
This is the trickier half of the paper, so don't panic if you think it is getting a bit more challenging. Have a go at as many of the questions as you can. The answers will be shared next week so you can see how you got on.

Topic / Science Activities: Week Seven

History Project

Watch the introductions video on our Video Resource Centre to listen to an explanation of this activity.
This week our History project is focusing on **The Anglo Saxons.**

In the same way as last week, you need to complete some research into this period of history as a whole, or in one of the more detailed areas. You will need a copy of the history project booklet (full version available on our online learning page), and in the same way as before we will be setting up a Blog based on the history project for you to share ideas and recommend websites or resources for your friends to use.

You can be as creative as you like with this project – it would be good to see you spending at least an hour on research, and then creating something which uses your research. This could be an art-based project, a PowerPoint presentation, a poster, a leaflet, a timeline, or anything else that you can think of.
There are many different resources you can use to help your research, obviously you can use google and other search engines to start you off, but you can also use the CBBC website, and resources like Espresso to help you.

French Session

French Culture

This week your French work is based on studying aspects of life in France. Mrs Price has set you a series of tasks which involve watching videos, going on a Driving Tour of Paris, and looking at famous landmarks.

You can access the task on our blog page – log in to the blog as usual, then choose Class Six from the menu on the right hand side. This way you will see two weekly posts where everyone is catching up with each other, and then the French post there as well.

https://bradworthy-primary-academy.primarysite.blog/?class=1772

This is the link to the Blog site & post, but you will have to log in to access it!

Wellbeing Session

The 2p Book Cover Challenge

Watch the introductions video on our Video Resource Centre to listen to an explanation of this activity.

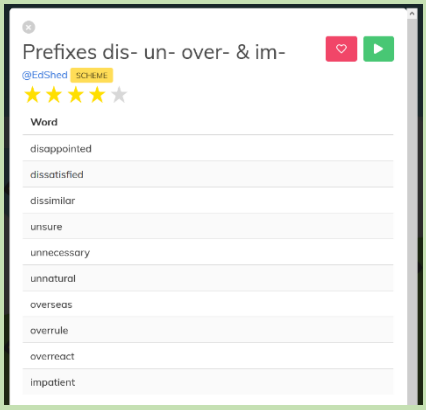
This week we are continuing our wellbeing time with a challenge once again linked to World Book Day. There are lots of events happening online to celebrate World Book Day this year, if you find anything good, please share it on the blog so everyone can enjoy it!

Our wellbeing challenge this week involves you creating a cover for a well known book, which will fit on to a 2 pence coin. You can choose to adapt the existing cover for a book, or design your own, but it can only be as big as a 2 pence piece. I have included a circle here for you, which is the correct size, so you can use this to guide you. Upload your pictures of your coins to the blog, and I will arrange a prize for the best five!

Weekly Challenges: Week Seven

Spelling Shed Assignment

Watch the introductions video on our Video Resource Centre to listen to an explanation of this activity. This week you have an assignment based on the next set of spellings we would have been studying in class. These words all use one of the prefixes: over- im- dis- un-
A prefix is added to the beginning of a root word, and can change the meaning of the word. Can you see how the prefixes which have been added in this spelling list have changed the meanings of the root words?



The league for these spellings will start on Monday 1st March, and the league will be based on total points, so all answers will help to contribute to your overall league position.
The assignment is set to unlock the rest of spelling shed after 10 games. At this point you can use any spelling shed games, but only the assignment words will count towards the league scores.

https://play.edshed.com/

Maths Shed Assignment

Watch the introductions video on our Video Resource Centre to listen to an explanation of this activity. This week your maths shed assignment is based on the maths work we have completed with dividing decimals by 10 and 100. This week we are also extending this to involve dividing decimals by 1000 as well. The game you have been set for your assignment involves dividing numbers including decimals by 10, 100 and 1000. You need to choose Powers of Ten, then the tab for Decimals, and the 10s, 100s & 1000s game with the Division Button.

The assignment is set for a minimum of ten games, but there is also a league set up which is based on total points for this challenge only. Please be careful when you choose your game – the only game which will help to gain league points is **Powers of Ten, Decimals, 10s, 100s & 1000s ÷**

https://play.edshed.com/

Weekly Challenge

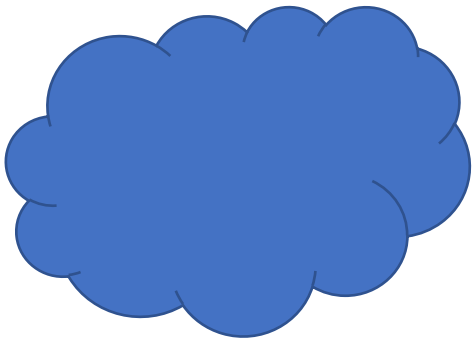
Red Cross First Aid Lessons – Unconscious and Breathing

Following on from the mini courses you have previously completed on helping people who are suffering with a wide range of accidental injuries or conditions, this week you are going to learn how to help someone who is unconscious and breathing.

Follow the link here https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-breathing/ to access the pages for you to have a look at. This section of the Red Cross website is based on how you can help someone who is unconscious and breathing. Watch the video, and have a go at the quiz further down the web page to make sure you have remembered what to do in this situation. We will look at a new unit each week so you will build up your first aid skills!

We will print the help cards into a booklet for you at the end of the set of videos so you will have your own first aid guide.

Brainstorming – A New Curriculum



Elaborating Your Points

Persuasive Writing

Introductions

I think...

For this reason...

I feel that...

I am sure that...

It is certain...

I am writing to...

Of course...

In the same way...

On the other hand...

In this situation...

Making your point

Firstly, secondly, thirdly...

Furthermore...

In addition...

Also...

Finally...

Likewise...

Besides...

Again...

Moreover...

Similarly...

Surely...

Certainly...

Specifically...

If...then...

because...

Details

For example...

In fact...

For instance...

As evidence...

In support of this...

Endings

For these reasons...

As you can see...

In other words...

On the whole...

In short...

Without a doubt...

In brief...

Undoubtedly...

Other Words

reasons

arguments

for

against

unfair

pros

cons

Did they...	Mark
imply a point of view with the title they chose?	
introduce their idea in the opening paragraph?	
give reasons for their viewpoint?	
develop their reasons with details/facts/examples?	
use rhetorical questions to focus on the reader?	
present opinions as facts?	
use expressions of conviction? (e.g. undoubtedly, obviously)	
write a conclusion which summarised their argument?	
use present tense verbs?	
choose strong/emotive/intensifying adjectives?	

Multiplication Problems & Puzzles (Page One)

	3	6	4	7
×			2	5

		9	6	3
	×		4	7

Ranjit's journey to school is 1,345m.

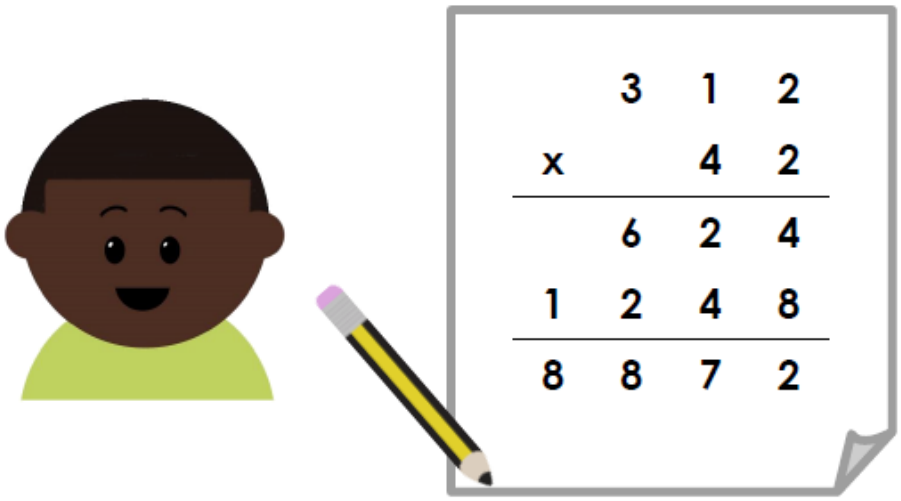
He walks to school every week day?

How far does he walk in 5 weeks?

A school buys 14 boxes of tennis balls. There are 125 tennis balls in each box. How many tennis balls are there altogether?

Multiplication Problems & Puzzles (Page Two)

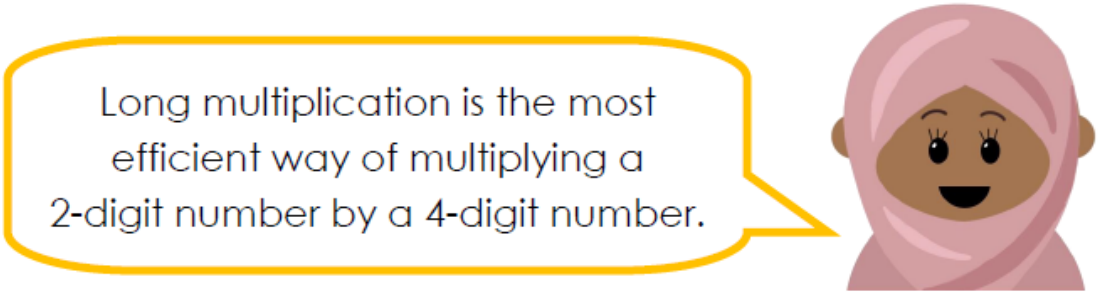
Caleb is multiplying using long multiplication.



	3	1	2
x		4	2
	6	2	4
1	2	4	8
8	8	7	2

Can you explain his error and correct it?

Always, Sometimes or Never True?



Explain your reasoning.

Fill in the missing digits.

	3	9	4
x			2
	1	9	7
	★	8	8
	9	8	5

		2	2
x			6
	★	3	6
	2	2	★
	3	★	3

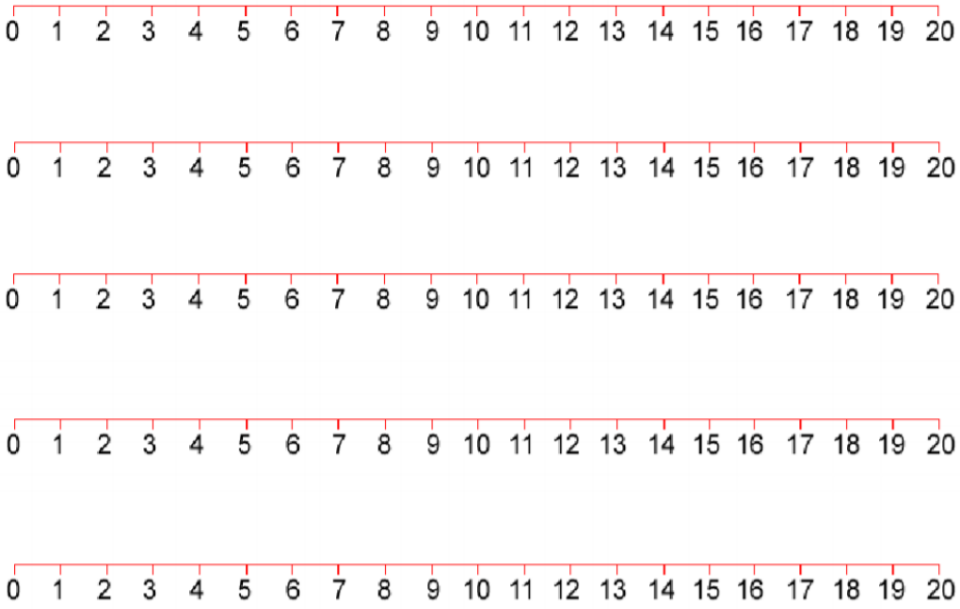
Multiplication Problems & Puzzles (Page Three)

Use the digit cards below to create two 4-digit by 2-digit multiplication calculations which give an answer greater than 500,000.

2	3	5
6	7	8

Find all possibilities.

Session Two Warm Up : Four in a Row



100	25	5
10	2	36
12	4	3

÷

×

This challenge is a game for two players. The first player chooses two numbers in this grid and either multiplies or divides them.

He or she then marks the answer to the calculation on the number line.The second player then chooses two numbers and either × or ÷, and marks that number in a different colour on the number line.

If the answer is too big or too small to be marked on the number line, the player misses a go.

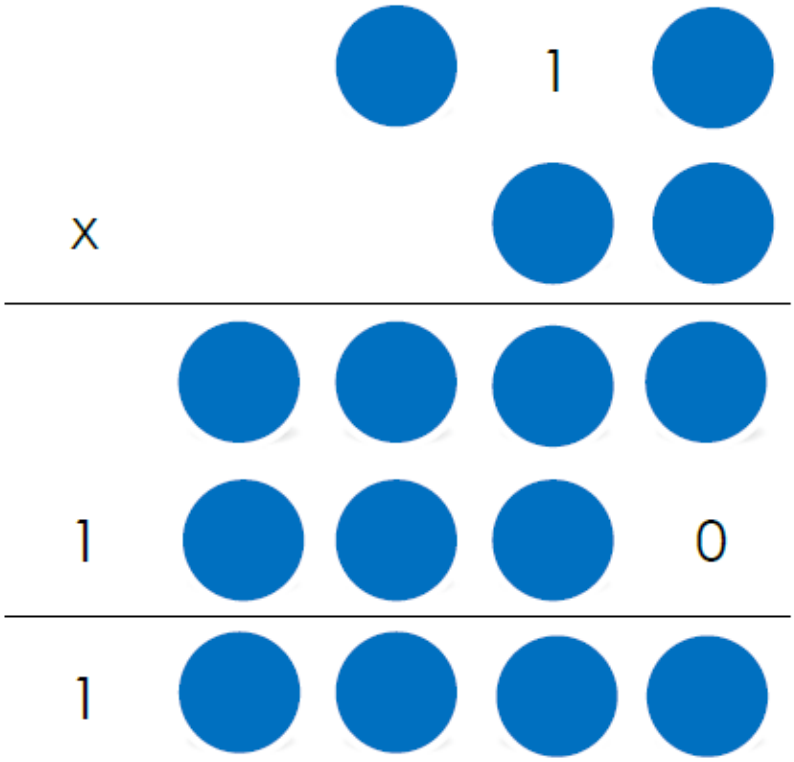
The winner is the player to get four marks in a row with none of their opponent's marks in between.

What good ways do you have of winning the game?

Does it matter if you go first or second?

Session Two : Ultimate Missing Digits

All of the missing digits in the calculation below are 2, 4, 6 or 8.



Help Asha calculate the missing digits.

Session Three: Quick Maths Answers

1	100 + 926 = 1,026	/1
2	94 + 116 = 210	/1
3	835 ÷ 1 = 835	/1
4	762 – 12 = 750	/1
5	792 + 223 = 1,015	/1

6	117 ÷ 9 = 13	/1
7	15,331 = 11,065 + 4,266	/1
8	689 = 699 – 10	/1
9	195 ÷ 5 = 39	/1
10	547 × 5 = 2,735	/1

1	32 x 7 = 224	/1
2	60 x 10 = 600	/1
3	72,500 = 100 x 725	/1
4	3.324 + 9.27 = 12.594	/1
5	468 ÷ 9 = 52	/1

6	10.71 + 67.897 = 78.607	/1
7	136.34 – 40.4 = 95.94	/1
8	67,461 – 20,231 = 47,230	/1
9	4^2 + 42 = 58	/1
10	0.3 ÷ 60 = 0.005	/1

1	6 – 8.11 = -2.11	/1
2	3,773 ÷ 77 = 49	/1
3	99 × 43 = 4,257	/1
4	$\frac{1}{9} + \frac{12}{9} = \frac{13}{9}$	/1
5	30% of 1,831 = 549.3	/1

6	12 × 4.5 = 54	/1
7	$\frac{9}{50} - \frac{9}{100} = \frac{9}{100}$	/1
8	546 ÷ 78 = 7	/1
9	85% × 128 = 108.8	/1
10	4,022 × 28 = 112,616	/1

Session Three: Quick Maths Tasks

1	72 + 978 = _____	/1
2	$\frac{6}{80} - \frac{1}{80} =$	/1
3	2 x 83 = ____	/1
4	806 ÷ 1 = _____	/1
5	48 ÷ 4 = ____	/1

6	8 x 9 x 2 = ____	/1
7	_____ = 2,028 – 787	/1
8	____ = 6^2 + 76	/1
9	75.75 + 76.35 = ____	/1
10	____ - 10 = 506	/1

1	5,680 ÷ 1 = _____	/1
2	2,300 ÷ 5 = _____	/1
3	__ = 30 ÷ 15	/1
4	4,466 – 253 = _____	/1
5	7,096,507 = 7,000,000 + _____ + 24	/1

6	70 – 50.3 = _____	/1
7	$\frac{8}{7} + \frac{5}{63} =$	/1
8	0.6 ÷ 100 = _____	/1
9	$\frac{3}{4}$ of 4,000 = _____	/1
10	697 x 95 = _____	/1

1	30% of 3,400 = _____	/1
2	968 ÷ 44 = _____	/1
3	0.5 x 30 = ____	/1
4	$\frac{1}{3} + \frac{1}{4} =$	/1
5	$5\frac{1}{4} + \frac{1}{4} =$	/1

6	8 – 9.537 = _____	/1
7	8.4 x 20 = _____	/1
8	$1\frac{4}{6} - \frac{2}{6} =$ ____	/1
9	1,676 x 24 = _____	/1
10	77% of 100 =	/1

Session Three: Maths Challenge Part Two

13. I am twice the age of each of my sons, Barry and Larry. Our three ages have a total of 76.

How old is Barry?

A $9\frac{1}{2}$ B 18 C 19 D 36 E 38

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14. My cat snoozes for 50 minutes in each hour.

For how many hours a day does my cat snooze?

A 5 B 10 C 15 D 20 E 50

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15. Which of the following progress bars indicates 23.4 MB of 37 MB downloaded?

A B C D E

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16. Runaround Sue is orienteering. She goes 1 km North, then 2 km East, then 3 km South, then 4 km West.

In what direction must she go to return to the start?

A North East B West C North D North West
E East

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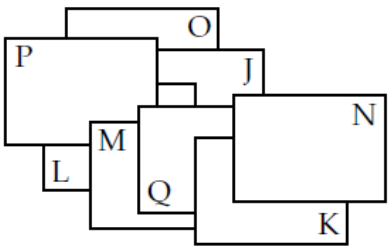
17. The diagram on the right shows eight lettered pieces of paper.

In which order were the first seven pieces placed?

A O J L P M Q K B L O J P M Q K
C N M Q K P L J D O J Q P L K M
E L J O P Q N K



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18. I ate half an apple pie on Saturday and two thirds of the remainder on Sunday.

What fraction of the pie was left for Monday?

A None B $\frac{1}{2}$ C $\frac{1}{3}$ D $\frac{2}{3}$ E $\frac{1}{6}$

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19. In which of these sets do all of the numbers give a remainder of 1 when divided into 2017?

A 2, 3, 4, 5 B 3, 4, 5, 6 C 4, 5, 6, 7 D 5, 6, 7, 8 E 6, 7, 8, 9

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20. My aunt Lotsa Cash has given me £200 to share between me and my five brothers.

What is the smallest sum of money I must give away so that I can share what is left equally among the six of us?

A nothing B 1p C 2p D 3p E £2

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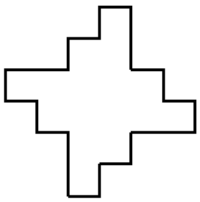
21. The shape on the right is made of 4 long lines of equal length and 16 short lines of equal length. All the angles are right angles. The area of the shape is 144 cm^2.

What, in centimetres, is the perimeter of the shape?



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22. I wish to make a list that includes each of the numbers 1, 2, 3, 4, 5 and 6 exactly once so that at least one pair of numbers next to each other in the list has a product that is a multiple of 6.

How many different such lists can I make?

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23. A *palindrome*, such as 303 or 8668, is a number that remains the same when read backwards.

What 3-digit palindrome can you add to 2017 and get a 4-digit palindrome as your answer?

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24. On a pie-chart showing the flavours of packets of crisps in Aunty's cupboard, the angle for Plain Crisps was 90°. When Marco ate four packets of Plain Crisps and redrew the pie-chart, the angle for Plain Crisps had decreased to 60°.

How many packets are there now?

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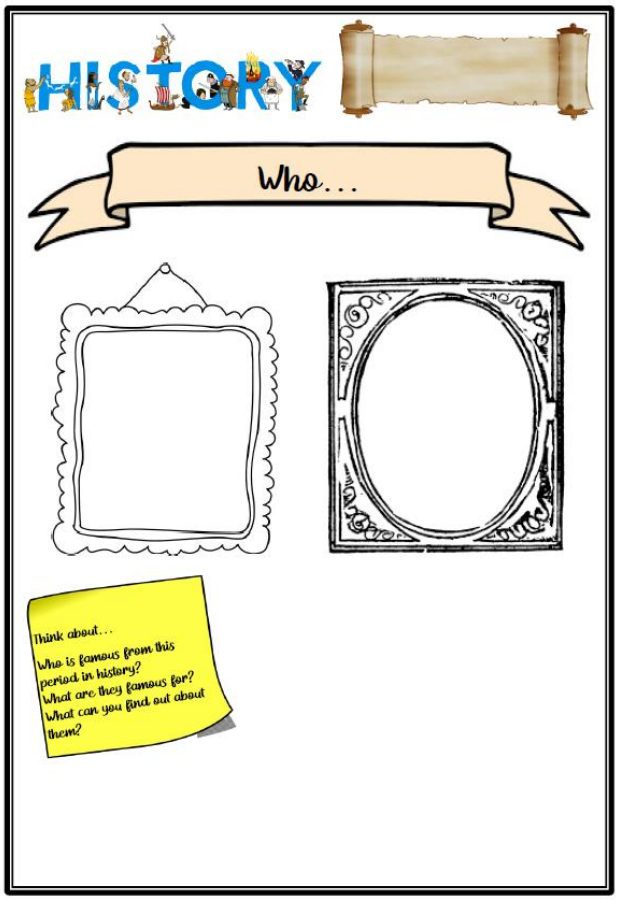
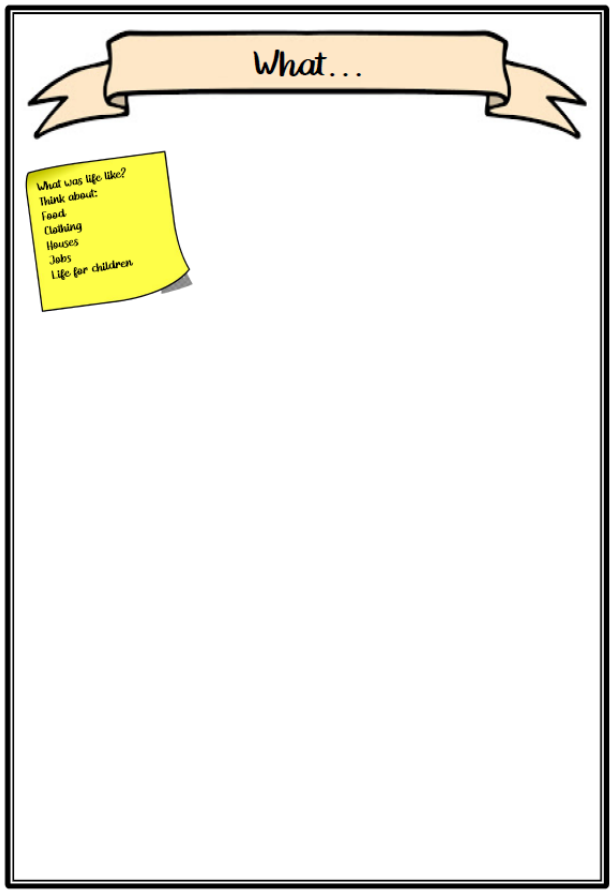
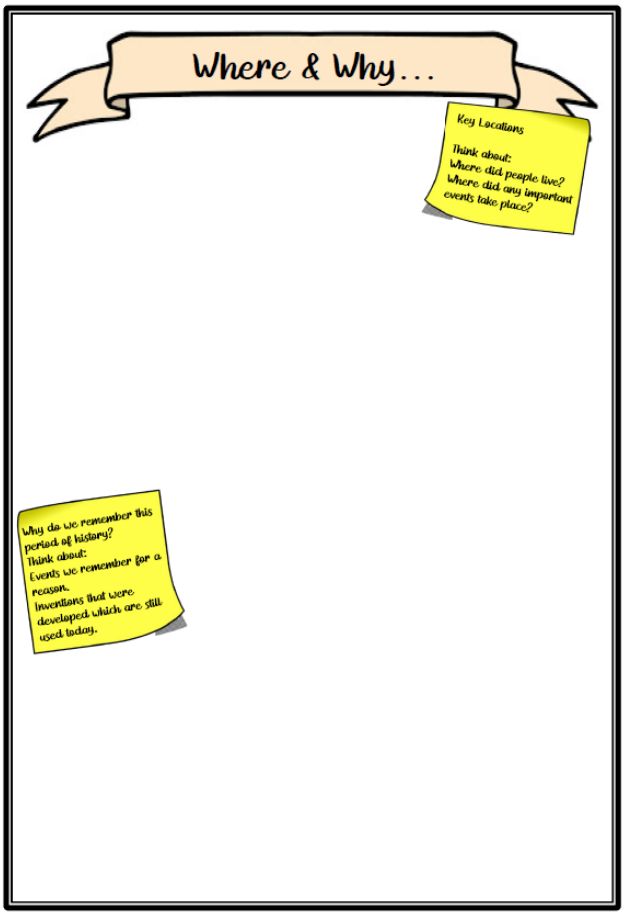
25. A rectangle has an area of 20 cm^2. If its length is reduced by 2.5 cm and its width is increased by 3 cm, the new shape is a square.

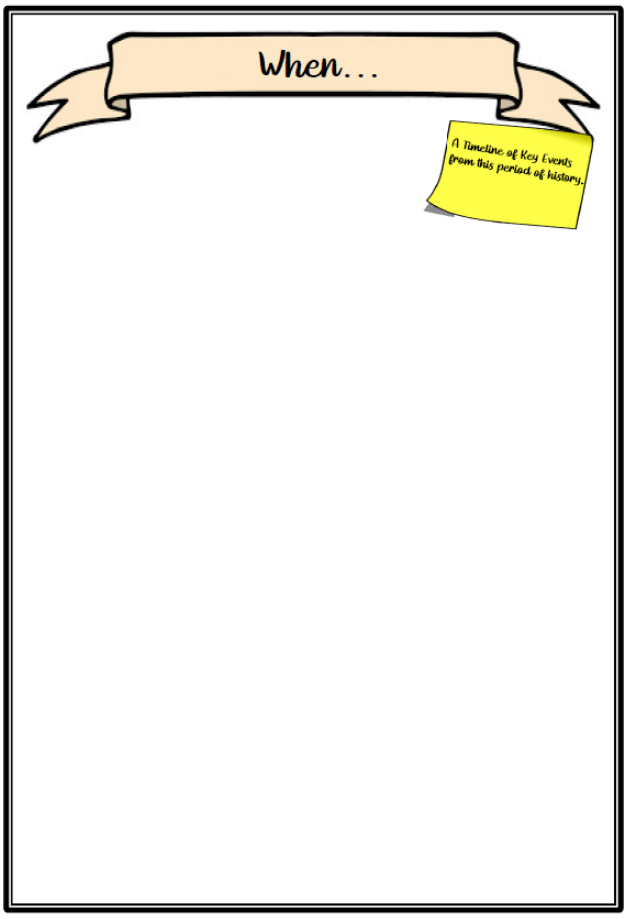
What is the perimeter of the square?

History Project Booklet Outlines









Class 5 and Class 6 Art.

Drawing.

Drawing is seen to be a vital skill in almost every area of art, whether you are using a pencil, a paint brush or any other tool that will leave a mark on your paper or any other surface you may wish to use. I think that the main difference between drawing and painting is the importance of 'line'. We generally use line to make the shapes of objects when we draw but often these objects look flat because we use an even line. We need to be able to make a line that can vary in intensity. Can you find interesting things that will make a mark or variety of marks and experiment with them. I have made a few suggestions below.

You will need to check what you are allowed to use at home! Be careful!

A stick in wet sand or in mud.
Chalk on a stone or a piece of wood.
A stone on a larger stone.
Wet mud on concrete. You could pour it or use a broom or anything else you think may work.
Try using pencils on different surfaces such as bits of stone or wood or fabric.
Sponges will leave interesting marks on many surfaces and will vary according to how wet or dry they are. Try using a dry sponge on a wet surface or a wet sponge into a wet surface. You could use paint if you have it.
A nail on a stone.

You can always use a combination of different marks.

I want you to go online and look at some of the paintings and drawings that are found in the caves of Lascaux in France. They are 20,000 years old but they were only discovered around eighty years ago. The artists used the natural features of the rock to help them. They made their own colours from natural things they found around them. They may have used tubes to blow the paint at the walls of the caves. Many of the cave paintings are of animals and of human figures and are to do with hunting.

Try doing lots of different drawings and then photograph them as soon as you think they are finished - especially if they are outside. You may like to photograph a drawing done in the mud over a period of time - as it slowly vanishes. Maybe include something in your photographs that shows the scale of your drawings. Notice the 's' on the end of the word drawing!

Now the tricky bit. I want your drawings to be about/of you involved in the act of doing the drawing itself! The more 'action' required to do the drawing, the easier this will be! Could you do a life size drawing or even bigger? This will involve moving around the drawing as you create it. Many of the Lascaux paintings show animals in motion.

Have fun and make sure you post the results. I look forward to seeing them.

Simon has set you this Art Project, which you may have already seen as it is on the website. We have a Year Six blog for the Art project specifically, so you can upload photos of your work for everyone to see.