

## Class Six: Online Learning Overview

Week One (Mon 11/01/21)



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Animals in Captivity –  
Discussion Texts

### [Maths Session 1](#)

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The Letter 'y' Used for the  
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<https://play.edshed.com/>

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Mixed Addition &  
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<https://play.edshed.com/>

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## English Session 1

### Animals in Captivity – Discussion Texts

Our English work over the next few weeks will be based on non-fiction texts of different types. If you want to remind yourself what a non-fiction text is, you can watch this BBC video as a quick reminder! <https://www.bbc.co.uk/bitesize/topics/z2yyvcdm/articles/zty8xfr> Our first type of text will be a discussion text. To begin with we are using a text about animals being held in captivity ([sheet 1](#)).

First of all, you will need to read this discussion text (you will definitely want to read this text a couple of times to help understand it), and get a feel for the features of a piece of discussion text. Following this there are some questions and tasks on [sheet 2](#) which you need to complete.

As you are working on the tasks please make sure you are thinking about what makes this a piece of discussion text. We will be creating our own texts over the coming weeks, so having a clear understanding of what makes a discussion text will be really helpful.

## English Session 2

### Formal Language vs Informal Language

In many pieces of non-fiction text, we use formal language to communicate ideas. There are some key differences between formal and informal language, and writers choose which type of language to use, based on the audience they are writing for. There is a video on the [Video Resource Centre](#) 'Year Six' playlist, about formal and informal language use, which you need to watch before you start the tasks in today's session.

The first task I would like you to complete, is a matching activity. [Sheet 3](#) contains sentences which have been written in a formal and informal style. Can you find each pair, match them together, and then highlight the changes which have been made?

The second activity you need to complete based on formal and informal language can be found on [Sheet 4](#). You need to answer the questions based on identifying formal and informal sentences, and transform some sentences from one style to the other.

## English Session 3

### Should Mobile Phones be Banned in School?

Today's session is based around you having a go at writing your own version of a discussion text, using the theme above to guide your ideas.

To begin with, you will need to make a list of reasons why you think mobile phones should be banned in school, and a list of reasons why you think they should not be banned in school (whether you agree or not, you have to present both sides of the argument). You can use [Sheet 5](#) to help you organise your ideas, then have a go at writing your own version of a discussion text. You can use the [example](#) to help you structure your ideas, and you should try to develop a formal style in your writing.

This piece of work needs to be handed in. You can send a typed copy, or a photo of the work you have finished. Please send it to [class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk) and I will reply with some feedback for the next stage of the project. Please send this piece of work over by Saturday 16<sup>th</sup> Jan so I can see it before the next set of lessons are finalised.



## Maths Session 1

### Decimals – An Introduction

Over the next few weeks your maths sessions will be based on decimals. This week the focus is on reading and understanding the place value of the different parts of decimal numbers up to 3 decimal places.

As a warm up activity, can you watch the BBC bitesize video based on decimals which you can find here. <https://www.bbc.co.uk/bitesize/topics/zsjqtfr/articles/zsbd7p3>

Next, I would like you to watch the decimals presentation on the [Video resource centre](#) to show you what we will be doing in each lesson. This presentation has parts from each lesson this week, so you will be able to use it each time you are completing a maths lesson.

Once you have watched the presentation you need to complete the tasks based on reading and writing decimal numbers. The [first task sheet](#) involves sorting numbers using their place value, and the [second sheet](#) is based on organising digits to create decimal numbers.

## Maths Session 2

### Ordering Decimals

To start this session, you need to watch the Ordering Decimals video on the [Video Resource Centre](#). This is a very cheesy video which highlights how we order decimal numbers. The most important thing to remember is that you need to line up the decimal points when ordering these numbers, so that you are comparing numbers in the same columns.

Once you have watched the video, look back at the presentation video we used in session one again. This will explain what you need to do in the tasks for this session. Ordering Decimals sheets [One](#) and [Two](#) are first, and in these tasks you need to sort each set of decimal numbers in to order. When you have finished this the next sheet contains two [sets of cards](#). You need to write out the numbers in order, or if you find it easier you can cut up cards are then order them.

## Maths Session 3

### Decimal Challenges and Quick Maths

To finish our maths work this week you need to look again at the presentation video. The final [challenges](#) for the week are based on using digit cards to create numbers which fit a certain rule, and finding out how many times specific digits are used between two given points.

The work from these two challenges needs to be handed in. So you will need to scan or take a photo of your work, and send it to [class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk) by Saturday 16<sup>th</sup> January.

Once you have completed these tasks there are two [Quick Maths challenge sheets](#). I would like you to spend half an hour completing these, and then you will need to keep hold of them. I will publish the answers next week for you to mark your work.



### History Project

Our history project over the next few weeks is set across all of the children in Years Four, Five and Six. We will be involved in an enormous project based on different periods of history. Each week you will be given a period of history to study, and a booklet to use to help you structure your work / ideas. Any children in school will also be completing this project as well, and we will start a blog each week for the history project, where children from each class can share their ideas and any useful websites / links.

You can download the [history project booklet](#) from our online learning page, and we will be using the same booklet each week. You don't have to fill in each section of the booklet every week, and you may decide to research something different during each of the different periods of history. However you decide to organise your work, we are expecting you to spend at least an hour doing some research over the week (this doesn't have to be all at once), and then producing something based on the research you have completed. This could be a poster, a leaflet, a quiz, or you could focus on completing the four main sections of the booklet.

Make sure you use the blog post to share your work, and also keep an eye out for any resources or useful websites which have been recommended by your friends.

For the first week of our project we are all going to research the Ancient Egyptians.

### French Session

Dear Year 6,

I have recorded an introduction to your French tasks for this week using Quizlet.

Please listen to me explaining the tasks here: <https://voca.ro/1jvzYg1ip37D>

Try and do some learning from each Quizlet. Do send in any questions you may have.

Challenge. If any of you would like to create a Quizlet yourselves for me to try, please go ahead! You could send it to your teacher for me. Recycle the vocabulary you have been learning here, or use an online dictionary like <https://www.collinsdictionary.com/us/dictionary/english-french> Do not use Google Translate as it is not accurate.

Greetings Revision and development for Year 5 and 6

<https://quizlet.com/nz/264010687/french-greetings-french-greetings-flash-cards/>

Numbers to 20 for Year 5 / 6 revision

<https://quizlet.com/313091802/french-numbers-up-to-20-flash-cards/>

Numbers 20 - 50 to challenge yourselves to go further new for Year 5, revision Year 6

<https://quizlet.com/157743396/french-numbers-20-to-50-flash-cards/>

Learn more about Paris monuments.... some you know, some new ones.

Revision and development for Year 6, building on what just started in December for Year 5

Can you remember the signs we learned to go with some of these monuments?

<https://quizlet.com/347222150/les-monuments-de-paris-flash-cards/>

### Wellbeing Session

Action for Happiness – Happier January 2021

This month, [the happiness calendar](#) is based on making a positive start to the new year.

Can you have a look at the calendar and try to complete the mission each day? If you can't complete the mission, can you come up with a challenge of your own which will give you a boost and have a positive effect on someone else around you?



### Spelling Shed Assignment

This week you have an assignment based on the next set of spellings we would have been studying in class. These words all use the letter y to represent a long 'i' sound, so this should help you to remember the spelling pattern.

We will have a league running on Spelling Shed and Maths Shed each week, using the spelling assignment being set – 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

This week your maths shed assignment is based on addition and subtraction calculations which move across zero – moving from positive to negative numbers etc.

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 'mixed' addition and subtraction game is the one which will collect points towards the league. Any other games with negative numbers and crossing zero will help you practice but won't give you league points.

<https://play.edshed.com/>

### Weekly Challenge

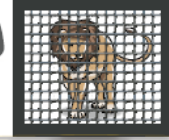
Red Cross First Aid Lessons – Asthma Attacks

Over the next few weeks, we thought it would be a good idea for you to watch some videos from the Red Cross. These videos cover different aspects of first aid, and are aimed at children of your age.

Follow the link here <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/asthma-attack/> to access the first of 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 having an asthma attack. 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.

# Should animals be kept in captivity?



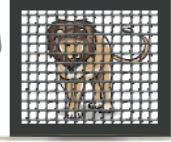
Animals being kept in captivity (whether it is land or marine creatures) is an issue that has been debated at length for years. In more recent times, various incidents that have occurred involving captive animals harming, and sometimes killing humans have raised the profile of the issue, leaving many people questioning whether it really is safe to remove these creatures from their natural environment. Conversely, the people behind the zoos, marine parks and other leisure attractions believe that nurturing the animals in monitored enclosures protects their species from extinction and allows humans to witness the beauty of such creatures that they may not otherwise be able to.

Without a doubt the strongest argument against captivity is the aforementioned attacks on humans. Their enclosures – which are often far too small to allow comfortable, sufficient movement and living space – lead to anger, stress and frustration. Anti-captivity protestors state that animals, particularly sea creatures, would travel and access space 100 times bigger than the enclosures that house them at the so-called conservation parks. Unbelievable. These aggressive emotions ultimately get taken out on the humans they come into contact with, where not all of those have been trained to deal with such behaviours. Even those who are trained have suffered catastrophic consequences or even died. Although actions have been taken to attempt to reduce the risk of this occurring again, many believe that unless animals are fully released back in to the wild, fatal incidents will continue to occur.

On the other hand, confining animals to such enclosures has meant that certain species have avoided extinction, whereas in the wild they would have been hunted down (or just perished) due to lack of necessary healthcare and protection. Shockingly, according to statistics, since 1999 the number of giraffes in the wild has decreased from 140,000 to approximately 80,000 with only 1,500 of those being in captivity and protected from harm. Keeping animals enclosed and under surveillance is supporting the continuation of their species; equally, it is allowing humans to become educated about such creatures, hopefully leading to better relationships between us and them. A relationship which is much-needed to bring alliance between the two worlds.

To summarise, using the above evidence it is clear that this debate is sure to continue on with neither view prepared to accept the other. The core of the argument is whether the animals are happy whilst confined in these spaces and are the conservation parks really the only alternative to help avoid extinction? Only time will tell, but one thing for certain is that innocent humans cannot continue to perish or become seriously injured due to uncontrolled behaviour from animals that have restricted living conditions. An alternative must surely be devised or the consequences will be detrimental. Detrimental not just for the poor animals but for the human race too.

# Should animals be kept in captivity?



1. Can you read the discussion above and make sure that you understand it? Look up any words that are not familiar to you, and re-read the discussion as you need to.
2. Write a 150-word summary of this discussion. Can you briefly explain what the discussion is about, and the key arguments on each side of the discussion?
3. Make a list of the reasons the author uses to argue against animals being kept in captivity.
4. Make a list of the reasons the author uses to argue for animals being kept in captivity.
5. Read the opening paragraph again. What is the purpose of this paragraph?
6. Read the closing paragraph again. What is the purpose of this paragraph?

# Formal and Informal Language – A Matching Game

The balloons were inflated for the experiment.	The train ticket was very expensive.
I can't come in today, I'm poorly.	He recovered from his illness.
We're over the moon with the results.	He's driving me round the bend.
I'm well chuffed with that.	She is gonna go mental when its her birthday.
That train ticket cost an arm and a leg.	The balloons were blown up for the test.
She is going to be really excited on her birthday.	I am very pleased about that.
He got better from his sickness.	We are incredibly pleased about the results.
He is driving me crazy.	I will be absent today as I am unwell.

# Formal and Informal Language

Can you label the sentences below as formal or informal? Can you then rewrite them in the opposite style (swap formal to informal, and informal to formal)?

1. School is generally regarded as an excellent place in which to learn facts.
2. The kids in class 6 were mega chuffed about their win.
3. Assuming the report is satisfactory, building work will commence tomorrow.

Swap the sentences below from an informal style to a more formal style.

1. Tomorrow morning class 6 are off to the museum to see the new stuff they've got there.
2. Our uncle loves a bit of fishing after tea when work's finished.
3. All of the library books need to be back ASAP so that we can sort the library out.

Swap the sentences below from a formal style to a more informal style.

1. The evening cookery class will commence in due course.
2. All staff must ensure their identification cards are updated with the correct information.
3. It is with deep regret that we have to inform you of the decision to cancel the event.

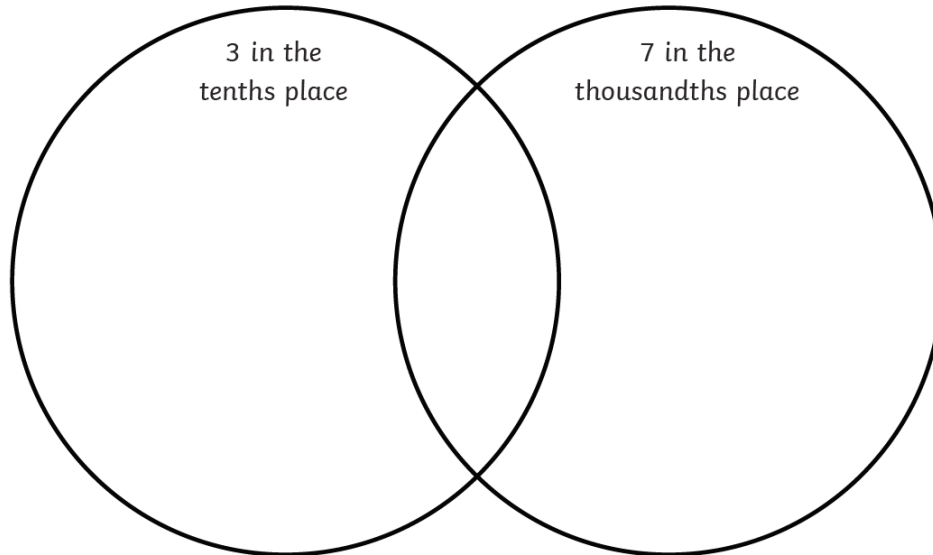
# Planning a Discussion Text

Introduction Ideas	
Ideas which agree..	Ideas which disagree.
Ideas for a conclusion	
Vocabulary / Formal Language	

# Sorting Decimals

Sort the decimal numbers into the correct place on the Venn diagram.

0.577	0.387	0.439	0.514	0.287
0.381	0.399	0.129	0.528	0.317



Sort the decimal numbers into the correct place on the Carroll diagram.

1.671	3.629	0.581	3.902	2.601
0.665	1.071	0.003	0.328	1.874

	1 in the thousandths place	not a 1 in the thousandths place
6 in the tenths place		
not a 6 in the tenths place		

Three hundred and fifty-eight and six hundredths
Seventy-eight and fifteen thousandths
Seventy-eight and one hundred and five thousandths
Seventy-eight and fifteen hundredths
Three hundred and fifty-eight and six thousandths
Three hundred and fifty eight and six tenths

78.15
358.6
78.015
358.06
78.105
358.006

# Decimal Place Value Challenge

Arrange all the digits to make a 3-digit number with 2-decimal places that meets the given criteria.

1. Between 4.6 and 4.7:

**7, 4, 6**

--	--	--

O . t h

2. Between 3.8 and 4:

**2, 3, 9**

--	--	--

O . t h

3. Between 8.9 and 9.1:

**0, 3, 9**

--	--	--

O . t h

4. Between 7.3 and 7.5:

**4, 7, 5**

--	--	--

O . t h

5. Between 6.2 and 6.4:

**1, 3, 6**

--	--	--

O . t h

6. Between 1.7 and 1.9:

**8, 1, 9**

--	--	--

O . t h

7. Between 8.6 and 8.8:

**7, 8, 4**

--	--	--

O . t h

8. Between 2.3 and 2.5:

**6, 2, 4**

--	--	--

O . t h

9. Between 5 and 5.1:

**8, 0, 5**

--	--	--

O . t h

10. Arrange the following digits to make the largest possible 3-digit number with 2-decimal places: **7, 4, 8**

--	--	--

T O . t

11. Use the same digits to make the smallest 3-digit number with 2-decimal places.

--	--	--

T O . t

# Decimal Place Value Challenge

Arrange all the digits to make a 4-digit number with 2-decimal places that meets the given criteria.

1. Between 23 and 25:

**6, 9, 4, 2**

--	--	--	--

T O . t h

2. Between 29 and 31:

**1, 0, 3, 5**

--	--	--	--

T O . t h

3. Between 52 and 54:

**3, 7, 5, 8**

--	--	--	--

T O . t h

4. Between 15 and 17:

**2, 6, 1, 3**

--	--	--	--

T O . t h

5. Between 97 and 99:

**8, 0, 4, 9**

--	--	--	--

T O . t h

6. Between 61 and 63:

**5, 3, 6, 2**

--	--	--	--

T O . t h

7. Between 43 and 45:

**7, 4, 5, 4**

--	--	--	--

T O . t h

8. Between 71 and 73:

**2, 7, 7, 4**

--	--	--	--

T O . t h

9. Between 81 and 83:

**9, 8, 2, 8**

--	--	--	--

T O . t h

10. How many 4-digit numbers with 2-decimal places can you make using the following digits: **7, 5, 0, 3**

11. Arrange the following digits to make the largest 4-digit number with 2-decimal places possible: **3, 2, 8, 1**

--	--	--	--

T O . t h

12. Use the same digits to make the smallest 4-digit number with 2-decimal places.

--	--	--	--

T O . t h

# Ordering Decimals

## Two Decimal Places

1.	0.61	0.58	0.42	0.2	0.81					
2.	0.57	0.29	0.14	0.48	0.26					
3.	0.67	0.09	0.7	0.28	0.81					
4.	0.03	0.86	0.49	0.71	0.94					
5.	0.37	0.59	0.53	0.15	0.05					
6.	0.82	0.53	0.06	0.44	0.16					
7.	0.14	0.27	0.4	0.9	0.35					
8.	0.06	0.51	0.05	0.77	0.54					
9.	0.75	0.03	0.45	0.56	0.77					
10.	0.96	0.05	0.36	0.1	0.93					

# Ordering Decimals

## Two Decimal Places

1.	0.869	0.722	0.96	0.627	0.716	0.312
2.	0.131	0.354	0.531	0.392	0.733	0.149
3.	0.36	0.937	0.377	0.894	0.012	0.244
4.	0.245	0.174	0.825	0.746	0.352	0.609
5.	0.507	0.298	0.847	0.2	0.913	0.799
6.	0.377	0.343	0.842	0.838	0.768	0.887
7.	0.839	0.018	0.204	0.876	0.582	0.198
8.	0.175	0.869	0.605	0.591	0.994	0.997
9.	0.702	0.248	0.249	0.255	0.165	0.169
10.	0.1	0.564	0.654	0.014	0.481	0.316

## Ordering Decimal Cards

0.212	0.546	0.618	0.144	0.587
0.284	0.476	0.443	0.179	0.314

0.84	0.56	0.03	0.08	0.27
0.77	0.79	0.27	0.21	0.06

## Solving Decimal Problems

Using each digit card only once, find 5 possible solutions that complete this statement.




$$2.\square\square 5 < 2.\square\square\square$$

### Challenge 2

If you write out every number to two decimal places between 5.00 and 9.99, how many times do you use the digit 9?

E.g. 5.00, 5.01, 5.02, 5.03, .....

## Quick Maths Challenge (Page One)

1	$8 \times \underline{\quad} = 96$
2	$7^2 = \underline{\quad}$
3	$84 \div 4 = 7 \times \underline{\quad}$
4	$2 \times 12 \times 3 = \underline{\quad}$
5	$3,964 + 2,740 = \underline{\quad} + 3,740$

1	$1,500 = 3 \times \underline{\quad} \times 100$
2	Sixty-one thousands and eight tens = $\underline{\quad}$
3	$\underline{\quad} = 499 \div 1$
4	$490 \div 7 = \underline{\quad}$
5	$10,000 - 7,581 = \underline{\quad}$

1	$8 \times \underline{\quad} = 96$
2	$7^2 = \underline{\quad}$
3	$84 \div 4 = 7 \times \underline{\quad}$
4	$2 \times 12 \times 3 = \underline{\quad}$
5	$3,964 + 2,740 = \underline{\quad} + 3,740$

## Quick Maths Challenge (Page Two)

1	$11 \times \underline{\hspace{2cm}} = 110$
2	$8^2 = \underline{\hspace{2cm}}$
3	$36 \div 4 = 9 \times \underline{\hspace{2cm}}$
4	$3 \times 4 \times 8 = \underline{\hspace{2cm}}$
5	$6,187 + 2,870 = \underline{\hspace{2cm}} + 2,187$


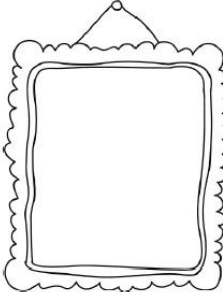
1	$7,438 + 100 = \underline{\hspace{2cm}}$
2	$96 \div \underline{\hspace{1cm}} = 8$
3	$6 \times 0 \times 4 \times 3 \times 2 = \underline{\hspace{2cm}}$
4	$45,000 - 2,573 = \underline{\hspace{2cm}}$
5	$12 \times 7 = \underline{\hspace{2cm}}$

1	$741 \div 3 = \underline{\hspace{2cm}}$
2	$35,067 + 9,854 = \underline{\hspace{2cm}}$
3	$4,949,000 \div 1,000 = \underline{\hspace{2cm}}$
4	$4 \times 5 + 2 \times 7 = \underline{\hspace{2cm}}$
5	$\frac{5}{13} + \frac{3}{13} =$

# History Project Booklet Outlines

**HISTORY**

Who...



Think about ...  
Who is famous from this period in history?  
What are they famous for?  
What can you find out about them?

What...

What was life like?  
Think about:  
Food  
Clothing  
Houses  
Jobs  
Life for children

Where & Why...

Key Locations  
Think about:  
Where did people live?  
Where did any important events take place?

Why do we remember this period of history?  
Think about:  
Events we remember for a reason.  
Inventions that were developed which are still used today.

When...

A Timeline of Key Events from this period of history.



# ACTION CALENDAR: HAPPIER JANUARY 2021



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



"Happiness is when what you think, what you say, and what you do are in harmony" - Gandhi

1 Find three good things to look forward to this year

2 Make time today to do something kind for yourself

3 Do a kind act for someone else to help to brighten their day

4 Write a list of things you feel grateful for in life and why

5 Look for the good in others and notice their strengths

6 Take five minutes to sit still and just breathe

7 Learn something new and share it with others

8 Say positive things to the people you meet today

9 Get moving. Do something physically active (ideally outdoors)

10 Thank someone you're grateful to and tell them why

11 Switch off all your tech 2 hours before bedtime

12 Connect with someone near you - share a smile or chat

13 Be gentle with yourself when you make mistakes

14 Take a different route today and see what you notice

15 Eat healthy food which really nourishes you today

16 Get outside and notice five things that are beautiful

17 Contribute positively to a good cause or your community

18 Focus on what's good, even if today feels tough

19 Get back in contact with an old friend you miss

20 Go to bed in good time and give yourself time to recharge

21 Take a small step towards an important goal

22 Try out something new to get out of your comfort zone

23 Plan something fun and invite others to join you

24 Put away digital devices and focus on being in the moment

25 Decide to lift people up rather than put them down

26 Say hello to a neighbour and get to know them better

27 Challenge your negative thoughts and look for the upside

28 Ask other people about things they've enjoyed recently

29 Use one of your personal strengths in a new way

30 Count how many people you can smile at today

31 Write down your hopes or plans for the future

ACTION FOR HAPPINESS



[www.actionforhappiness.org](http://www.actionforhappiness.org)

Learn more about this month's theme at [www.actionforhappiness.org/happier-january](http://www.actionforhappiness.org/happier-january)

Happier · Kinder · Together

