

# Welcome

Dear Kahlo and Riley class,

It has been very different in school this week but so nice to see some familiar smiley faces! I can't wait until we can all be back together again. I hope you have been enjoying the home learning slides and the story time videos. I was a mystery reader last week...did you see my story called 'Look up'? Check it out here if you missed it! <https://youtu.be/EwpaDqFQVU>

Now that we are allowed to see some friends and family outside, at a distance, I met up with one of my best friends, Emma. It rained but we still kept to the rules and stayed outside! It was strange not to be able to give her a hug, but it was so nice to see her! We talked about all of the holidays and fun adventures we have had in the past and what we are looking forward to doing when things go back to normal.

This month we would normally be celebrating international day in school with food from around the world and creative activities like traditional dancing, singing and crafts. Do you remember on international day last year we had a book bus visit?

You all enjoyed exploring the books and some of you bought one to take home! Make sure you check out the audio book slide for some books to read virtually. On my last welcome slide I said I was reading Lord of the Rings. I have finished the first book and now I am reading

'The Two Towers' which is the next book in the trilogy. What are you reading at the moment?

Keep sending your amazing home learning pictures to the admin email. I love seeing what you have been up to! Missing you all, Love Mrs Ahearn. xxx



Dear Kahlo class,

# Welcome

I'm feeling much more positive this week as I am getting into the swing of my new week of teaching at school on 2 days, and working from home on the others. Thank you to you all for making me smile and laugh so much; you brighten my days!

This week, we have been busy taking our big shed down, ready for a new one. The garden looks a little worse for wear as you can see from the photo! We must have disturbed a lot of little insects as we have had many birds visiting to fill their bellies!

My brother's birthday was a success, although very different from the original plan of a big party in London - he loves tennis so I made him some tennis-themed cupcakes.

I have also been busy catching up with my cousin and her husband on Zoom - we did quizzes for each other; her one was an unusual words spelling test and I scored 1 out of 10! There were some words I'd never heard of but, luckily, I love learning new words as you know - I'll just have to do my homework and look them up! Missing you as always. Please keep the work and messages coming in; I love to see what you've been up to!

From Miss Meggitt xxx



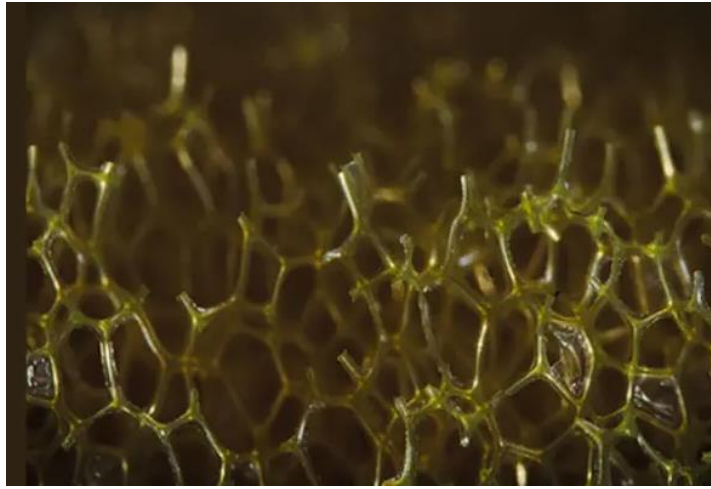
Tennis cupcakes!



We won't be using our garden for a while!

Did you get it right?

It was a close-up of a kitchen sponge!



=



## This week's close-up!

Have a go at guessing what this is a close-up photograph of...remember to give reasons for your answer.

### Thinking prompts:

Man-made or natural?

Edible or not?

Dead or alive?

Does the colour give a clue?

Animate or inanimate?

Every day item or

unusual?



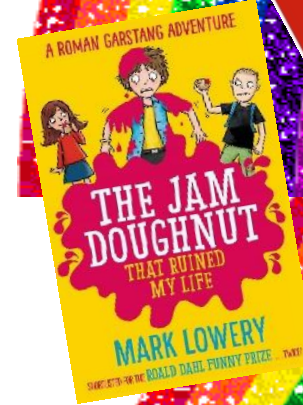
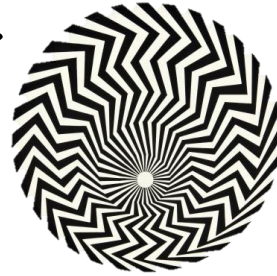
Dear Riley Class,

# Welcome

Week two of some year 6 children being back in school and it has been so great to spend time with my 'bubble' and wave at Mr Morris' 'bubble' from the hallway. We are called Blaze and Echo class, names based on the works of Bridget Riley.

I am looking forward to phoning the children who are learning from home and the children in Echo class this week! I can't wait to hear your voices and to find out what you have all been up to and which books you have been reading. This week Miss Meggitt reads the next part of 'The Jam doughnut'; check out the link on the audio book slide. Keep on being kind to your family and remember to read every day!

From Mrs Ross xxx



## Book Recommendations:

The Cherub Series by Robert Muchmore

The Christomanci Series by Dianna Wynne Jones

We Won an Island by Charlotte Lo

Gone Series by Michael Grant



# Answers to last week's jokes and riddles - check out the next slide for new ones this week!

*"Riddle: Mary has four daughters, and each of her daughters has a brother — how many children does Mary have?"*

Ans: 5. Each daughter has the same one brother

I do not speak, cannot hear or speak anything, but I will always tell the truth. What am I? **Ans: A mirror**

I go around all the places, cities, towns and villages, but never come inside. What am I? **Ans: A road**



I have rivers, but do not have water. I have dense forests, but no trees and animals. I have cities, but no people live in those cities. What am I? **Ans: A map**

What kind of room has no doors or windows? **Ans: A mushroom!**

I was born big, but as the day passes, as I get older, I become small. What am I? **Ans: A candle**

*"Riddle: What has four wheels and flies?"*

Ans: A Dustbin truck

The one who makes me does not need me, when he makes me. The one who buys me does not use me for himself or herself. The one who uses me doesn't know that he or she is using me. What am I? **Ans: A coffin**

# This week's jokes and riddles - remember to try them out on your family!

Why can't you play basketball with pigs?

A lawyer, a plumber, and a hat maker were walking down the street. Who had the biggest hat?

Take away my first letter, and I still sound the same. Take away my last letter, I still sound the same. Even take away my letter in the middle, I will still sound the same. I am a five letter word. What am I?



It lives without a body, hears without ears, speaks without a mouth, and is born in air. What is it?

You can break me easily without even touching me or seeing me. What am I?

You will throw me away when you want to use me. You will take me in when you don't want to use me. What am I?

If I drink, I die. If I eat, I am fine. What am I?

You can keep it only after giving it away to someone else. What is it?

# Wellbeing Activity



Happy **International** (at home) Day!

Please dress up in a traditional costume or cook food your family loves, which represents your heritage. Have a think about and appreciate, all the magnificent multicultural backgrounds we have in our school.

Please take a photo and send it into school.



We can't all be together this year, but we can create a video of pictures to put on our website



#Kingathelstanfamily

[admin@kingathelstan.rbksch.org](mailto:admin@kingathelstan.rbksch.org)



## Year 6

Embrace difference  
Expect equality  
Empower yourself



**Katherine Johnson** was an African American woman who worked at NASA in the 1960s. She was part of the team who put a man on the moon in 1968. She was one of the best physicists and mathematicians in the world.

# Wellbeing Activity



In school at this time of year, we are usually preparing for our **International day**.

It is a day where we celebrate everyone's unique culture within our **King Athelstan family**. Sadly we are not able to do this at present, but we can still think about all the wonderful things that make us **different but equal**.



**Malala Yousafzai** was born in a small town in Pakistan, where girls were banned from going to school. Malala did not accept this ban and became an activist for female education & human rights. She is the youngest Nobel Prize laureate



**Satoshi Tajiri** is a Japanese video game designer and director best known as the creator of Nintendo's Pokémon franchise and the President of video game developer Game Freak. It has been reported that Satoshi has autistic traits that allow him to focus on the detail of the Pokémon characters, making them such a success!



Happy International (at home) Day!  
Be kind.  
Be proud.  
Be respectful to all.



Write about your ambitions - what will you become?

**Elizabeth Garrett Anderson** was the first woman to qualify in Britain as a doctor and surgeon in 1865. She was the co-founder of the first hospital staffed by women and the first dean of a British medical school. She also supported the suffragette movement to give women the right to vote.





# Who is your superhero?

Your grandad, step dad, uncle, brother or dad?

Show them you  them

Bake it

Shake it

Cake it



## Marvellous Muffins

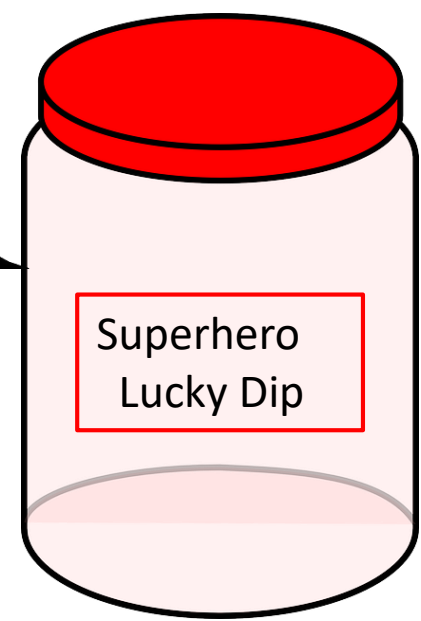
### Ingredients

2 medium eggs  
125ml vegetable oil  
250ml semi-skimmed milk  
250g golden caster sugar  
400g self-raising flour  
1 tsp salt  
100g chocolate chips or dried fruit such as sultanas



### Method:

Heat oven to 200C/180C fan/gas 6.  
Line 2 muffin trays with paper muffin cases.  
In a large bowl beat 2 medium eggs lightly.  
Add 125ml vegetable oil and 250ml semi-skimmed milk and beat until just combined.  
Then add 250g golden caster sugar and whisk until you have a smooth batter.  
Sift in 400g self-raising flour and 1 tsp salt, mix until just smooth. Be careful not to over-mix the batter as this will make the muffins tough.  
Stir in 100g chocolate chips or sultanas.  
Fill muffin cases two-thirds full and bake for 20-25 mins, until risen, firm to the touch and a skewer inserted in the middle comes out clean.  
Leave to cool, then *serve to your superhero!*



Create a Superhero Lucky Dip.  
Find a clean jar and fill it with superhero kindness for your special person.

Have a Spiderman web of hugs

You are as brave as Batman!



You are a 'Superman, Super brother!

Thank you for helping me with my homework. You are as clever as Ironman!

You make me feel as strong and safe as Captain America

# Moving from Primary to Secondary School

This is such an exciting time! Next academic year, you're going to make new friends, learn new subjects and have loads of opportunities to try new clubs and activities! However, it can also be very daunting and **EVERYONE** has some worries about the change. Last year, we (year 6 teachers) wrote down some of the common worries that children in year 6 had when thinking about Secondary school. Here are some of them:

- "I'm going to miss my best friends as they are going to a different school."
- "What if the lessons get much harder?"
- "My new school is so big - what if I get lost?"
- "Will the older children be nice to me?"



Do you share any of these thoughts? What other ones can you add? I bet someone else is thinking of the same thing!

Last year, we had children in year 7 come to chat to year 6 and that really helped because they answered questions and reassured them. We will try to do something similar this year. In the meantime, we've included some links to go on with your parents to start talking about this very Important and exciting time in your lives. Enjoy some of the video clips and maybe have a go at some of the activities to get you organised and ready for September!

- <https://www.bbc.co.uk/teach/teacher-resources-for-students-transitioning-to-secondary-school/zb68y9q>
- <https://youngminds.org.uk/resources/school-resources/?f2=10143#listing>
- <https://www.mentalhealth.org.uk/sites/default/files/moving-on-top-tips-for-pupils.pdf>



# Design and Technology: Design your own Rollercoaster or Theme Park! Topic Activity

## or Theme Park!

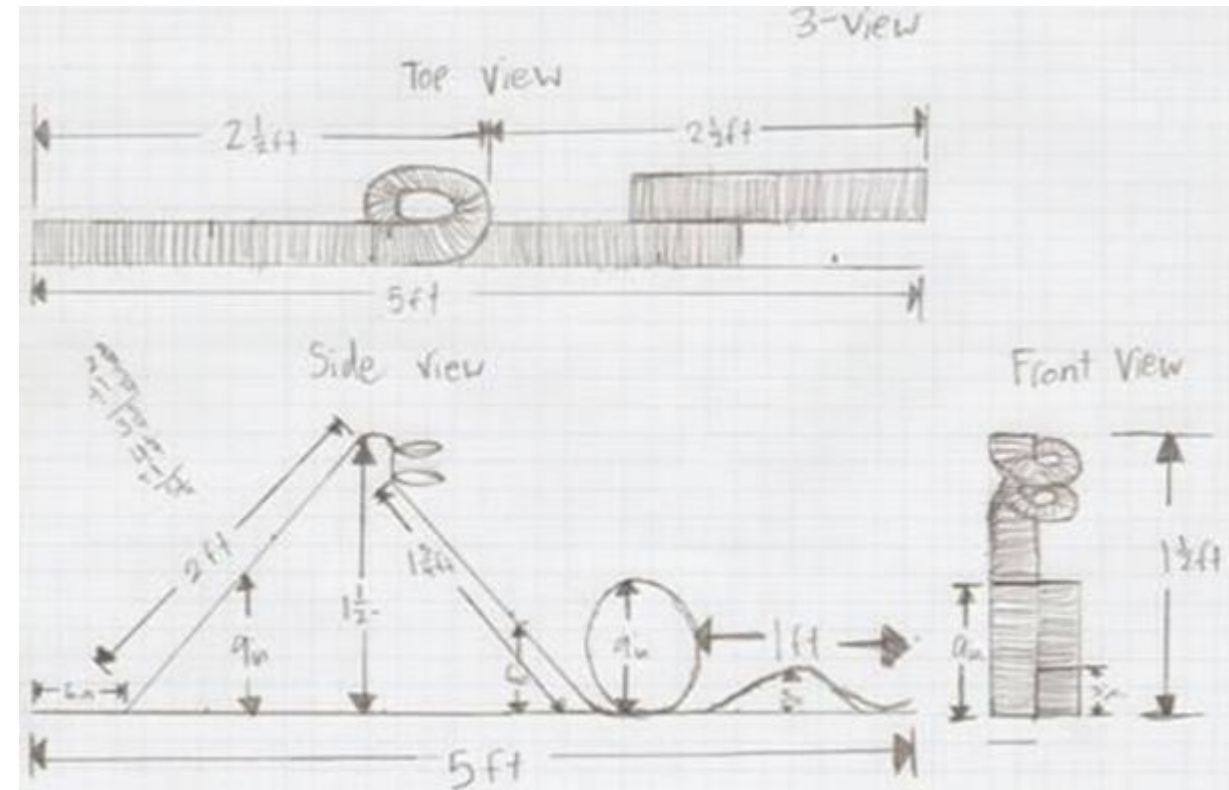
If you dare, have 'a go' on this rollercoaster...hold on to your hats!: [https://www.youtube.com/watch?v=A0yKjQ\\_Pd0g](https://www.youtube.com/watch?v=A0yKjQ_Pd0g)

L.O: I can design a rollercoaster and/or theme park

- Design details (i.e measurements)
- Accuracy (drawn to scale)
- Audience (who is my target audience?)
- Unique selling point (UPS)



Look at this design:



What has the designer thought about?  
Why have they done it like this?

Check out these rides at Chessington World of Adventures:  
<https://www.youtube.com/watch?v=iXtZ4aHFgTA>

# Topic Activity slide 2

## The Inspiration!

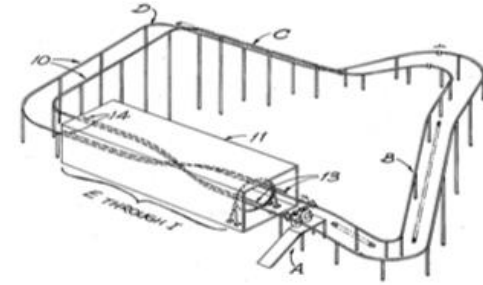
Maybe your ride or theme park will have a special theme...



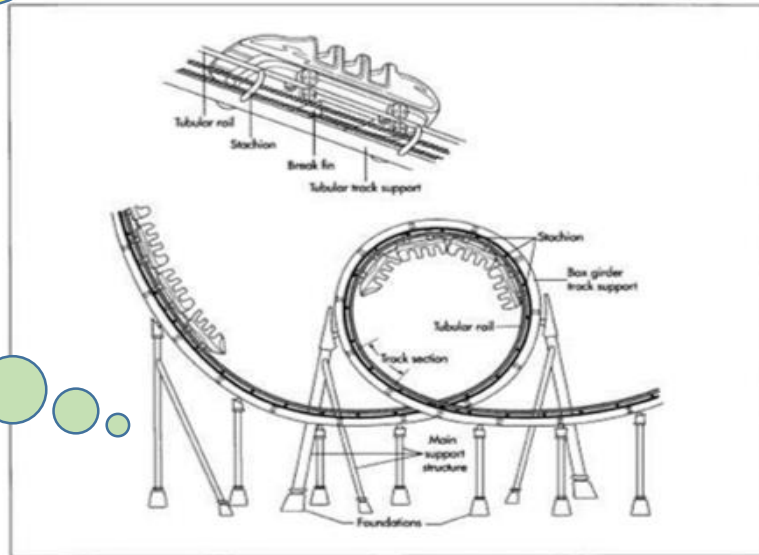
Pirates!



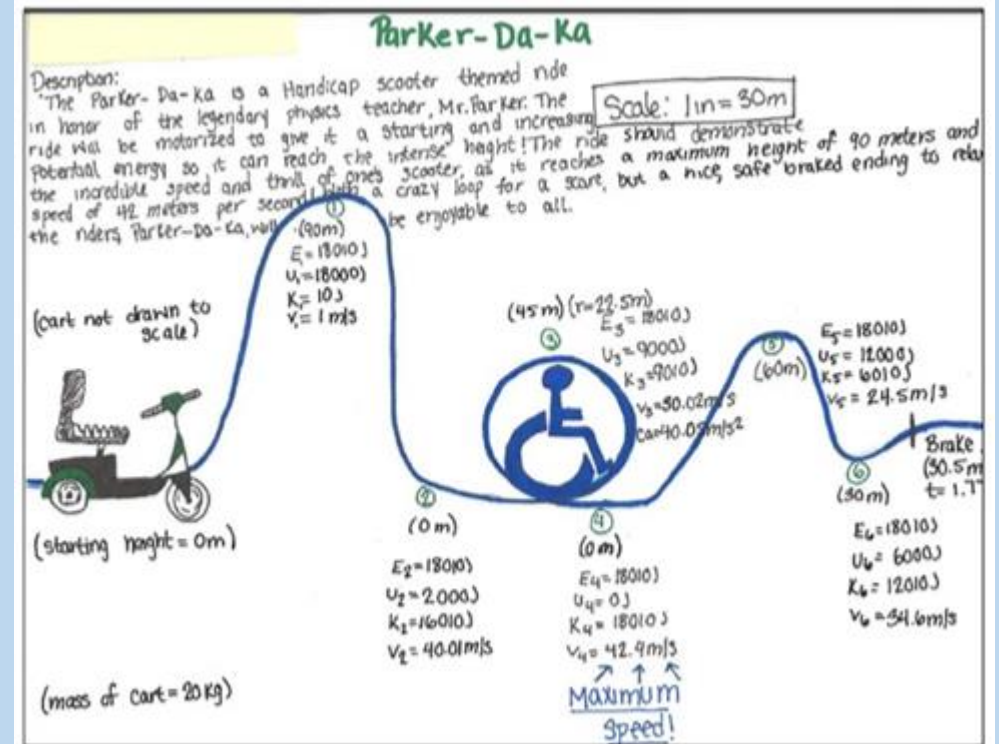
Dangerous animals!



You might get really technical with the materials you use and the measurements!



Maybe it will have a focus to cater for different needs...



# More Inspiration!

# Topic Activity slide 3

Maybe you'll design a whole theme park and include a detailed map and a key to identify all the rides and attractions...



## MILLENNIUM FORCE

The Future Is Riding on It™

**Technical Info:**

- Type: Steel Giga
- Opened: Operating since 2000
- Designer: Intamin
- Features: Elevator Cable Lift, Terrain, 2 Tunnels
- Height: 310 ft (94 m)
- Max Drop: 300 ft (91 m)
- Max Speed: 93 mph (150 km/h)
- Length: 6,395 ft (2,010 m)
- Max G-Force: N/A
- Inversions: 0
- Duration: 2:00
- Trains: 3
- Capacity: 1,600 riders per hour

**Quick Info:**

- Current Coaster Name: Millennium Force
- Current Park Name: Cedar Point
- Locations: Sandusky, Ohio, 44870, United States
- Status: Operating
- Cost: \$25,000,000 USD

Millennium Force has held records for the following:

- First ever complete-circuit roller coaster to top 300 feet (91 m)
- Tallest complete-circuit roller coaster (310 feet (94 m))
- Longest drop on a complete-circuit roller coaster (300 feet (91 m))
- Fastest complete-circuit roller coaster (93 miles per hour (150 km/h))
- Steepest non-inversion banked turn on a roller coaster (122°) (Half Corkscrew)
- First roller coaster to utilize a cable lift system

**15 YEARS OF FEAR**

**THE ISLAND CHANGES AFTER DARK**  
GET LIVE QUEUE TIMES ON YOUR MOBILE AT [THORPARK.COM/RIDETIMES](http://THORPARK.COM/RIDETIMES)

**NEMESIS INFERNO**

**STEALTH**

**THE SWARM**

**AMITY BEACH**

**THE JUNGLE**

**THE CABIN IN THE WOODS**

**BLAIR WITCH**

**SAW THE RIDE**

**SAW THE RIDE: THE ACTIVE HORROR MAZE**

**COLOSSUS**

**PORT & BASECAMP**

**CONTAINMENT**

**FRIGHT NIGHTS MAZES**

- PLATFORM #15**: Located next to Rush, Opens at 3pm
- THE BIG TOP**: Located next to Rush, Opens at 3pm
- CONTAINMENT**: Located behind Death Charge, Opens at 3pm. A separate CONTAINMENT entry must be purchased. See website for more info.
- Cabin in The Woods**: Located next to Blazing Saddles, Opens at 3pm
- BLAIR WITCH**: Located next to Rocky Express, Opens at 3pm
- SAW THE RIDE**: Located next to SAW - The Ride, Opens at 3pm

**OLD TOWN**

**THRILL**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

**AMITY BEACH**

**THRILL**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

**FAMILY**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

**THE JUNGLE**

**THRILL**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

**FAMILY**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

**LOST CITY**

**THRILL**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

**ANGRY BIRDS LAND**

**THRILL**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

**FAMILY**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

**PORT & BASECAMP**

**FAMILY**

- Blazing Saddles roller coaster
- Height: 140 ft, over 1.4m
- Must be accompanied by 1st

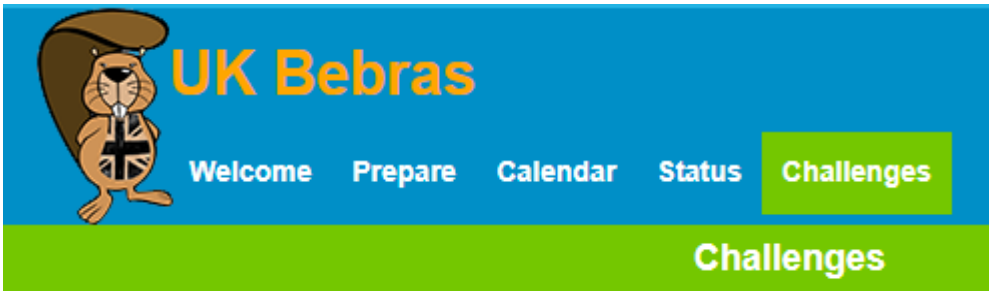
# Computing Activity



This week, we'd like you to have a go at some challenges on Bebras UK:

[https://challenge.bebras.uk/index.php?action=user\\_competitions](https://challenge.bebras.uk/index.php?action=user_competitions)

Go to the website and then click on Juniors (age 10-12) and choose your challenge!



Then choose your challenge! You can try as many as you want. See how many you can do and challenge your family at home too!

## 2018 Challenge

Name	Difficulty	
Email Message	A	Not answered
Lemonade Party	A	Not answered
Rubbish Robots	A	Not answered
Three Friends	A	Not answered
Colouring In	A	Not answered
Bird Colours	A	Not answered
Shortish Program	B	Not answered
Flowers	B	Not answered
One Hour One Task	B	Not answered
Roomsharing	B	Not answered
Beaver Land	B	Not answered
Arrow Maze	B	Not answered
Park Walk	C	Not answered
Elevator	C	Not answered
Arrows	C	Not answered
Passcode	C	Not answered
Switch On	C	Not answered
Toll Roads	C	Not answered

## 2018 Challenge

### Available Groups:

- Kits (age 6-8)
- Castors (age 8-10)
- Juniors (age 10-12)
- Intermediate (age 12-14)
- Seniors (age 14-16)
- Elite (age 16-18)

Go to UK Bebras 2018 and choose Juniors

Remember to keep putting work on J2e so that we can look and comment on what you have been up to!

# Year 6:

# French Activity



Bonjour!



Do you like sport? Does your family like it? You are going to find out by doing a French survey (un sondage français) Can you find someone for each category? Ask the questions in French using tu instead of je or j' (Eg: Tu adores le rugby, c'est passionnant?) And see if they can answer oui or non.

J'adore le rugby, c'est passionnant. Nom: .....

J'aime le ski c'est genial. Nom: .....

Je n'aime pas la natation, c'est fatiguant. Nom: .....

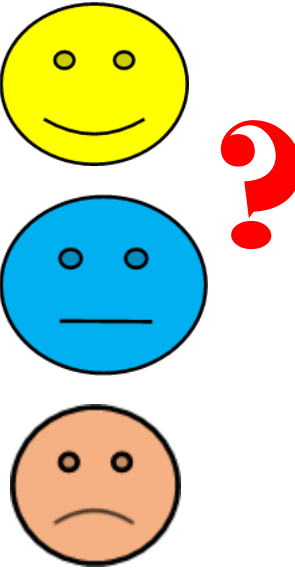
Je déteste le tir à l'arc, c'est difficile. Nom: .....

Je n'aime pas la danse, c'est ennuyeux. Nom: .....

Je déteste le football, c'est nul. Nom: .....

J' aime la gymnastique mais (but) c'est difficile.

Nom: .....



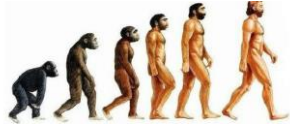
<b>Feelings</b>	
C'est génial	It's great
C'est intéressant	It's interesting
C'est passionnant	It's exciting
C'est difficile	It's difficult
C'est fatiguant	It's tiring
C'est dangereux	It's dangerous
C'est ennuyeux	It's boring
C'est nul	It's rubbish

## More games

Listen and click on the picture: [http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/wjec\\_02/eng/templates/multipleChoiceImageAndAudio-Vocab/p-free-time1.html](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/wjec_02/eng/templates/multipleChoiceImageAndAudio-Vocab/p-free-time1.html)

Look and match the words and the pictures: <https://learningapps.org/watch?v=p6ssbedma17>

## What does the fossil record tell us about evolution?



Watch this video:

<https://www.youtube.com/watch?v=iYr3sYS9e0w>



**Remember that:**

Evolution is a change over time. It occurs when there is competition to survive (natural selection).

Fossils are remains of living things, found in sedimentary rocks and provide evidence about living things from the past.

**Fossils** are the remains of plants and animals which died millions of years ago. After death, their remains fell to the ground where they were covered by layers of material. Over a long period of time, these became **sedimentary rock**, preserving the **shape of the dead organism inside**.

Fossils are useful because they tell us about organisms that lived in the past. The depth at which fossils are found gives us a clue as to how old they are, as more recent sediment forms on older rocks. The older the fossil is, the deeper the rock layer in which it is found.

# Science Activity

## The Knowledge:



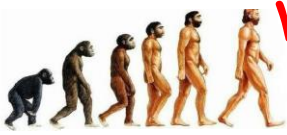
The fossil record is **incomplete**, for several reasons. Firstly, only a tiny fraction of organisms became fossils - most left no record at all. Secondly, only a part of an organism (usually the bones and other hard tissues) is preserved in a fossil. **Palaentologists** must work like detectives and use this incomplete evidence to build a picture of the past.

Although there is a rich diversity of fossils, and more are being discovered every day, *the fossil history is like a book that is missing many pages*. It is estimated that approximately 99% of species that ever existed have become extinct. Only a small percentage of those organisms have been preserved as fossils or discovered.

When paleontologists compare animals in fossils to animals today, they can see similarities and differences between them.

e.g. Fossils show that giraffes necks did not used to be as long. They have developed over time to reach high branches.





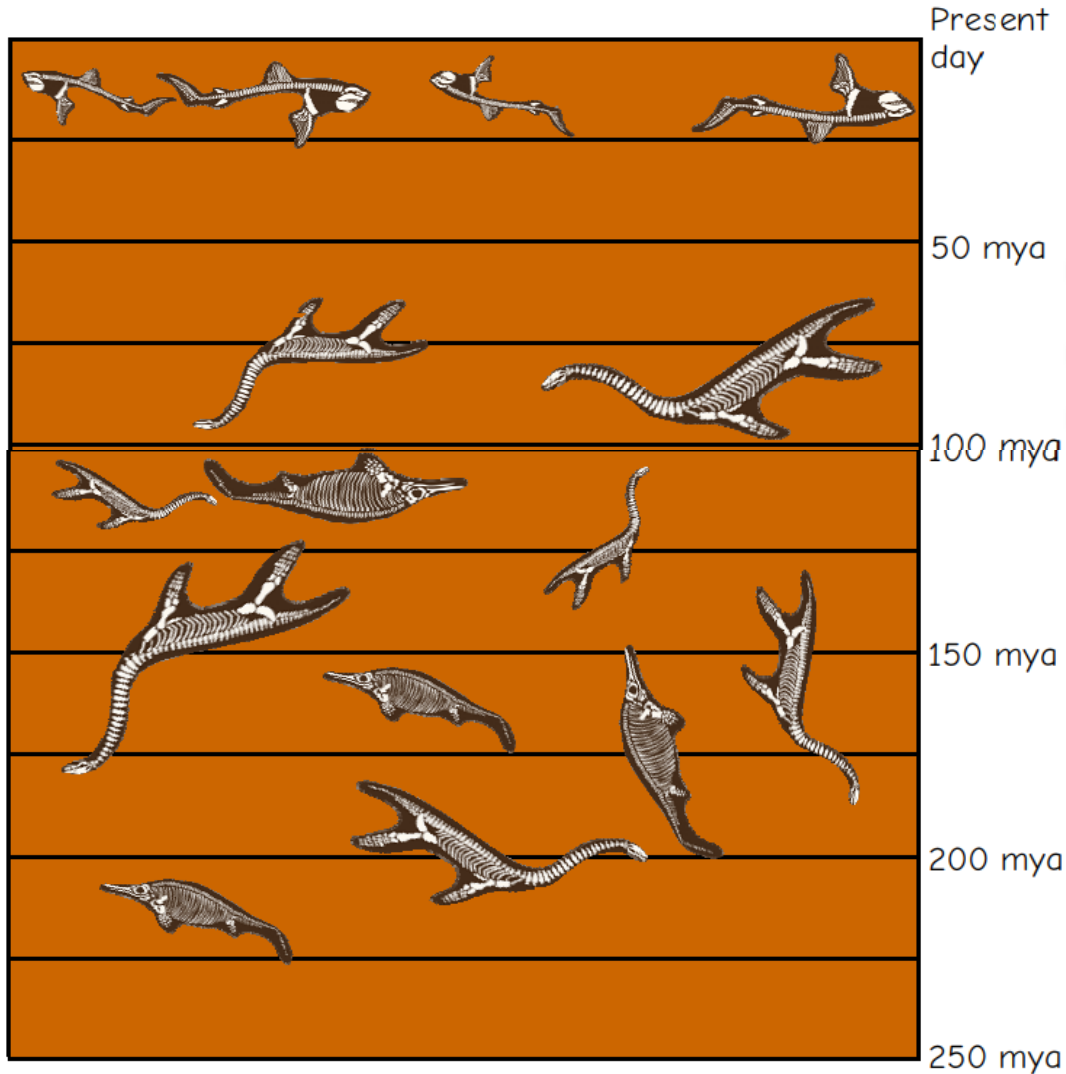
# What does the fossil record tell us about evolution?

# Science Activity

## The Activity:



Simplified rock cross-section diagram showing fossil remains of sea-dwelling vertebrates



mya = millions of years ago

Use the simplified fossil record diagram on the right to find out information about the 3 different animals. Record your information on the following page.

Which organism lived closest to the present day?

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Which two organisms existed at the same time?

---

Which organism went extinct first?

---

Why might these organisms have gone extinct?

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# Science Activity

Fossil A

What this organism may have looked like when alive



First appearance in fossil record: \_\_\_\_\_

Last appearance in fossil record: \_\_\_\_\_

Existed for: \_\_\_\_\_

Fossil C

What this organism may have looked like when alive



First appearance in fossil record: \_\_\_\_\_

Last appearance in fossil record: \_\_\_\_\_

Existed for: \_\_\_\_\_

Fossil B

What this organism may have looked like when alive



First appearance in fossil record: \_\_\_\_\_

Last appearance in fossil record: \_\_\_\_\_

Existed for: \_\_\_\_\_

That life on Earth has changed over time is well illustrated by the fossil record. Fossils in relatively young rocks resemble animals and plants that are living today. In general, fossils in older rocks are less similar to modern organisms. We would know very little about the organisms that came before us if there were no fossils.

Watch this video from 'Walking with Dinosaurs' where palaeontologists use modern technology to compare a living reptile with a dinosaur fossil.

<https://youtu.be/6IKM9vmU5DE>





# Physical Activity

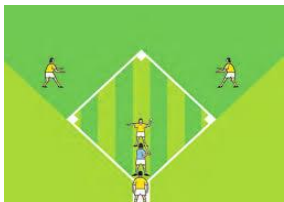


## Rounders - Striking the ball

- Last week you looked at throwing, catching and hitting a target. This week you are going to look at striking the ball.
- Use a bat or other object to strike the ball (hardback book, frying pan).
- You will need a partner. They will bowl the ball to you and you will need to strike the ball.

### How to hit the ball

- Side on stance.
- Watch the ball (head still).
- Step into it.



### Challenge

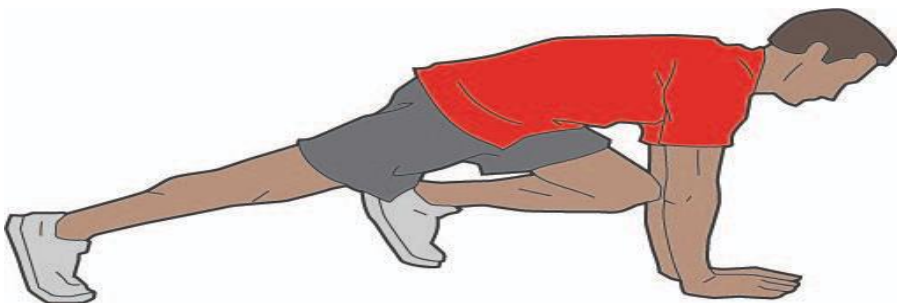
- Start off hitting through targets.
- If you have a third/fourth player then they can act as fielders. Practise hitting the ball as hard as you can.

## Mountain Climbers

- How many mountain climbers can you complete in 60 seconds?

### Challenge

- Make it harder by performing a press up after you bring both legs up.



### Bronze

20 Mountain Climbers.

### Silver

30 Mountain Climbers.

### Gold

40 Mountain Climbers.

Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!  
Mr McLaughlin



## Music and poetry

# Music Activity



Try to notice how much music is used around you to convey different emotions - in adverts, films, as backing tracks to poetry...music has a profound effect on our emotions. Joseph Coelho gives some tips on writing poetry to make you really *feel*. Watch this clip of him giving advice, but also notice how sound effects and music are used to add more depth:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zf8m382>

Recently, strong feelings have been expressed in reaction to George Floyd's murder and the Black Lives Matter campaign that has followed. Watch Fleur East rap about her feelings. How does the music help the poetry?:

[https://www.youtube.com/watch?v=Jv5C1Q\\_h6B](https://www.youtube.com/watch?v=Jv5C1Q_h6B)  
Q



'The Raven' is made more spooky with music!

<https://www.youtube.com/watch?v=BefliMIEzZ8>



**Your task:** To use a poem you have already written (for example, your 'Blitz' poem) and choose a backing piece of music and/or sound effects to read it over so that it conveys even more feeling.

If you want, you can write a new poem about something you feel strongly about - like Joseph Coelho on the Environment, or Fleur East on racism, and put this to music.

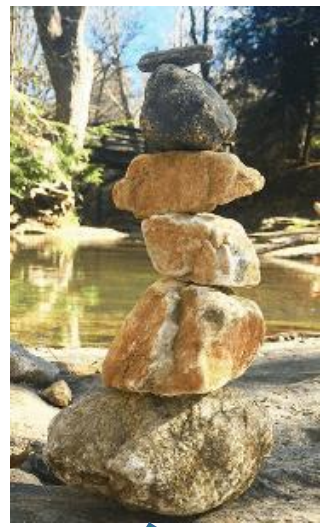
Or, you can choose a favourite poem and read it aloud with your chosen music.

**Remember:** match the music to the EMOTION of the piece, whether it be happy or sad, silly or serious!

# Nature Art

# Art Activity

After the heavy rain last week, I noticed that lots of leaves, twigs and petals had fallen from trees. When out for a walk, have a go at using these to create art. You could take photos of your patterns and sculptures, or just leave them there for people to enjoy as they pass by! Or you could gather some bits together to take home and use in pictures - either by copying or using in the pictures themselves. Have a look at some examples:



You could take some leaves, twigs, etc, home to incorporate into pictures - why not make a card for someone you haven't seen in a while?

Leave your creations for other passers-by to see and enjoy - put a smile on their faces!

<https://artfulparent.com/nature-art-for-kids/>

\*Remember not to pick anything living from trees and bushes in public places - If you have a garden, ask permission from an adult at home before picking anything!



# Year 6: Quel temps fait-il?

# French Activity



Bonjour!

What will the weather be like this week? Copy out the grid below, write in the days of the week and draw/write the weather each day. If you'd like an extra challenge, research the weather in a French-speaking country and fill out a second grid to compare.

lundi onze mai	mardi	mercredi	jeudi	vendredi	samedi	dimanche

BBC video: <https://www.bbc.co.uk/bitesize/topics/zyr76sg/resources/1>

Paris weather webcam: <http://www.meteo-paris.com/ile-de-france/webcams.html>

Song: [https://www.youtube.com/watch?v=B\\_kvXWBLUvI](https://www.youtube.com/watch?v=B_kvXWBLUvI)

Quizlet vocab game: <https://quizlet.com/64864327/quel-temps-fait-il-flash-cards/>

Il fait chaud



Il fait froid



Il y a du soleil



Il y a du vent



Il y a des nuages



Il pleut



Our weekly reading comprehension questions might inspire you to look up the books they're based on - perhaps you can find some of them online?

# Reading Activity



## 'The House with Chicken Legs' by Sophie Anderson

Marinka dreams of a normal life, where her house stays in one place long enough for her to make friends. But her house has chicken legs and moves on without warning.

For Marinka's grandmother is Baba Yaga, who guides spirits between this world and the next. Marinka longs to change her destiny and sets out to break free from her grandmother's footsteps, but her house has other ideas.

1. Look at the front cover: make a prediction about the story by using the title and the images on the front of the book.
2. Why does Marinka struggle to make friends?
3. Clarify what Marinka's grandmother does.
4. What does it mean to break free from someone's footsteps?

### Thinking point:

Is this a book you would pick up in a library and bookshop? Why/ why not?

If you read the blurb, would you want to borrow or buy this book to read?

If you are in school this week we will be doing this in class!



## 'The House with Chicken Legs' by Sophie Anderson

My house has chicken legs. Two or three times a year, without warning, it stands up in the middle of the night and walks away from where we've been living. It might walk a hundred mile or it might walk a thousand, but where it lands is always the same. A lonely, bleak place at the edge of civilisation.

It nestles in dark, forbidden woods, rattles on wind-swept icy tundra and hides in crumbling ruins at the far edge of cities. At this moment, it's perched on a rocky ledge high in some barren mountains. We've been here two weeks and I still haven't seen anyone living. Dead people, I've seen plenty of those of course. They come to visit Baba and she guides them through The Gate. But the real, live, living people, they all stay in the town and villages far below us.

Maybe if it was summer, a few of them would wander up here, to picnic and look at the view. They might smile and say hello. Someone my age might visit - maybe a whole group of children. They might stop near the stream and splash in the water to cool off. Perhaps they would invite me to join them.

"How's the fence coming?" Baba calls through the open window, pulling me from my daydream.



### Answer these questions

1. What does the narrator have in common with Budi, the boy in our reading comprehension on 'Kick' from last week?
2. Explain what the narrator's house does a few times a year.
3. What is the same about where the house ends up?
4. Infer how the character might feel when their house moves again. Explain your answer.
5. Find evidence that the narrator is desperate to have company.



### Grammar focus:

1. Find and copy a modal verb in the text.
2. Find and copy the word which is close in meaning to the word 'bleak.'
3. Find an adverbial phrase in the text.



# Audio Books For Free



Year 6: Last week, you had some comprehension questions on a book called: 'The Boy at the Back of the Class.' At school, we found the themes intriguing...this week, we'd like you to use the links below to listen to chapter one and two of the book. Perhaps you will want to listen to other chapters too? Perhaps you might look at how you can borrow or buy the book?

<https://www.youtube.com/watch?v=36JkindccjE>

<https://www.youtube.com/watch?v=suZZ0eCJ tA>



This week's story time is Miss Meggitt reading the next part of 'The Jam Doughnut that Ruined my Life' by Mark Lowery.

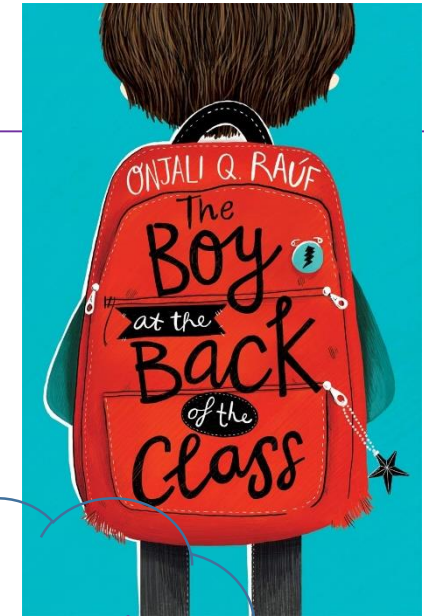


<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-15-6-20/>

click here to get started

Discuss some ideas with people at home: How might your experiences differ from the new boy in this book? How might they be similar? How do you think his new life is for him?

Remember to keep using the links at the bottom of page to explore new texts and enjoy listening to books being read aloud  
(You many need to open in Google Chrome.)



<https://stories.audible.com/start-listen>

<https://www.worldofdavidwalliams.com/elevenses/>

<https://www.allyoucanbooks.com/>

# Task: Writing a balanced argument

# Writing activity

**Introduction to the task:** None of us like the idea of animals being harmed. But what if someone we loved was sick and they needed medicine that had been tested on an animal? Animal testing is a very controversial subject! Your job will be to write a **BALANCED** argument to show the pros (the good things) and the cons (the bad things) about animal testing. The skill here is to have the same amount of evidence on both sides, no matter what your personal feelings are!

**This website is really clear on the arguments on both sides:**

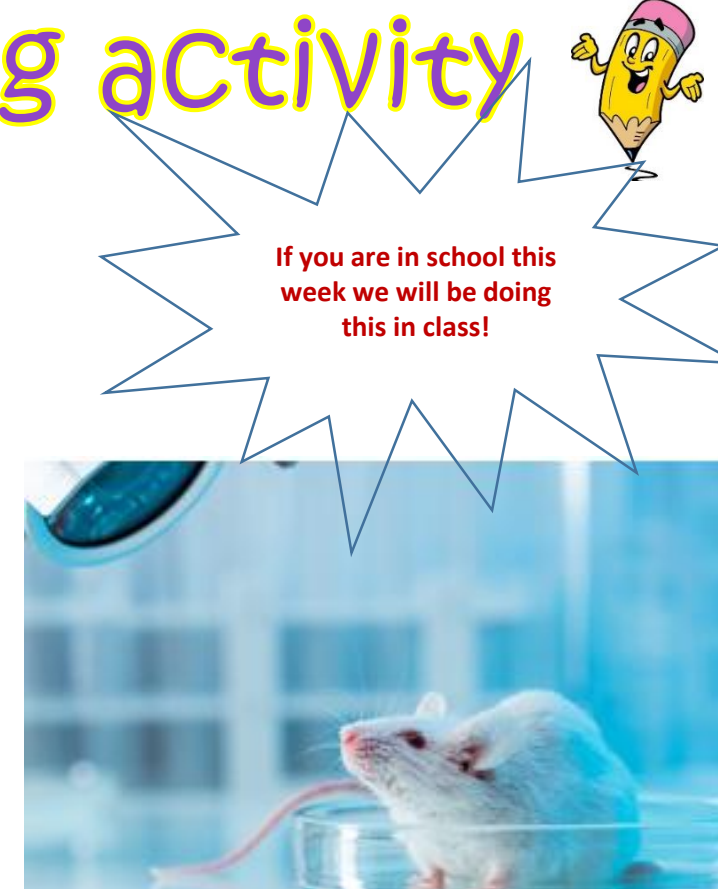
<https://animal-testing.procon.org/>

**Watch these clips to find out a little more:**

<https://www.youtube.com/watch?v=KbP5E4a1U8>

<https://www.bbc.co.uk/news/av/science-environment-17367778/is-it-right-to-experiment-on-animals-for-research>

<https://www.youtube.com/watch?v=bD51eAOPSKc>



# Balanced argument writing

# Writing activity page 2



LO: I can write a balanced argument for:

## 'It is fine to test on animals'

Caps , . : ; ( ) - - ! ?'

modal and passive

correct verb tense

spelling

conjunction to start paragraph



PROS & CONS OF CURRENT ISSUES  
RELIABLE. NONPARTISAN. EMPOWERING.



More Issues

About Us

FAQs

Teachers' Corner



If you are in school this week we will be doing this in class!

### Pro & Con Arguments

**Pro 1**  
**Animal testing contributes to life-saving cures and treatments.**  
The California Biomedical Research Association states that nearly every medical breakthrough in the last 100 years has resulted directly from research using animals. [9] Animal research has contributed to major advances in treating conditions such as breast cancer, brain injury, childhood leukemia, cystic fibrosis, multiple sclerosis, tuberculosis, and more, and was instrumental in the development of pacemakers, cardiac valve substitutes, and anesthetics. [10][11][12][13]

**Pro 2**  
**Animal testing is crucial to ensure that vaccines are safe.**  
Scientists racing to develop a vaccine for coronavirus during the 2020 global pandemic need to test on genetically modified mice to ensure that the vaccine doesn't make the virus worse. [133] [119] Nikolai Petrovsky, professor in the College of Medicine and Public Health at Flinders University in Australia, said testing a coronavirus vaccine on animals is "absolutely essential" and skipping that step would be "fraught with difficulty and danger." [133]  
Researchers have to test extensively to prevent "vaccine enhancement," a situation in which a vaccine actually makes the disease worse in

**Con 1**  
**Animal testing is cruel and inhumane.**  
According to Humane Society International, animals used in experiments are commonly subjected to force feeding, food and water deprivation, the infliction of burns and other wounds to study the healing process, the infliction of pain to study its effects and remedies, and "killing by carbon dioxide asphyxiation, neck-breaking, decapitation, or other means." [47] The US Department of Agriculture reported in Jan. 2020 that research facilities used over 300,000 animals in activities involving pain in just one year. [102]

**Con 2**  
**Scientists are able to test vaccines on humans volunteers.**  
Unlike animals used for research, humans are able to give consent to be used in testing and are a viable option when the need arises. [142] The COVID-19 (coronavirus) global pandemic demonstrated that researchers can skip animal testing and go straight to observing how vaccines work in humans. One company working on a COVID-19 vaccine, Moderna Therapeutics, worked on developing a vaccine using new technology: instead of being based on a weakened form of the virus, it was developed using a synthetic copy of the COVID-19 genetic code. [142]

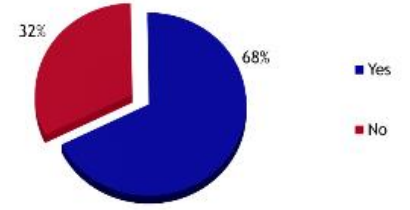
<https://animal-testing.procon.org/>  
- this website will really help you to see the arguments on both sides.



Look at the next slide for more help on how to plan your argument and be successful in making it **BALANCED**.

### Animal Research is Necessary for Progress in Human Health

Do you believe the use of animals in medical research is necessary for progress in human health?





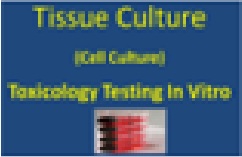
**The Plan:**

Reason 1 (Against)



Animals have painful procedures

Reason 2 (Against)



There are other ways of testing drugs

Reason 3 with quote (Against)



Testing for cosmetics is not useful

Reason 1 (FOR)



Reason 2 (FOR)

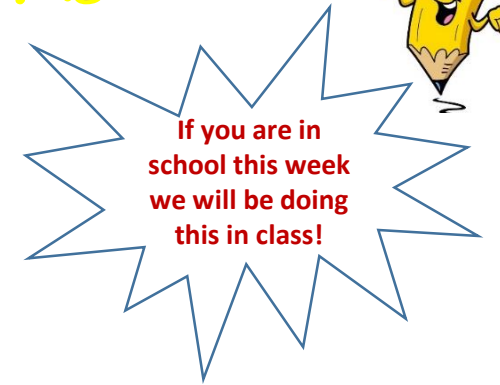
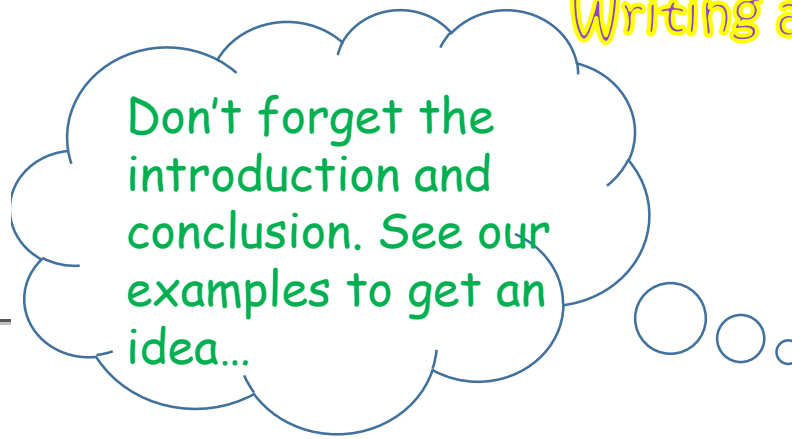


Animals have similar genetic make up

Reason 3 with quote (FOR)



Scientists develop new drugs every day to help humans with...



**The Introduction:**  
*Experimenting drugs and treatments on animals is common practice in our modern world, to trial new medicines before they are used on humans. However, some people believe that this is inhumane and unfair to the animals being experimented on. For many years 'animal testing' has been a controversial and sensitive issue, which has caused many arguments and heated debates between animal activists and scientists. This article tries to highlight the valid arguments, both for, and against experimenting on animals.*

**The conclusion:**  
*In summary: there are some compelling arguments both for and against animal testing, with some moving and emotional implications on both sides of the dispute. On one hand, if there were no animal testing - how would we improve medical care and cure harmful diseases? However, on the other hand, can we justify hurting animals for our own gain? Two powerful questions: maybe there is not right or wrong answer...*



### Cause and Effect

consequently  
thus  
so  
hence  
as a result  
because/as  
therefore  
accordingly  
since  
until  
whenever  
as long as

### Emphasis

above all  
in particular  
notably  
specifically  
especially  
significantly  
more importantly  
indeed  
in fact

### Comparison

equally  
similarly  
compared  
an equivalent  
in the same way  
likewise  
as with

### Addition

and  
also  
furthermore  
in addition  
too  
again  
the following  
and then  
what is more  
moreover  
as well as

### Contrast/Balance

but  
however  
nevertheless  
alternatively  
to turn to  
yet  
despite this  
on the contrary  
as for  
the opposite  
still  
instead  
on the other hand  
whereas  
otherwise  
although  
apart from

### Illustration

for example  
for instance  
such as  
as  
as revealed by  
thus  
to show that  
to take the case of

### Weasel Words

of course  
naturally  
obviously  
clearly  
evidently  
surely  
certainly

Input	Functions	Output
5	+2	-2
5	+2	×2
5	×2	-2
5	×2	+2
5	-2	×2
5	-2	+2

## Daily Maths Video Lesson and Activity sheet

Try one every day!

Watch these videos and pause them to answer the questions on the activity sheets. There is an answer sheet for you to check your work- don't look until you have had a go!

There are 4 lessons on **algebra**; finding a rule and eventually solving one-step equations. Try one every day.

The **videos** are available on:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Year-6-Week-7.pdf>

Summer Term - Week 7 (w/c 8th June)

The worksheets are now available on the KAPS website :

<http://www.kingathelstan.kingston.sch.uk/covid-19-maths/>



Keep Practising your timetables!

# Maths Activity

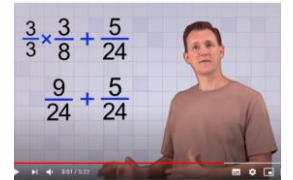


## Finding common denominators - Addition and Subtraction of Fractions

Look at the examples and answer the questions on the following slide. If you are anxious, try questions 1-4. If you're feeling confident, try questions 1-7. If you're raring to go, try the challenge too!

Tip : watch this video:

<https://www.youtube.com/watch?v=pZEmFSP3Z0I>



13 95% of 300 =

100%	=	300	50%	=	150
50%	=	150	+ 25%	=	75
25%	=	75	20%	=	60
					285
10%	=	30			
20%	=	60			

285

This answer is:  Correct  Incorrect

Is there a quicker way to work out the answer?

Complete the following multiplication questions:

# Maths Activity

1 a  $\frac{1}{4} + \frac{3}{8} =$

b  $\frac{1}{3} + \frac{4}{9} =$

2 a  $\frac{5}{6} - \frac{1}{3} =$

b  $\frac{7}{12} - \frac{1}{4} =$

3 a  $\frac{3}{4} + \frac{1}{6} =$

b  $\frac{3}{8} + \frac{5}{12} =$

c  $\frac{4}{9} - \frac{1}{6} =$

d  $\frac{11}{12} - \frac{5}{8} =$

4 a Jack and Sarah share a pizza.  
Jack has  $\frac{5}{8}$  and Sarah has  $\frac{1}{8}$  of the pizza.

How much of the pizza have they eaten altogether?

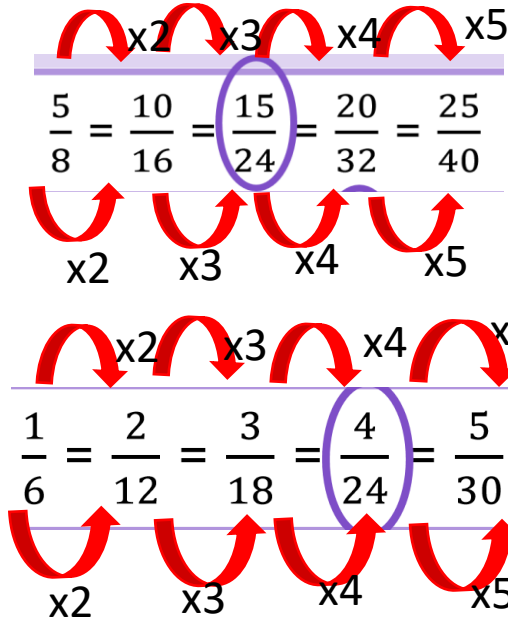
What fraction is left over?

5 a.  $\frac{1}{8} + \frac{5}{12} =$  b.  $\frac{5}{9} + \frac{1}{6} =$

c.  $\frac{7}{9} - \frac{5}{12} =$  d.  $\frac{11}{12} - \frac{7}{8} =$

1. Find the common denominator:

$$\frac{5}{8} + \frac{1}{6}$$



**Example:**

$$\frac{15}{24} + \frac{4}{24} = \frac{19}{24}$$

6 Paula, Freda and Judith share a large bar of chocolate.

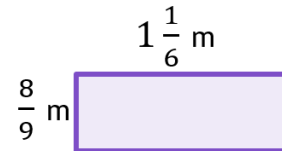
Paula has  $\frac{5}{12}$  and Freda has  $\frac{1}{4}$ . What fraction of the chocolate is left for Judith?

7 Stevie swam  $\frac{7}{12}$  of a mile on a Tuesday and  $\frac{3}{8}$  of a mile on a Thursday.  
How much further did he swim on the Tuesday than on the Thursday?

**Challenge Questions:** Complete the following mixed number calculations.

a.  $3\frac{4}{9} + 2\frac{5}{12} =$  b.  $7\frac{11}{12} - 3\frac{7}{8} =$

c. Julie wants to wrap string around a large box.  
She has 5 metres of ribbon. How much string is left over  
Give your answer as a fraction.



# Answers



$$1a \quad \frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$$2a \quad \frac{5}{6} - \frac{1}{3} = \frac{5}{6} - \frac{1}{6} = \frac{3}{6}$$

$$3a \quad \frac{3}{4} + \frac{1}{6}, \quad \frac{9}{12} + \frac{2}{12} = \frac{11}{12}$$

$$c \quad \frac{4}{9} - \frac{1}{6} = \frac{8}{18} - \frac{3}{18} = \frac{5}{18}$$

$$4 \quad \frac{5}{8} + \frac{1}{8} = \frac{6}{8} \text{ eaten and } \frac{2}{8} = \frac{1}{4} \text{ left over.}$$

$$5a \quad \frac{3}{24} + \frac{10}{24} = \frac{13}{24}$$

$$5b \quad \frac{10}{18} + \frac{3}{18} = \frac{13}{18}$$

$$5c \quad \frac{28}{36} - \frac{15}{36} = \frac{13}{36}$$

$$5d \quad \frac{22}{24} - \frac{21}{24} = \frac{1}{24}$$

$$b \quad \frac{1}{3} + \frac{4}{9} = \frac{3}{9} + \frac{4}{9} = \frac{7}{9}$$

$$b \quad \frac{7}{12} - \frac{1}{4} = \frac{7}{12} - \frac{3}{12} = \frac{4}{12}$$

$$b \quad \frac{3}{8} + \frac{5}{12} = \frac{9}{24} + \frac{10}{24} = \frac{19}{24}$$

$$d \quad \frac{11}{12} - \frac{5}{8} = \frac{22}{24} - \frac{15}{24} = \frac{7}{24}$$

$$6 \quad \frac{5}{12} + \frac{1}{4} = \frac{5}{12} + \frac{3}{12} = \frac{8}{12}$$

$$\text{Left over} = 1 - \frac{8}{12} = \frac{4}{12}$$

## Challenge Questions:

$$a. \quad 3\frac{4}{9} + 2\frac{5}{12} = 5\frac{16}{36} + \frac{15}{36} = 5\frac{31}{36}$$

$$b. \quad 7\frac{11}{12} - 3\frac{7}{8} = 4\frac{22}{24} - \frac{21}{24} = 4\frac{1}{24}$$

$$7 \quad \frac{7}{12} + \frac{3}{8} = \frac{14}{24} + \frac{9}{24} = \frac{5}{24} = \frac{5}{24} \text{ of a mile further.}$$

13	95% of 300 =	
	100% = 300	50% = 150
	50% = 150	+ 25% = 75
	25% = 75	20% = 60
		285
	10% = 30	
	20% = 60	
		285

This answer is:  Correct  Incorrect  
Is there a quicker way to work out the answer?

While this is correct, it is not an efficient method. A quicker method to find the answer would be to find 5% to subtract from 100%.

$$c. \quad \text{Perimeter} = 1\frac{1}{6} + 1\frac{1}{6} + \frac{8}{9} + \frac{8}{9} = 2\frac{3}{18} + \frac{3}{18} + \frac{16}{18} + \frac{6}{18} = 2\frac{38}{18} = 2 + 2\frac{2}{18} = 4\frac{2}{18}$$

$$\text{Left over (spare)} = 5 - 4\frac{2}{18} = \frac{16}{18} = \frac{8}{9}$$

$$1\frac{1}{6} \text{ m}$$

$$\frac{8}{9} \text{ m}$$



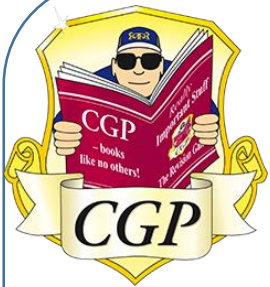
# Extra Home Learning KS2

Here are some extra websites and resources you can access if you would like your child to be doing more at home.

<https://www.kingathelstan.kingston.sch.uk/covid-19-maths/>



## Recommended Work Books



<https://www.cgpbooks.co.uk/primary-books/ks2/english/reading/em6hsb23-year-6-home-learning-bundle-maths-en>

**Mental Arithmetic**

The essential KS2 resource for fluency and confidence in mathematics



<https://www.schofieldanddms.co.uk/key-stage-2-mental-arithmetic/>



<https://www.twinkl.co.uk/resources/covid19-school-closures>



**OAK  
NATIONAL  
ACADEMY**

The Oak National Academy has virtual lessons to follow!

<https://classroom.thenational.academy/year-groups/>



Log on to Busy things for fun learning activities. Use your j2e login.



<https://www.busythings.co.uk/play/>

# Thinkers Project

Knowing	Understanding	Applying	Analysing	Creating	Evaluating
Carry out a research project about a battle or war of your choice. Present your findings however you choose.	Create a quiz about a battle or war of your choice. Give it to your classmates to answer.	Write a postcard/letter from a soldier to their family back home.	What role did women play during the war? Research and present your findings.	Write a diary entry from the point of view of a character from The Boy in the Striped Pajamas.	Write a balanced argument about sending British troops to war.
Create a timeline to show when key battles and wars took place.	Create a code which could have been used during WW2 to communicate confidential information.	Create your own ration book for the war.	Research and compare the lengths of different wars, choosing how to present your data.	Find a war time recipe and try and create the dish.	Create a survey to find out people's opinion of war. What question would you ask?
Draw or paint a picture inspired by 'war.'	What would you take if you were evacuated? Draw the items you would pack in your bag.	Create a world map identifying countries that are currently in conflict.	Research paintings by Paul Nash. How do they convey emotion? Recreate your own version.	Create a model of a spitfire using junk or papier mâché.	Evaluate the Anderson shelters used in the war. Design a shelter, explaining its features and benefits.
Listen to "We'll meet again" by Vera Lynn. Think about why it was significant at the time.	Watch a video of "Swing dance" and try recreate/perform it.	Write a poem or rap about the subject of war.	Research devices which were used to play music during the war – how do they differ from today?	Listen to "Imagine" by John Lennon. Create lyrics to your own anti-war song.	Listen to and evaluate WW2 songs and music. How do they create mood?
Find out about Robin Hood and act out scenes from the story with a friend.	Work with a friend to create a propaganda poster.	Read/watch "Goodnight Mister Tom" and discuss with a friend how the author/director conveyed different aspects of life during the war.	Interview someone about their opinions of the recent war in Afghanistan and the role British troops played.	With a friend, create a presentation based around 'war' photography.	Can war ever be justified? Carry out a debate with a friend/family member. Think about how you could capture your debate.