

Dear Kahlo and Riley,

What a strange way this is to introduce myself but, HELLO everyone! My name is Mrs Mastrocola and I am super excited as I am your new Deputy Headteacher! I hope everyone is safe and well and enjoying time with your family. I have been in school a few times since Easter and have been getting to know my way around! I have started to set up my desk and I can't wait until we are all together so I can meet you face to face!

Let me tell you a little about myself. I have been a teacher for nearly 15 years and before starting here I worked at another school in Kingston for 9 years, where I was the Assistant Headteacher, leading Key Stage 2 and teaching in a variety of year groups. I am married and have two children, one of whom is in reception. Outside of school I like to keep my mind and body healthy by enjoying the great outdoors, running, going to the theatre, watching films, reading books and playing board games.

Over lockdown, I have been keeping busy with my children, cooking, gardening and reading. We have really enjoyed showing our support to the NHS workers by taking part in the clap every Thursday and we are getting very good at zooming with our families and friends each week!

I am so excited to be your new Deputy Headteacher and can't wait to support everyone in their learning and help to make King Athelstan the best place it can be!

Stay safe!

From Mrs Mastrocola

Welcome



Dear Kahlo class,

It's been lovely to see some work appearing from year 6 pupils - I really enjoyed Monty's information about foxes; check it out on the KA website if you want to learn lots of new facts!

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

Thank you for your messages. They mean so much to me and make me smile! I'm sorry I can't reply to emails individually, however I can write comments to you on J2E pieces of work so please keep them coming!

Although it's getting a bit harder not seeing friends, hugging my nieces or seeing my amazing Kahlo class, I know it's not forever and it's for a very good reason. We are all in this together and can still feel like the dream team that we are from afar. To make you feel more like being in class, I've included another close-up picture to work out, as well as the answer to last week's riddle.

I am appreciating and making the most of extra time at home in my new house. We moved just before lockdown (phew!) and have been able to make it feel like home. We have unpacked a lot of boxes, done a lot of cleaning and put together a lot of furniture...my exercise this week has been heaps of heavy lifting!

I continue to read a lot and am loving having more time for this and for my art - so I guess we can always find positives! What have you most enjoyed about lockdown? I miss you lots and send all my best wishes to you and your families. Stay safe!

From Miss Meggitt xxx

Welcome



Last week, you had this riddle to solve:



You are walking down a road and arrive at a fork that splits the road into two separate paths. When you reach, you meet two identical twins, each standing at the edge of one of the two paths. You have heard that there is a bag with £1,000,000 at the end of one path and you are told that one of the two twins always tells the truth and the other always lies. There is no way you can get to the end of both roads before the sun goes down.

What ONE question can you ask (of only one twin) that would lead you to the money?

The answer:

You ask one of the twins: "Which way would your brother tell me to go for the money?" Then you go the down the other path!

This way, the lying twin would lie and say that his brother would send you the wrong way, and the truthful twin would tell you the truth, knowing that his brother would send you the wrong way! As long as you go the other route from what they both say, you end up a lot richer! Did anyone get it? Or did anyone have an answer they think also works?

This is a microscopic picture of an everyday object...can you guess what it might be?



Remember to give a good reason for your guess from what you can see - no cheating!
'I think it's abecause.....'

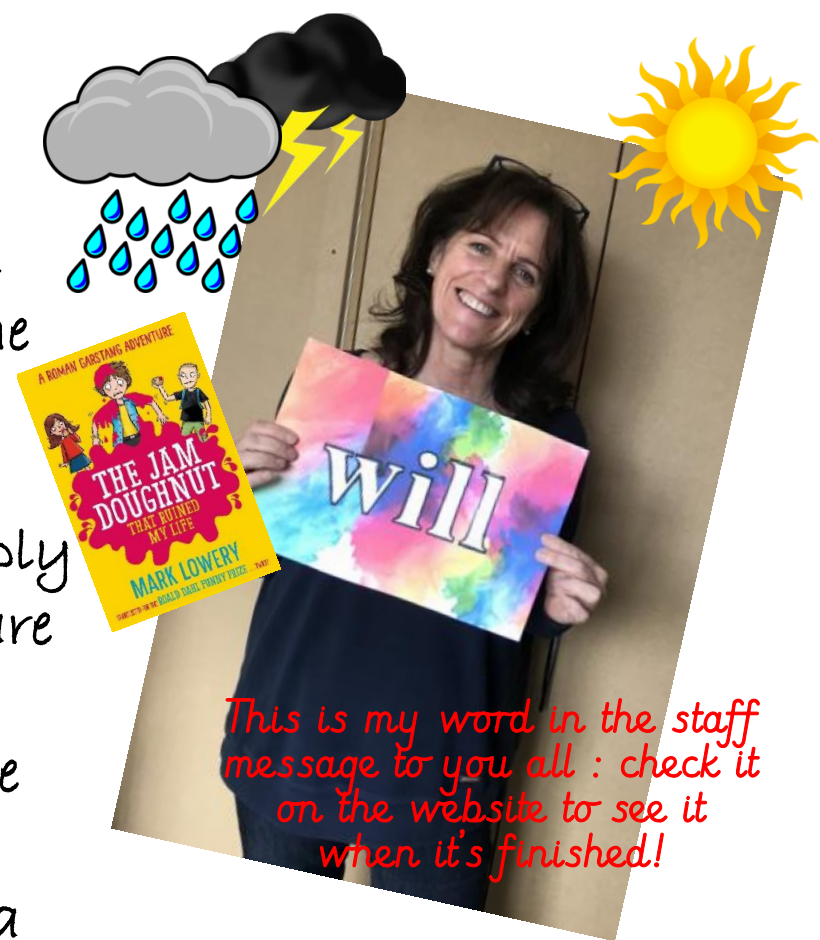
Dear Riley Class,

Welcome

It has been lovely reading some of your work and seeing what you are up to. Grace's newsletter for her street is brilliant- do go onto the KAP website and read them - they may inspire you to do something similar for your neighbours or your family! Keep sharing your work and though I cannot send you emails, I can reply to comments on your J2e work - so keep them coming! I hope you are enjoying listening to The Jam Doughnut that Ruined My Life, as much as we are enjoying reading it to you - watch the video for the latest instalment! <http://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time-videos/>

I am still cycling, baking and reading every day although I had a terrible shock yesterday, on my bicycle, when I was caught out in a thunderstorm and got soaked! I am keeping up with my friends and family on video calls most days; Miss Meggitt and I speak every day - we are both missing you all. Remember to keep safe, be kind to your family and**read every day!**

From Mrs Ross XXX



This is my word in the staff message to you all : check it on the website to see it when it's finished!

"A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely."

The Twits



Welcome



Dear Riley and Kahlo class,
I hope you all had a wonderful Easter; it's so strange not seeing all your faces every day! I can't wait to hear what you've all been up to. I've been using my spare time to get creative! I've made a chocolate Easter cake, done some sketching as well as some creative writing. I've also been keeping active by doing yoga and going for walks in the lovely sunshine – the weather has been great hasn't it? I hope you're all getting to do lots of your favourite things. Remember to be kind to yourselves and your loved ones.
From Miss Gregory xxx

Dear Riley and Kahlo class,
I am missing you all very much and hope to see you all soon. Some of the things that I have been doing to keep busy are cooking new dishes (and then taking lots of photos); teaching my children how to cook; and playing lots of games like snakes and ladders, Kerplunk, badminton and volleyball. I have also been reading lots (of course) and trying to make my garden nice and tidy – I've even managed to start growing some sunflowers!
A couple of weeks ago it was my daughter's birthday and her friend made her a Bueno cake – she was spoilt and had a really fun day!
I hope that you all are doing ok and remember, even though it feels like forever, things will eventually go back to normal and we will all be together again soon! I think of you all often and cannot wait to see you all back at K.A.
Take care – Miss Naik x



Dear Year 6,

Remember to try and go on J2e when possible- maybe you can challenge people at home to have a go as well?

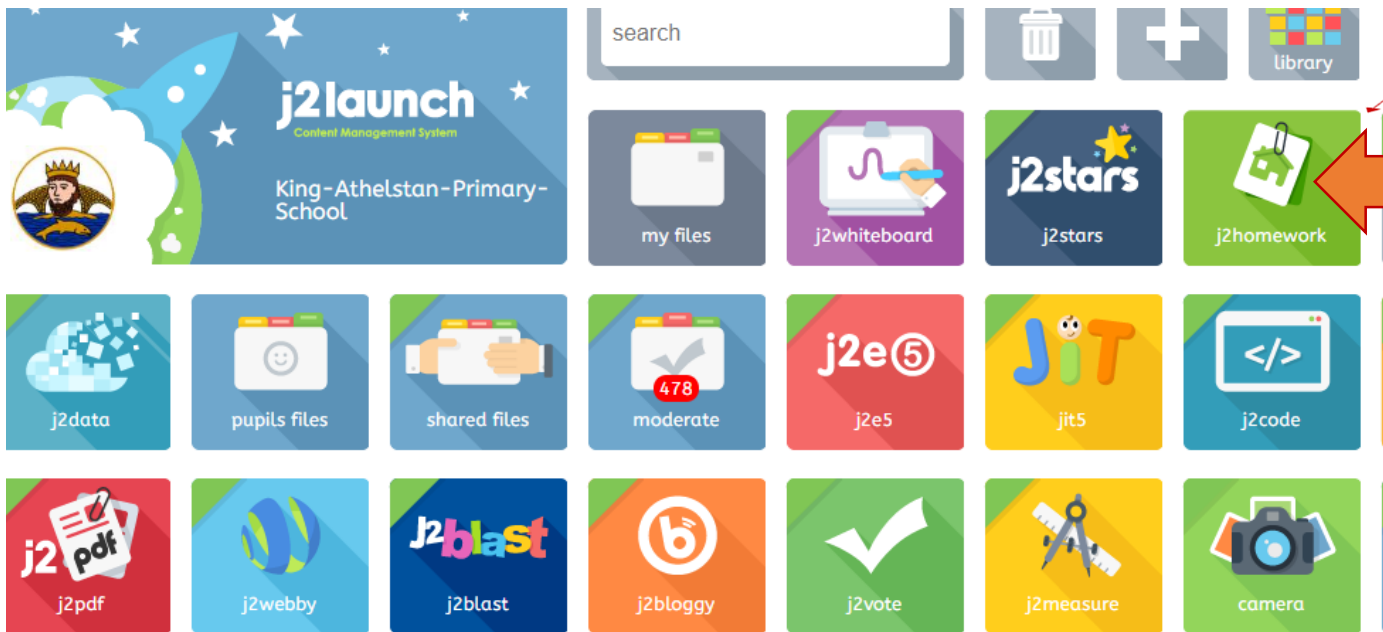
Just 10 minutes a day can really help you to practise and remember all the skills you have worked so hard on this year 😊

Perhaps this week, you will explore even more things on J2e - Remember, we love seeing your work (we are missing it!) and can see what you have been up to if you save it in your files.

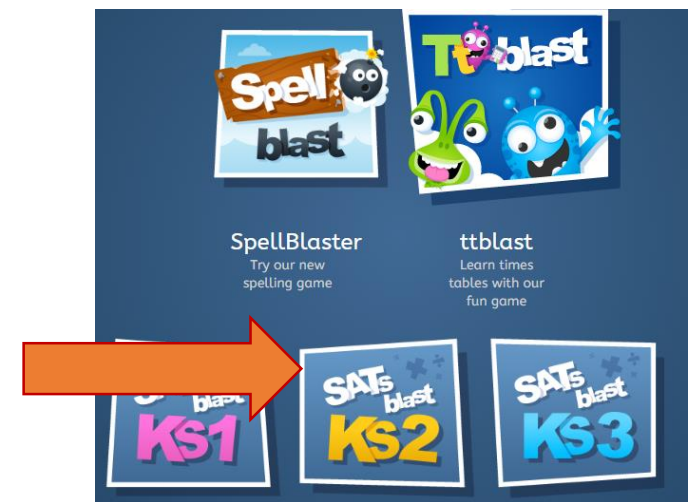
Miss Meggitt and Mrs Ross 😊



Go to J2e launch page and click on homework



Go to spell blast and scroll across to year5/6 spellings and also click on ASTs blast KS2 to have a go at arithmetic skills:



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?

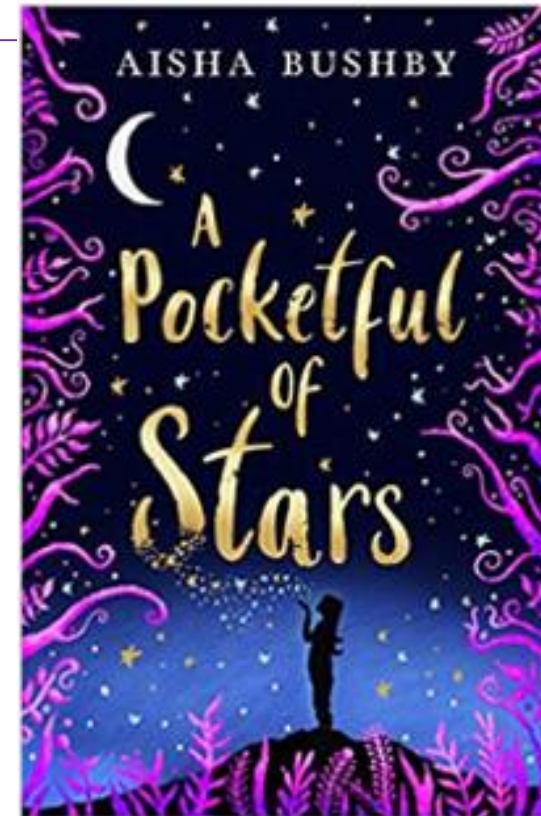
Reading Activity



'A Pocketful of Stars' by Aisha Bushby

Safiya and her mum have never seen eye to eye. Her mum doesn't understand Safiya's love of gaming and Safiya doesn't think they have anything in common. As Safiya struggles to fit in at school, she wonders if her mum wishes she was more like her confident best friend Elle. But then her mum falls into a coma and, when Safiya waits by her bedside, she finds herself in a strange alternative world that looks a bit like one of her games. And there's a rebellious teenage girl with a secret, who looks suspiciously familiar...

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. (Hint: refer to the different aspects of the design to support your answer. E.g the colour, the font, the pictures, etc.)
2. Read the blurb. What does, 'had never seen eye to eye' mean? (Hint: read on further for clues)
3. What does it mean to fall in to a coma?
4. What impression do you get of the character Safiya? (Hint: 'impression' means you need to say how you feel about her/ what feeling you get about her using **evidence from the text**)



'A Pocketful of Stars' by Aisha Bushby

Chapter 1

Mum always turns into a game. Even boring days out to the theatre.

"When the play starts," Mum says, "count the number of times the cast say Rapunzel's name. Apparently they say it seven times in the first seven minutes!" She pauses, looking between me and my best friend Elle. We glance at each other and frown. "Seven!" Mum repeats, like this should mean something to us. "The witching number?" She looks disappointed. "Oh, never mind."

I can't help but laugh. Mum's games don't always make sense, because her brain works in mysterious ways.

We're at a coffee shop next door to the theatre, having cake and hot chocolate while we wait to watch an afternoon performance of *Rapunzel*.

"Fine, you think of a better game to play while we watch."

Read the extract of chapter one, then answer the following questions:

1. What impression do you get of the character 'Mum'?
2. What does mum think the number 7 means?
3. Find the word which means to pull a miserable face.
4. Find the **synonym** for look.



Grammar focus:

Expand the **noun phrase**, 'a coffee shop.'

Find and copy an example of a **subordinate clause**.

Expand the **contraction** 'we're.'

Audio Books For Free



Year 6: This week, listen to some poetry for enjoyment:

https://stories.audible.com/pdp/B007PSETM0?ref=adbl_ent_anon_sc_pdp_pc_1



Great Children's
POEMS

Read by:
GEOFFREY PALMER
EMILIA FOX
JULIA MCKENZIE
ALEX JENNINGS

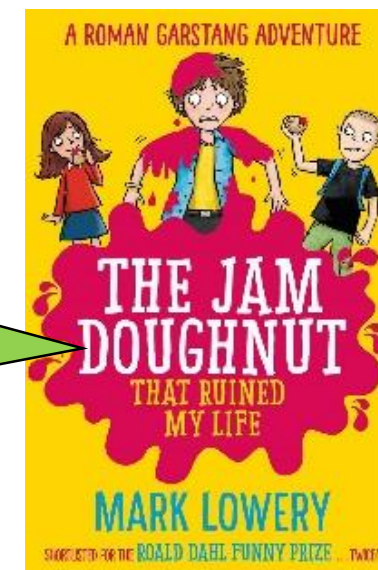


It might also help you in your writing task this week! Make a note of your favourite poem. Maybe you'd like to look it up and try and perform it to entertain someone at home?

We'd love to know what you have been reading - perhaps you can add a note about your latest book on J2e and that way we can read it and respond!

Remember to check out the next instalment of 'The Jam Doughnut that Ruined my Life' on the school website! Why is Roman's decision the worst he's ever made? Listen to Mrs Ross reading the next part to find out...!

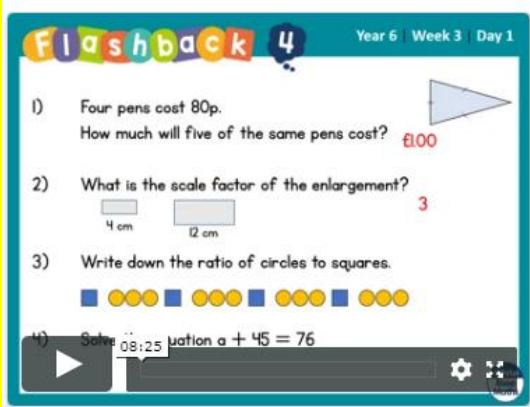
<http://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time-videos/>



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

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

(You may need to open in Google Chrome.)



Daily Maths Video Lesson and Activity sheet

Watch this video and pause it 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 5 lessons about angles and triangles. Try one every day.

Don't worry if you do not have a protractor at home - you only need one for one or two questions - in those, just make your best estimate!

<https://whiterosemaths.com/homelearning/year-6/>

Maths Activity



Explain your answer.

A square is half a rectangle

- Always
- Sometimes
- Never

Your challenge : How much do you know about your favourite number?

What to do:

1. What is your favourite number? Write it down in the centre of a piece of plain paper (if you don't have a favourite number, pick one at random).
2. Note down at least 20 facts about the number around your number, creating a poster. Examples you could choose include factors, multiples, even/odd, square number, sides on a shape etc.
3. For example if your favourite number was 32, you could write down facts like :
 - Its a multiple of 1,2,4,8 and 16
 - Its an even number
 - $32 \times 4 = 64$
 - Its square is 1,024
4. Try to make sure you have a good range of facts.

Be as creative as you can with how you present your work.

Beat the Nation SATs revision - Watch this video and look at the answers that 1000's of children gave to SATS questions - where did they go wrong and how would you help them?!



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



45,376

What is the value of the underlined digit?

A

Five thousands

B

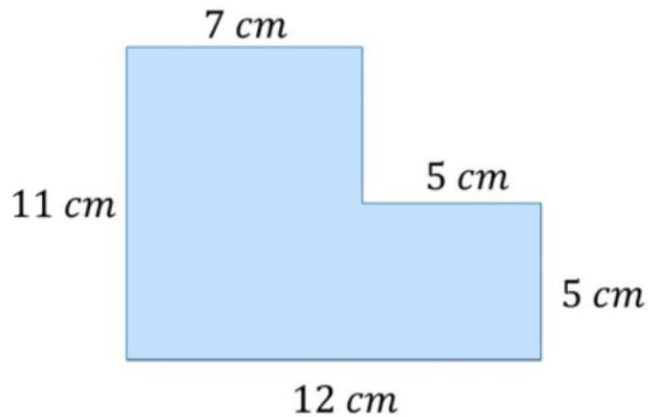
50 x 100

C

Fifty hundreds

D

All of the above



A

46 cm

B

40 cm

C

45 cm

D

46 cm²

What is the perimeter of this shape?



Beat the Nation
SATs revision-
Slide 1

The answer is $\frac{1}{4}$

What could the question be?

A

$1 \div 4$

B

$\frac{1}{2} \times \frac{1}{2}$

C

$2 \times \frac{1}{8}$

D

A, B or C

Questions

1. Can you get each question right?
2. Which do you think is the worst answered question?
3. What do you think is the most popular choice of wrong answer for each question?
4. Can you explain why other students might choose these wrong answers?
5. How would you help them?

45,376

What is the value of the underlined digit?

A

Five thousands

B

50 x 100

C

Fifty hundreds

D

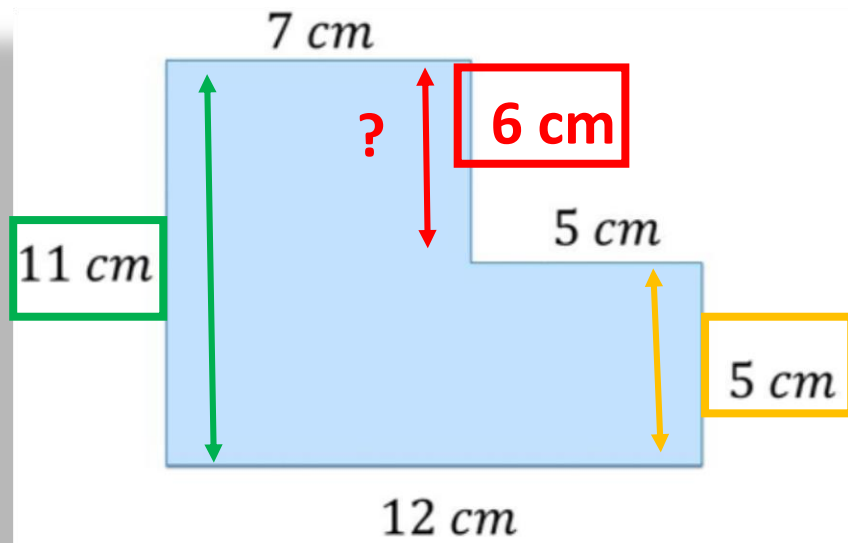
All of the above

A	B	C	D
43 %	11 %	6 %	40 %

Why is this answer right?

D

A is correct because 5 is the fourth digit and thousands are the fourth digit. But we know to go on and check the other answers BECAUSE option D suggests that all are correct. Is D right? Lets check. $50 \times 100 = 5000$; B is correct too. Fifty hundreds is equal to 5000; C is correct too. Therefore D is the correct answer.



What is the perimeter of this shape?

A

46 cm

C

45 cm

B

40 cm

D

46 cm²

Why is this answer right?

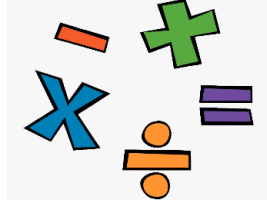
A

We know to find the perimeter we need to add all these sides together, but one side is missing. We can find this by $11 - 5 = 6$ or $5 + 6 = 11$. Now we know all the sides, we can total them to make 46. It could be A or D, as we are measuring length not area our answer will be in cm. A is the correct answer.

A	B	C	D
40%	42%	10%	9%

Maths Activity

Answers




Explain your answer.

A square is half a rectangle

- Always
- Sometimes
- Never

Explain your answer.

A square is half a rectangle – Sometimes; for instance this yellow square  is not half the size of the blue rectangle



Beat the Nation
SATs revision-
Slide 2

The answer is $\frac{1}{4}$

What could the question be?



$1 \div 4$



$\frac{1}{2} \times \frac{1}{2}$



$2 \times \frac{1}{8}$



A, B or C

A	B	C	D
13%	26%	13%	48%

D

Why is this answer right?

$1 \div 4$, $\frac{1}{2} \times \frac{1}{2}$, $2 \times \frac{1}{8}$ all have an answer of $\frac{1}{4}$

Words of the week!

Aggressive

Conscience

Disastrous

Foreign

Immediately

Lightning

Recognise

Rhythm

Sacrifice

Silhouette

BONUS: Symbol

Have a look at the words opposite. Ask a parent, carer or sibling to test you without any preparation: you can say the words out loud like a spelling bee, or write them down - whichever you choose. There might already be some words you can spell confidently (woohoo!) After this, identify 3 words you find the hardest to spell and create a **memory method** for each. Then get your helper to test you again.

A memory method is **YOUR** way of remembering how to spell a word. You can choose whatever method you like. Here are a few examples you can use using the word: Rhythm

Split the word up and pronounce each section separately:

R | H | Y | TH | M

Make a picture story

R!



'H' is hiding



Y?



THat's



Mysterious...



Spelling



Make a memorable sentence:

R - Rhythm

H - Has

Y - Your

T - Two

H - Hips

M - Moving!



PSST! You might want to use some of these words in your Blitz poem

Modal verbs... will be important in your writing this week.

SPAG

Modal verbs express **certainty**, **ability** or **obligation**.

Certainty

may
might
would
shall
will

Ability

can
could

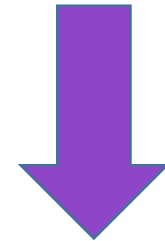
Obligation

must
should
ought (to)

Click on the link below to have a go at some quick activities to help you identify modal verbs:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

Have a think about your writing this week



Ron **might** get the spell wrong.

Ron **will** get the spell wrong.

Which of these sentences are most **certain**?

Neville **must** find his toad.

Neville **should** find his toad.

Which of these has the strongest sense of **obligation**?

Hermione _____ do spells already.

Which modal verb would show Hermione's **ability**?



What type of modal verbs would you use when making a propaganda poster?

What modal verbs would you use in an instructive presentation to the public about stopping the spread of coronavirus?

What types of modal verbs can be used in your Blitz poem?

Sentence forms

Each link below takes you to the BBC bitesize website and will give you some information on how to identify each type of sentence form:

Commands: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z8strwx>

Exclamations: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zqbjy4j>

Statements: <https://www.bbc.co.uk/bitesize/articles/z97r2nb>

Questions: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z2xdng8>

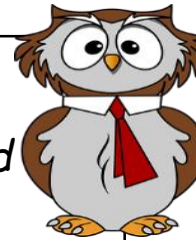
SPAG

Have a think about your writing this week



Activity

1. What sentence form is this? → *Can you remember the password*
2. What sentence form is this? → *Grip your broom tightly*
3. Rewrite the sentence as a **question** → *They are going to fall off*
4. Rewrite the sentence as an **exclamation** → *Have you always been so mean, Malfoy?*



What sentence forms will be useful when making a propaganda poster?

What sentence forms can you use if you're making an informative presentation to the public about stopping the spread of the virus?

What sentence forms might you use in your Blitz poem?

Writing activity



Watch the emotive animation: 'The Blitz,' on Literacy shed:

<https://www.literacyshed.com/war-and-peace-shed.html>

Watch it again and note down descriptive adjectives, verbs and adverbs.



To find out a little more about the Blitz:
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jyv>

These 2 reporters describe the destruction by the bombing. Listen carefully for good vocabulary and phrases: <https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-reporter-describes-london-on-fire/zfwt2sg>

and

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-blitz-fires-out-of-control/zdy9gwx>

Your task:

To write a poem on the Blitz! It doesn't have to rhyme. Use the video as inspiration and really think about using all of your senses to describe the scene. Note how calm it is before the planes arrive. Build up the action slowly through your poem and then reflect the chaos of the bombings through your words and end with a punch! There are poems, ideas and guidance on the next page to help you. Your poems can go with your artwork set by Mrs Barr!

THAT NIGHT OF DEATH

by John J. Rattigan, November 1940

Who can forget that night of death,
Wrought by the sky devil's fiery breath,
Who can forget that night of pain,
Dealt out by a madman's twisted brain.

We shall not forget as our homes we rebuild,
On bomb-scarred ground where innocent were killed,
We shall not forget as we look at the land,
Where once stood a building so stately and grand.

Even God's house is not safe from this Hun,
Who bombs and destroys at the setting of the sun.
So let him send over his cowardly hordes,
Who shatter the homes of paupers and Lords.

That night was severe, there is no doubt,
We had a hard blow, but they can't knock us out.
For our men are of steel, our women won't kneel,
Nor children for mercy plea.
A new hope will arise, when the world is free,
From the rubble and ashes of Coventry.

The Blitz

Screeching sirens cry helplessly,
Screaming a terrible warning,
Like a child wailing in pain,
Anxious.

Cackling planes dance strangely,
Soaring through the night sky,
As angry as a tornado,
Terror.

Leaping fires stretch,
Searching for the next place to burn,
As precise as a mathematician,
Distress.
By Carmen

Writing activity



Your poem should describe:

The bombs exploding
The fires raging
The people panicking
The buildings tumbling
The terror felt

Imagine you are there, experiencing a night of *The Blitz*: Use **ALL** of your senses.

What can you hear? *Screaming Sirens; deafening bangs; crackling of fire...*

What can you smell and taste? *Acrid smoke; choking smoke; burning rubble...*

What can you see? *Leaping flames; dark, ominous planes overhead; people running everywhere; chaos...*

What can you feel? *The heat from the towering fires; the sweat from the panic; splinters of shrapnel raining down...*

*Remember, it doesn't have to rhyme

I can write a poem based on *The Blitz*

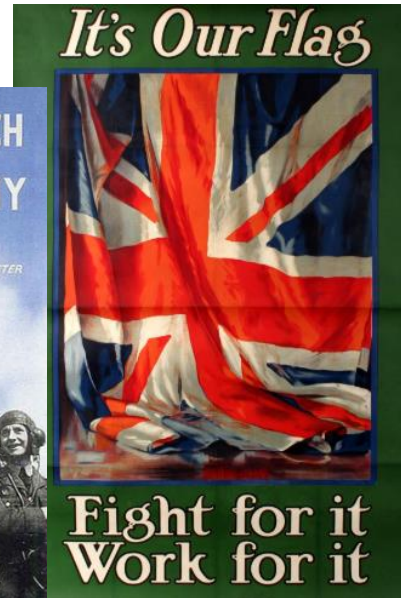
- **We have done a lot of the following. Think about using some of them in your poem.**
- **Adventurous and precise adjectives, adverbs and verbs**
- **Onomatopoeia (when the word sounds like the sound, e.g BANG! HISS!)**
- **Senses**
- **Simile, metaphor and personification**
- **Rhythm/ layout/ verses**
- **Oxymoron**

Topic Activity



Introduction to task

Last week, Boris Johnson likened the UK's Lockdown measures to war: he pointed out that we are fighting an unseen enemy; the virus! At the same time, he reminded people about the importance of staying at home to stop the spread. Have a look at the propaganda posters used in WW1 and WW2 and think about how they got the messages across clearly to the general public.



Many posters urged men to fight for their country but you can see from the ones on the right that women and children were also sent strong messages to help the war effort. You looked at evacuation last week and there are more examples of posters to encourage this on last week's slides too.

The Research bit!

Topic Activity slide 2



Before you attempt the task on the next page, you need to do some research. Use the following links to find out more about propaganda and answer the questions on this page. Then attempt your own propaganda campaign, detailed on the next slide!

This clip gives an idea about what propaganda is, and how it was used during the war. There are some other interesting clips if you scroll down and want to have a look!: <https://www.bbc.co.uk/teach/class-clips-video/your-country-needs-you/zrhmhbk>

Have a look at the info on this BBC Bitesize website. It's great for exploring the thinking behind the poster designs - you can scroll through each poster and then click on the labels to find out more about why certain design ideas were used. It's more complicated than it looks to create propaganda images!
<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zhw3jhv>



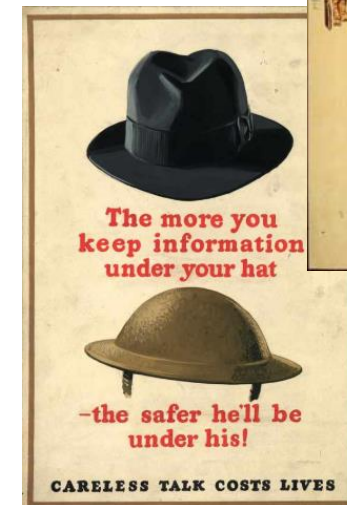
Research questions:

What is propaganda?

Who was targeted with propaganda posters? List them and say what messages they were given through propaganda.

Look at the designs: Which one/s is/are your favourite? Why?

Which, in your opinion, are most effective? Why? Use the notes on the design aspects to help you to answer this.



The Task!

Topic Activity slide 3



As previously stated, last week Boris Johnson likened the UK's Lockdown measures to war: we are fighting an unseen enemy: the virus! At the same time, he reminded people about the importance of staying at home to stop the spread. Have another look at the propaganda posters used in WW1 and WW2 and think about how they got the messages across clearly to the general public. Use them as inspiration for your task.

Your task:

To make a propaganda poster to illustrate the message that we must all obey Lockdown measures and rules to help our country: your job is to persuade people to **stay at home!**

You should include:

- A bold, striking message. This should be short and punchy. You can borrow one you've seen if you like: 'Stay home; save lives'
- A picture, or pictures, to grab people's attention and/ or illustrate the reason for the rules

If you want, you can write reasons behind your choices on the back of the poster, or on a separate sheet or in your book - remember to plan your work before starting, using inspiration from the posters shown on:

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zhw3jhv>

You might include:

- Another 'tag line' of writing to give a little more info
- More writing to lay out the other rules about when you can leave your homes, who to be in contact with, etc. For examples of this, visit <https://www.met.police.uk/advice/advice-and-information/c19/coronavirus-covid-19/> or <https://www.gov.uk/coronavirus>

*If you would prefer not to make a poster, you can make a presentation about stopping the spread of the virus – imagine that you would be presenting this to people who don't know why the rules are in place – your job is to educate them about the importance of following Lockdown measures!



How does smoking affect your health?

Science Activity



The Knowledge :

When somebody smokes, they **inhale** the smoke of burning **tobacco** leaves, which are usually rolled up inside a paper tube called a **cigarette**. The smoke travels into the **lungs**, where a chemical called **nicotine** (the active drug in tobacco) enters the bloodstream.



A smoker inhales the smoke from burning tobacco leaves inside a cigarette.

Smoking is extremely damaging to health, in several different ways. However, nicotine is **addictive**. This means that it is very difficult to stop smoking.

Cancer

Cancer is an extremely serious, often fatal disease. Smoking increases the risk of many different types of cancer, especially lung cancer.

Lung Damage

Tobacco contains tar. This gradually builds up inside the smoker's **lungs**, affecting their ability to breathe and causing 'smoker's cough'.

Heart Damage

The **carbon dioxide** in tobacco smoke damages blood cells, making it harder for them to carry oxygen. This can damage the **blood**, heart and other parts of the body, causing **heart attacks** and **stroke** (a form of brain damage).

Unpleasant smell

Most people find the **smell** of stale smoke to be invasive and unpleasant. Smoke settles on the skin, hair and clothes and can cause the smell to linger long after smoking.

Discoloured fingers and teeth

Over time, tobacco smoke can cause teeth and fingers to become **yellowed**, **brown** or even **black**. This effect is worse in heavy or long-term smokers.

Cost

All forms of tobacco are **expensive** to buy. This is because the government imposes a heavy **tax** on tobacco in order to dissuade people from smoking. Because smoking is **addictive**, this can force people to spend a great deal of money, even if they cannot afford it, causing **poverty**.

Wrinkled skin

Smoking can cause the skin of the face to become prematurely **wrinkled**, making a young person look like an **old person**.

Second Hand Smoke

Smoke can be as harmful to those around them as it is to the smoker. This is called **passive smoking** and is much worse in small spaces with no air flow. **It is now illegal in the UK to smoke in a car carrying a person under 18.**



How does smoking affect your health?

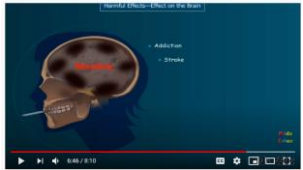
Science Activity



The Knowledge :

Watch these videos :

https://www.bbc.co.uk/bitesize/clips/zr_gvr82



<https://www.youtube.com/watch?v=fF7SNcw7kxQ>



<https://www.youtube.com/watch?v=Y18Vz51Nkos>



Reproductive damage

If a man or woman smokes, it can make it more difficult for them to **conceive**. If a mother smokes while **pregnant**, the reduced efficiency of her circulatory system can cause her baby to be born with a low birth weight, affecting its chance of survival.



If a mother smokes while pregnant, she can cause great harm to her unborn child.

The Activity :

What do you think are the worst effects of smoking? Carry out a survey to investigate the opinions of those around you- **your family and friends**.

First, complete the tally chart. Ask each person what they think the worst effects of smoking are. If you like, you could allow each person more than one tally mark and let them place them next to any option they want. They could place them next to two or three different effects. If someone doesn't understand the effect, explain it to them. When you have finished, add up the tally marks for each effect and place the total in the space provided.

Next, complete the horizontal bar chart. Use the information from the 'total' column in the tally chart. You will need to think of a suitable scale for your graph based on the highest number on your tally chart.

Finally, place the effects in the order of concern, from least to most concern.



Discussion

Which effects of tobacco smoking concerns your family and friends the most?
How could you use what you have found out to prevent people in your family and friends from starting to smoke?



How does smoking affect your health?

Science Activity

The Activity :



Tally chart showing what we consider to be the worst effects of tobacco smoking

Which is the worst thing about smoking - the smell, looking old, wasting money, harming your baby, smoker's cough, disease or second-hand smoke?

Effect of tobacco smoking	Tally	Total
The smell Smoking makes your hair, body and clothes stink of smoke.		
Looking old Smoking can make you look like an old person when you are young.		
Wasting money Smoking makes you waste lots of money on cigarettes.		
Harming your baby Smoking harms your baby when you are pregnant.		
Smoker's cough Smoking can give you a smoker's cough.		
Disease Smoking can kill you through cancer or other diseases.		
Second-hand smoke Smoking can kill people around you through second-hand smoke.		

Nicotine-stained fingers



Identical twins – (non smoker on the left, smoker on the right)





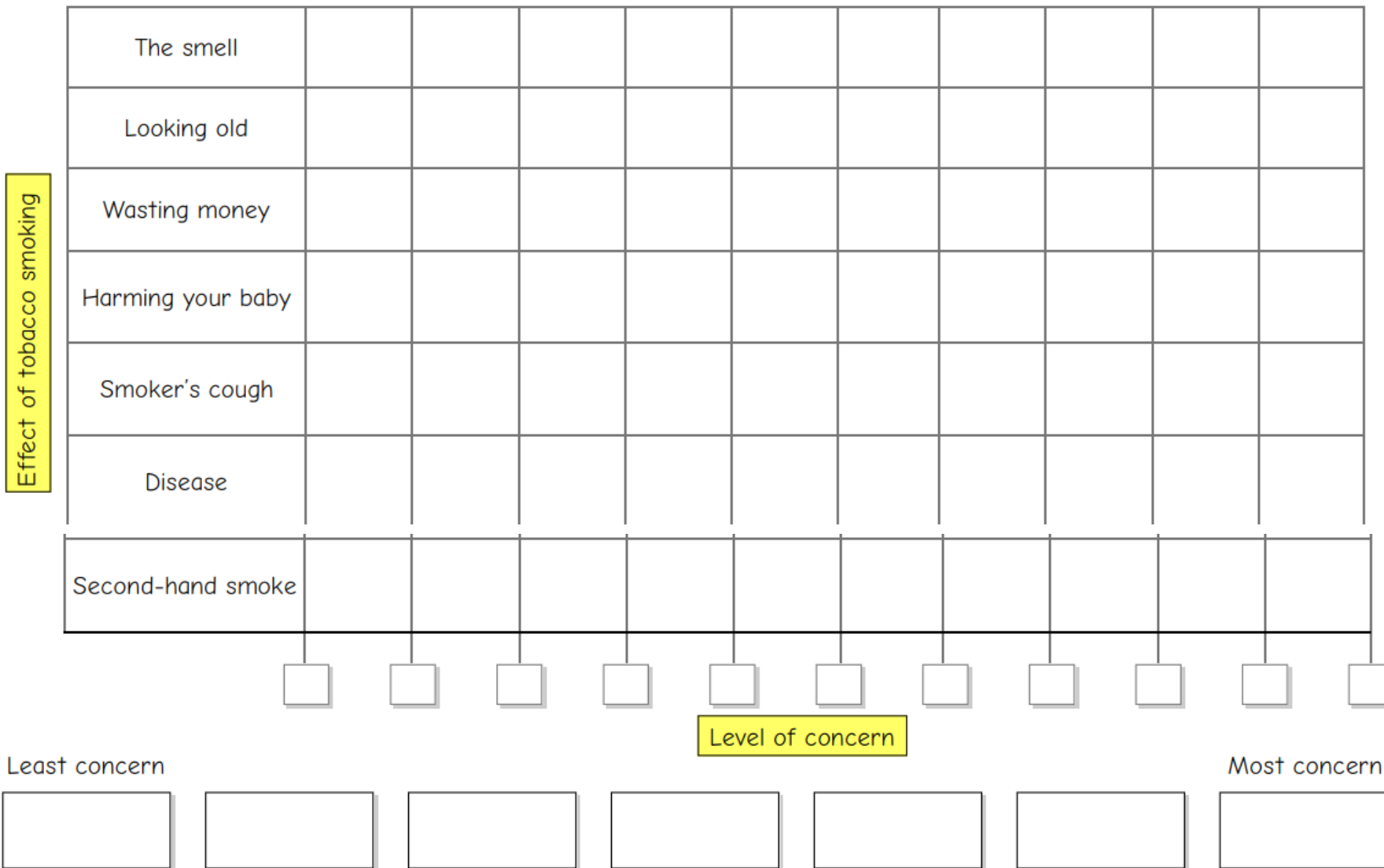
How does smoking affect your health?

Science Activity

The Activity :



Bar chart showing what we consider to be the worst effects of tobacco smoking



Effects of smoking on appearance

Non-smoker
Aged 35

Smoker
Aged 35



Computing Activity

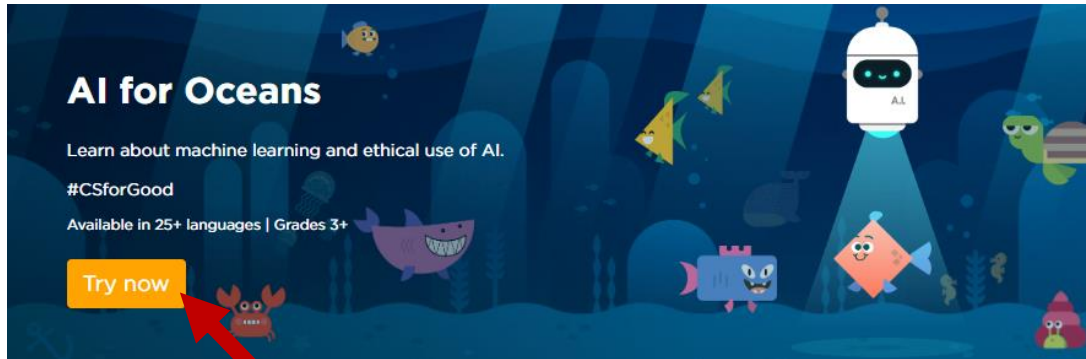


This week, it's all about Artificial Intelligence! (Or A.I as it is more commonly known).

- Follow the link: <https://code.org/oceans>
- Then hit: 'Try now.'
- Watch the video to understand more about A.I and how it is used.
- Then continue to the activity - where you will learn that A.I can be used to help the planet!

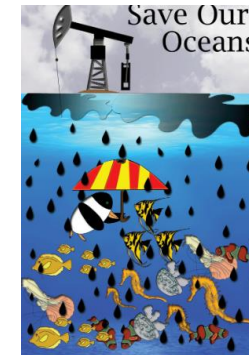


You are going to programme computers to help clean up the oceans. The more information you give to the programme, the more successful it will be...



The video will help you understand what A.I is.

Remember, the more info you give, the more intelligent your programme will be - give it some of your brain!



*Remember to also go on J2e code and the computing activities on J2e, if you can, so that we can see some of the lovely work you're producing!

Year 6 Sports around the French-speaking world

French Activity



Here are some famous sportspeople from French-speaking countries. Make an ID card for each one showing their name, age, sport, country and top sporting achievements.

For an extra challenge:

- Turn them into Top Trumps cards (can you add any extra French-speaking sportspeople?)
- Design a quiz about your favourite.



Mbappé



Taoufik Makhloufi



Wayne Gretzky



Amélie Mauresmo



Sarah Hoefflin

Use the following link:

<https://www.classicsforkids.com/games.html>

Music Activity



On this website you will find a range of musical games to try. You could:

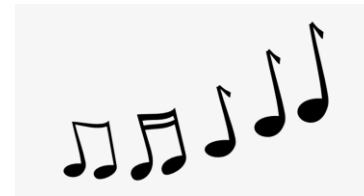
- Learn musical terms by correctly guessing the letters (Top Tip: E is the most common letter, start there!)
- **Revise your ability to read notes on the staff.**
- Play match the rhythm where you click your mouse at the same time as a given rhythm.
- **Learn about famous composers using the composer's timeline.**
- Compose your own music - remember don't have too many big jumps in pitch up or down, this will make your melody sound disjointed. Keep it simple.
- Remind yourself of the sections of an Orchestra and the instruments within them.
- **Explore the composer map to find out where famous composers throughout history have hailed from.**

Here's a link to a video of the King Athelstan staff reading books!

Click Me

<http://www.kingathelstan.kingston.sch.uk/assets/Uploads/downloads/We-Love-Books.mp4>

All of the activities have a 'Beginner' and 'Advanced' mode. Try the beginner mode first and when you feel comfortable move on to the advanced mode.



YEAR 6

Art Activity



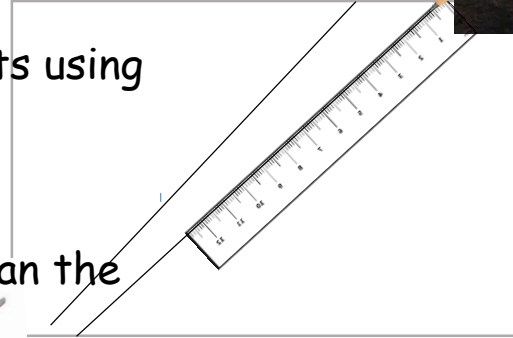
Following on from making your backgrounds last week, You can add the search lights using white paper.

You will need a ruler or to use something with a straight edge like a large book.

Draw the white paper strips on a plain page. Make the top of the strip wider than the bottom.

Cut out the strips. Place them across your background and stick them down.

(Tip: place them pencil side down or rub the pencil lines out)

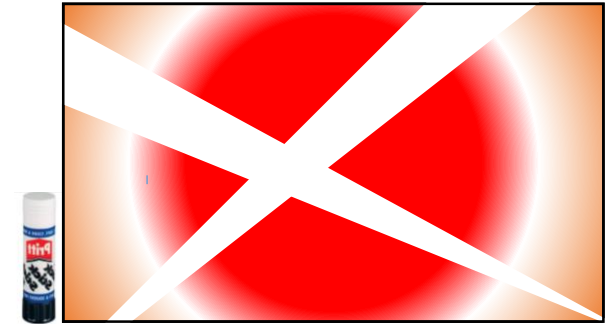


Begin to **draw out the London silhouette** you would like for your picture. You can use the pictures below as a guide

or research your own images. Use half a piece of paper (the same width as your background). Ideally the silhouette

should be black. If you don't have any black paper you could use white and paint or colour it black.

(Tip - Cut it out before you paint it).



You could alternatively make your silhouette from newspaper print or any other paper you can find.

Don't make it too complicated. It is an outline (no details inside).



If any pieces tear when you cut them out - just sticky tape them on the reverse side.



Physical Activity



Dribbling Challenge

- You will need a ball and a marker for this activity.
- How many times can you dribble a ball around a marker and back in 60 seconds?
- Place a starting marker down and a second marker 8 steps away.

Remember

- Keep the ball close to you.
- Use soft touches on the ball, this will mean you have more control.

Challenge

- Ask a sibling or parent/carer to challenge you.
- If you are playing against a younger sibling then please move their marker slightly forward. This will make it more challenging for you.



Cricket - Bowling

- For this activity you will need a ball/object to bowl, tape and a target to bowl at (stumps, bin)
- Use masking tape to mark out a set of wickets on the bin/target.
- Bowl the ball and try and hit the target.

Points

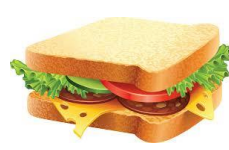
- 1 point for hitting the bin.
- 3 points for hitting the wickets.



Reminder

- Keep your bowling arm straight through the delivery.
- Head still, focussing on the target.





Wellbeing Activity

Let's have a picnic!

Picnic in your garden,
on your balcony,
or in your living room.

Picnic food can be anything you like from sandwiches to sausage rolls, fruit salad to french bread, chocolate muffins to cheese and onion crisps.. why not try this scone recipe and add them to your picnic?



Hi Year 6 super bakers!
Hope you are enjoying the sunshine
Missing you all ☺



Easy- Peasy- Cheesy Scones:



Ingredients

Serves: 6
225g self-raising flour
55g butter
30g mature Cheddar cheese, grated
(if you don't like cheese swap for raisins and 2 teaspoons of sugar)
150ml milk
Pinch of salt

Method

1. Preheat the oven to 220 C / Gas 7. Lightly grease a baking sheet.
2. Mix together the flour and salt and rub in the butter.
3. Stir in the cheese and then the milk to get a soft dough.
4. Turn onto a floured work surface and knead very lightly. Pat out to an oval 2cm thick. Cut into 6 - 8 pieces depending on how large you like your scones and place on the baking sheet. If you prefer you can also use a cutter to stamp out rounds.
5. Brush the tops of the scones with a little milk.
6. Bake until well risen and golden, 12 to 15 minutes. Cool on a wire rack. Add to your picnic and enjoy...



Feel relaxed