

Hello!

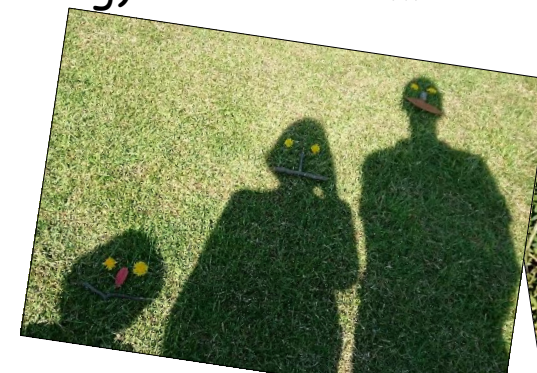
Dear Riley and Kahlo,

I hope you are all well and enjoying time with your family. I really miss seeing all of you when I am in school. At the moment I am working at school about once each week and then working at home for the rest of the week. I am also helping my little boy to do the school work he is being sent by his Reception teachers. We have been keeping very busy with exercise, baking and crafting too! I'm sure lots of you, like us, are now experts at using Zoom to stay in touch with family and friends.

Staying at home can be challenging at times, but one thing I have really enjoyed is how local communities are coming together. As well as joining in with the weekly 'Clap for Carers' with ALL of my neighbours, we have been working together to look after each other. Some families have drawn out 'obstacle courses' on the pavement in chalk for the children to do during their daily walks. My son and I added hopscotch, which all the children (and some of the grown ups) enjoyed! Have any of you put rainbows in your windows? We made one from a paper chain of hearts. We love hunting for them when we go walking - there are lots if you look closely! Have you counted many? As well as rainbows, our local area did an 'Easter Egg Hunt' over the Easter weekend. Lots of people made or drew Easter eggs and put them in their windows, on their doors or in their front gardens. We counted over 100 when we went on our hunt! Our one was made from Lego.

I feel very grateful for our local parks. We have been enjoying walking (and running) around them. On a recent walk I was very proud to capture a photograph of a butterfly on a dandelion! Also, in a challenge set by my mum, we took a family 'nature selfie' over the weekend, using natural materials and our shadows! Can you create a nature selfie of your own on your next walk?

Take care of yourselves and each other,
Miss Govan. x



Welcome

Dear Kahlo class,

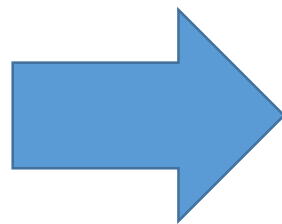
Week 7 now! Can you believe it? And this would be SATs week! (I know, you're happy about that one!) Remember, all your hard work is never a waste; it is always for you and your future more than for a test anyway and we know you were, and are, all making brilliant progress! I am so proud of you. Right now, even if you don't know it, you're making progress in resilience, patience and empathy among other life skills. Those are three of the most important things! I feel like I am also learning new things to help me with these: For resilience, I'm making myself do lots of things, even on days when I have less motivation (and don't have your energy to wake me up and bounce off! I really miss that!) So, I start the day with my work. I try to keep going until I finish a task; For patience, when my mind is racing, I do a bit of yoga to slow my breathing and mind down or I stop what I'm doing, if it's agitating me, for a brain break (this normally involves eating a bit of chocolate - any excuse!); For empathy, I call friends of mine who live on their own as they might be feeling lonely. I've been gardening again! We have herbs now and have even used some in cooking! I have also been writing letters and 'zooming' friends. I've adjusted now to the changes and am making the most of it but Mrs Ross and I speak a lot and agree that we'd rather be with you in school.

Check out Isabel's Blackout poem and Elena's poems and poster on our website - they're wonderful! I LOVE seeing your work - and can comment on it on J2e if you put it there. Miss you! From Miss Meggitt xxx



So far, we have 5 herbs and one fruit...can you guess what they are? We're still learning and have been told they're easy to grow...

Last week, I showed you this microscopic picture of an everyday object...did you guess what it was?



It was a microscopic picture of a single toothbrush bristle...with some plaque on it too! Make sure you brush your teeth every day for those winning smiles!



Check out the next slide for riddles and jokes!

Welcome

Hello Riley Class - I know I say it every week but I really am missing you all, especially your energy, interesting ideas, kindness, cheerful faces and cheeky smiles! I hope you are sharing these with your families and carers and being kind. I have been in school teaching this week - it was very odd to be there without you- and strangely quiet! The rest of the week I have been keeping busy working at home on-line and using Zoom to speak to other teachers. Miss Meggitt and I speak to each other every day, planning and sharing ideas. I have really enjoyed the photos and work you have sent into school - keep it coming in! Have a look at Amelie's ancient Egyptian bread on the KAPS web site - it looks amazing.

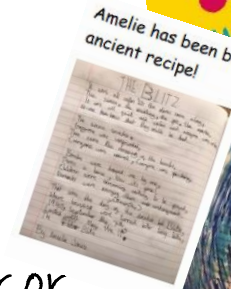
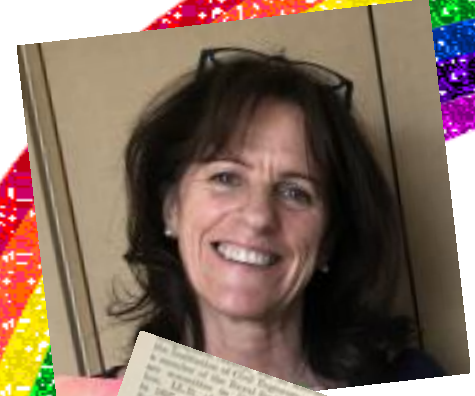
(<http://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/home-learning/>) What did it taste like Amelie? Miss Meggitt continues reading the next instalment of The Jam Doughnut that Ruined my Life, check it out on :

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

I hope that you have a great bank-holiday weekend. What will you do to help your family enjoy their weekend? Why not offer to make a cup of tea for your mum, tidy up without being prompted or play a game with your brother or sister - their choice first, or my favourite , read the family a story! You could see if they could solve one of the riddles on our Year 6 Jokes and Riddles slide.

I send all my best to you and your families. Keep safe and carry on smiling. 😊

From Mrs Ross xxx



Grandpa went out for a walk and it started to rain. He didn't bring an umbrella or a hat. His clothes got soaked, but not a hair on his head was wet. How is this possible?

When is a car, not a car?

Why are teddy bears never hungry?



What's bright orange with green on top and sounds like a parrot?

Jokes and riddles! See if you can get the answer without looking them up! Then try them out on your family...

The first man is the master of priceless gems; The second man is the master of love; The third man is the master of shovels; The fourth man is the master of big sticks; Who are they?

What starts with a P, ends with an E and has thousands of letters?

What do you call a fairy that has not taken a bath?

What is it that has a bottom at the top of them?

I am taken from a mine and shut up in a wooden case, from which I am never released, and yet I am used by almost everybody. What am I?



What's really easy to get into, and hard to get out of?

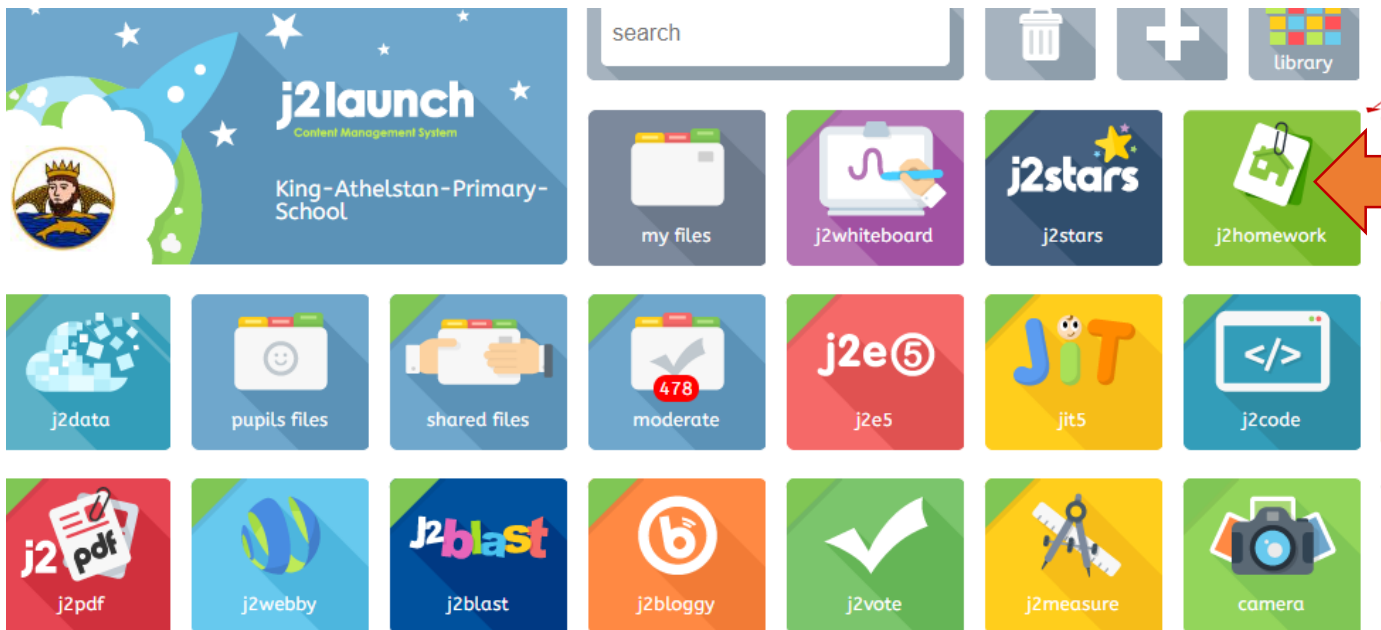
Dear Year 6,

It's been lovely to see some of your work being emailed in to the school or on J2e. We are able to comment on work you save on J2e and would love to be able to communicate this way if you choose to do so! A few of you have put work on but we don't know who you are! Please change your user name to one we can recognise.

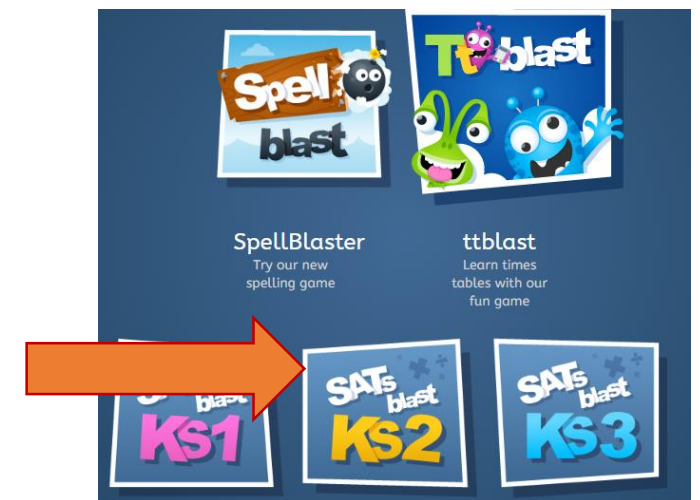
Remember, just 10 minutes a day can really help you to practise and remember all the skills you have worked so hard on this year 😊

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?

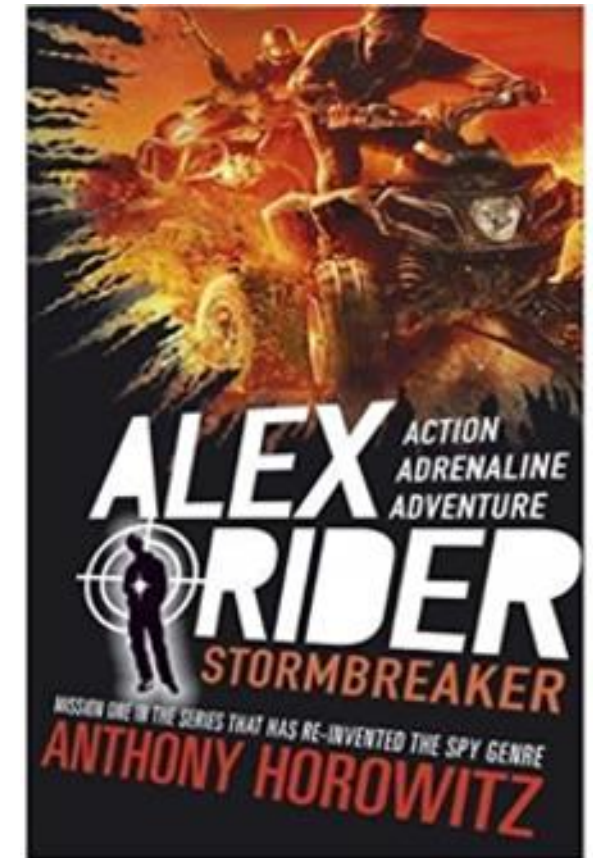
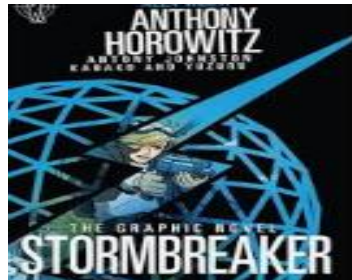
Reading Activity



'Alex Rider: Stormbreaker' by Anthony Horowitz

In the first book in the number one bestselling Alex Rider series by Anthony Horowitz, fourteen-year-old Alex is forcibly recruited into MI6. Armed with secret gadgets, he is sent to investigate Herod Sayle, a man who is offering state-of-the-art Stormbreaker computers to every school in the country. But the teenage spy soon finds himself in mortal danger.

1. Look at the cover: Make a prediction about the story by using the title and the images on the front of the book.
2. Read the blurb. What does 'forcibly recruited' mean?
3. What 'mortal danger' do you think Alex Rider could be in?
4. According to the text, what is Alex's first mission?



Chapter 1: 'Funeral Voices'

When the doorbell rings at three in the morning, it's never good news.

Alex Rider was woken by the first chime. His eyes flickered open but for a moment he stayed completely still in his bed, lying on his back with his head resting on the pillow. He heard a bedroom door open and creak of wood as somebody went downstairs. The bell rang a second time and he looked at the alarm glowing beside him. 3.02a.m. There was a rattle as someone slid the security chain off the front door.

He rolled out of bed and walked over to the open window, his bare feet pressing down on the carpet pile. The moonlight spilled onto his chest and shoulders. Alex was fourteen, already well-built, with the body of an athlete. His hair, cut short apart from two thick strands hanging over his forehead, was fair. His eyes were brown and serious. For a moment he stood silently, half-hidden in the shadow, looking out. There was a police car outside. From his second-floor window Alex could see the black ID number on the roof and the caps of the two men who were standing in front of the door. The porch light went on and, at the same time, the door opened.

"Mrs Rider?"

"No. I'm the housekeeper. What is it? What's happened?"

"This is the home of Mr Ian Rider?"

"Yes."

"I wonder if we could come in...."

And Alex already knew.

Read the extract of chapter one, 'Funeral voices'

1. How do you think the first line is effective?
2. How do you think Alex feels when he looks out of the window?
3. Why do you think Alex didn't go downstairs immediately?
4. What does Alex 'already know' at the end of the extract?

Grammar focus:

1. Find an example of a subordinate clause.
2. Find an expanded noun phrase in the text.
3. Add a relative clause to this sentence:
Alex Rider, _____, was woken by the first chime.

Audio Books For Free



Year 6: This week, for a bit of fun, listen to 'The Lorax' by Dr Seuss being rapped by Wes Tank:

<https://www.youtube.com/watch?v=tgMsmyenj6k>

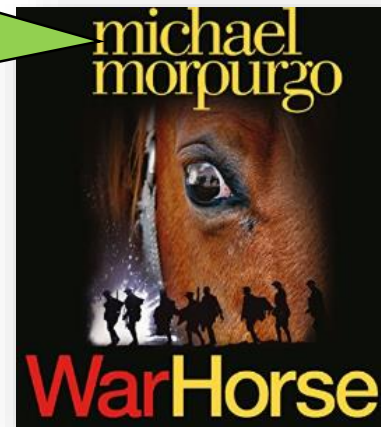
Think about how he uses the syllables, rhyme and rhythm of the poem to create a rap and achieve good timing. Can you rap a famous poem? Or even make your own rap based on this? You could take another Dr Seuss Book and create a rap to be enjoyed by younger children!



Remember to keep using the links below to explore news texts and enjoy listening to books being read aloud

This link to a free extract from Michael's Morpurgo's 'War Horse' may help you with your topic task this week:

https://www.audible.co.uk/pd/War-Horse-Audiobook/B00QJCH8R6?source_code=M2M14DFT1BkSH082015011R&&ipRedirectOverride=true

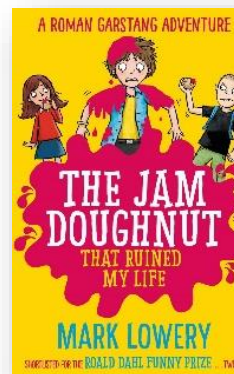


<https://stories.audible.com/start-listen>

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

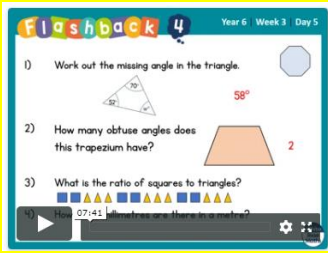
<https://www.allyoucanbooks.com/>

(You may need to open in Google Chrome.)



Don't forget to listen to the next part of our Year 6 book! Miss Meggitt will be reading 'The Jam Doughnut that ruined my life' this week!

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



Daily Maths Video Lesson and Activity sheet

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 2 lessons about angles in quadrilaterals and 2 about problem solving. Try one every day.

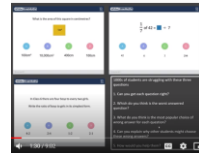
<https://whiterosemaths.com/homelearning/year-6/>

Select : Summer Term Week 2 (27th April)

Summer Term - Week 2 (w/c 27th April)

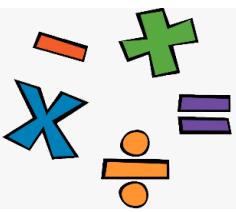


Beat the Nation SATs revision - Watch this video and look at the answers that 1000's of children gave to SATS questions - where did they go wrong and how would you help them?!



<https://www.youtube.com/watch?v=G5qr0sgqNes>

Maths Activity

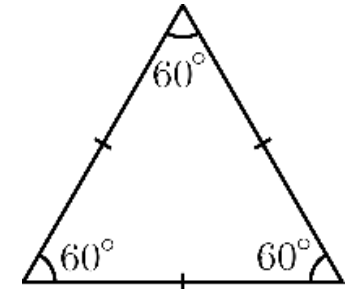


Explain your answer.

An isosceles triangle has three angles of 60°

- Always
- Sometimes
- Never

What type of triangle is this and why?



Long Multiplication Practice

Look at the examples and answer the questions on the following slide. If you are anxious, try questions 1-2. If you're feeling confident, try questions 1-4. If you're raring to go, try the challenge too! *Tip: watch this video from BBC bite size page.*

<https://www.bbc.co.uk/bitesize/articles/znx2mfr>



Maths Activity



Complete the following long multiplications

1

a.

		3	2
	×	2	3
			0

b.

		1	4
	×	2	1
			0

2

a)

	2	4	3
	×	2	1
			0

b)

	5	2	3
	×	3	2
			0

3

a) 483×53

b) 2461×67

a)

Example:

	1	7	5	6
×			4	9
1	5 ₆	8 ₅	0 ₅	4
7 ₃	0 ₂	2 ₂	4	0
8	6 ₁	0	4	4

Long Multiplication

$1756 \times 9 = 15,804$

$9 \times 6 = 54$; 4 down 5 to carry.

$9 \times 5 = 45$; add the 5 to give 50, so 0 down 5 to carry.

$9 \times 7 = 63$; add the 5 to give 68, so 8 down 6 to carry.

$9 \times 1 = 9$; add the 6 to give 15.

Similarly, $1756 \times 40 = 70,240$

Finally, add $15,804 + 70,240 = 86,044$

Challenge : Fill in the missing gaps in the following multiplications:

4. Find the following products:

a) $2743 \times 54 =$

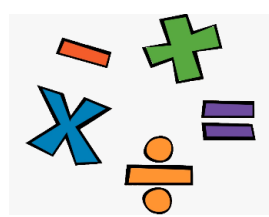
b) $4095 \times 63 =$

c) 1986×85

		6	
×		4	7
		3	4
2	4		0
2	9		4

	3		7	4
×			2	
2		5	9	2
6	1	4		0
	6		7	2

Maths Activity Answers



1 a.

		3	2
×		2	3
<hr/>			
		9	6
	6	4	0
<hr/>			
	7	3	6

b.

		1	4
×		2	1
<hr/>			
		1	4
	2	8	0
<hr/>			
	2	9	4

2

	2	4	3
×		2	1
<hr/>			
	2	4	3
4	8	6	0
<hr/>			
5	1	0	3

		5	2	3
×			3	2
<hr/>				
	1	0	4	6
1	5	5	9	0
<hr/>				
1	6	7	3	6

Challenge

a.

		6	2
×		4	7
<hr/>			
	4	3	4
2	4	8	0
<hr/>			
2	9	1	4

	3	0	7	4
×			2	8
<hr/>				
2	4	5	9	2
6	1	4	8	0
<hr/>				
8	6	0	7	2

3 a.

		4	8	3
×			5	3
<hr/>				
	1	4	4	9
2	4	1	5	0
<hr/>				
2	5	5	9	9

b.

	2	4	6	1
×			6	7
<hr/>				
	1	7	2	7
1	4	7	6	0
<hr/>				
1	6	4	8	7

4a.

		2	7	4	3
×				5	4
<hr/>					
	1	0	9	7	2
1	3	7	1	5	0
<hr/>					
1	4	8	1	2	2

b.

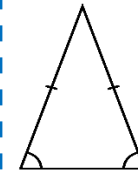
		4	0	9	5
×				6	3
<hr/>					
	1	2	2	8	5
2	4	5	7	0	0
<hr/>					
2	5	7	9	8	5

c.

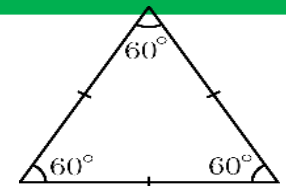
		1	9	8	6
×				8	5
<hr/>					
		9	9	3	0
1	5	8	8	8	0
<hr/>					
1	6	8	8	1	0

Explain your answer

Sometimes



An **isosceles** triangle has 2 equal sides and 2 equal angles.



An **equilateral** triangle - all sides and angles are the same.

What is the area of this square in centimetres?



A

100cm²

B

10,000cm²

C

400cm

D

100cm

In Class 6 there are four boys to every two girls.

Write the ratio of boys to girls in its simplest form.

A

4:2

B

2:4

C

1:2

D

2:1

$$\frac{1}{7} \text{ of } 42 = \blacksquare \div 7$$

A

42

B

6

C

1

D

294

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?

What is the area of this square in centimetres?



100cm²



10,000cm²



400cm

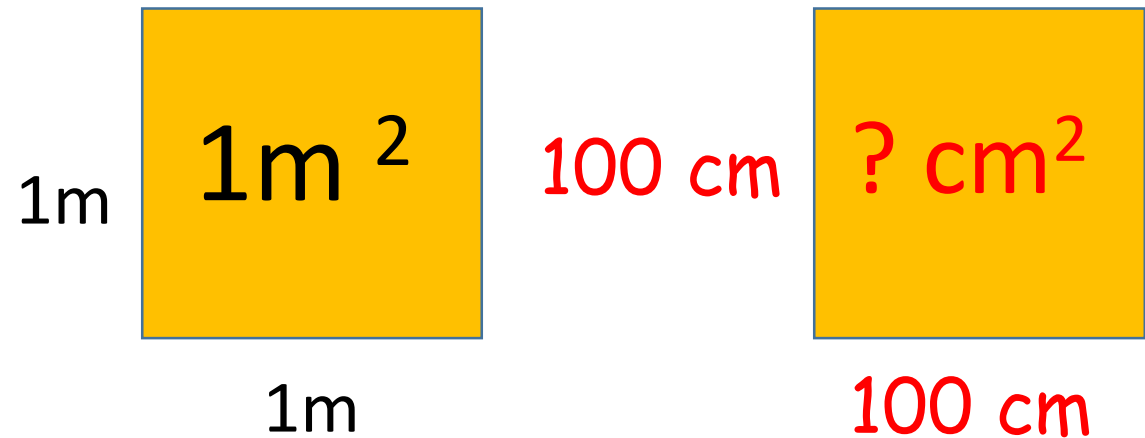


100cm

A	B	C	D
40 %	36 %	7 %	16 %

B Why is this answer right?

The unit of measurement of the square is metres squared (m²). All the answers are in different units - cm. This question is asking if you can convert the units from m to cm and then it is asking if you know how to find the area of a square : height x base. We know 1m=100cm.
100cm x100cm = 10,000cm²



**Beat the Nation
SATs revision-
Slide 3**

$$\frac{1}{7} \text{ of } 42 = \blacksquare \div 7$$

- A 42
- B 6
- C 1
- D 294

A	B	C	D
61%	27%	7%	5%

A Why is this answer right?

Because 42 divided by 7 is the same as 1/7 of 42. The question is asking 'what is the same as' or equal to =, it is not asking you to solve 1/7 of 42.

In Class 6 there are four boys to every two girls.
Write the ratio of boys to girls in its simplest form.

- A 4:2
- B 2:4
- C 1:2
- D 2:1

A	B	C	D
23%	9%	10%	58%

D Why is this answer right?

You are asked the ratio of Boys : Girls. There are 4 boys to 2 girls. Your first thought is the answer : 4:2 (Answer A) BUT the question asked for the SIMPLEST form. The simpler form of 4:2 is 2:1

Watch the emotive animation: 'The Piano,' on Literacy shed: <https://www.literacyshed.com/war-and-peace-shed.html>

Think about the man's life. What has he experienced? Who was/ is in his family? What stories might he have to tell? What is the mood of the film? What devices help to build this mood?

Your task: To write an interview between the little boy who appears at the end of the animation and the man playing the piano (his grandfather). You can imagine that the little boy has been set an assignment by school to interview someone in his family if you like.

Imagine what kind of questions the little boy will have about the war and other events in his grandfather's life. Make a note of these before you write up the interview.

Think how the grandfather might answer the questions. What sort of 'voice' and way of speaking will he have compared to his grandson?

Writing activity



What stories will he tell his grandson?
How will he feel telling his stories?
How will the grandson feel?

You may make up the names of your characters and can embellish the stories the grandfather might tell, using the following links which are accounts from soldiers who experienced the Second World War, or contributions by their family members:

<https://www.bbc.co.uk/history/ww2peopleswar/stories/57/a4057157.shtml>

You may even use stories from your own family members!

See the next slides for thinking prompts and pictures and for ideas on layout and reminders about which writing skills you can be practising...

Writing activity page 2



Story reminder: use these pictures and the film to remind you what the boy may ask and the memories his grandfather may share with him.



The man has different memories from different parts of his life while he plays the piano. What will the boy be most interested to learn about? He may ask more questions about certain parts of his grandfather's history...

What is their relationship like? How do you know? How will this affect the interview?

Writing activity page 3 – Success Criteria and example



The Interview:

To practise the skills you learnt when writing dialogue (speech between 2 or more people) we'd like you to write your interview in a dialogue format. We have included an example for you below...



Example of using speech/dialogue in writing:

Sam twisted his fingers together and looked up shyly at his grandad. Mum had told him to 'tread carefully.' He'd already asked if it was OK to interview him for a school assignment and his grandad, Edward, had been very enthusiastic. Gulping, Sam asked hesitantly, "G-g-grandad, h-how old were you when you had to go and fight in the war?"

"Well my lad," replied Edward smiling reassuringly, "I was 21." He paused, wheezing slightly, coughed, then continued in his deep, quiet voice, "I'd just started courting your grandma - god rest her soul - so I was sad I'd be apart from her. But we didn't think it would be for long."

"Were you scared? I'd be really worried about not seeing mum and dad!"

"Ha! Yes and your x-box-thingy I'm sure! Scared came later - and boy, was it scary! But at the beginning, I was excited!" Edward's eyes glazed over and a smile twitched at the corners of his mouth as his mind remembered, "You see, I was with my friends and we felt like we were doing something noble and helping to save our country. We thought we'd be home by Christmas. There was no way we could know about the horrors of the battlefield." Here, Edward paused and looked into the distance, untold stories playing in the depths of his failing memory. Or maybe his memory refused to work; a protection of sorts.

"Did you get to take any belongings? ... Grandad?"

Edward snapped back into the present and looked lovingly down at his grandson. He wanted to tell his story. He wanted the world to know. And what better way than through someone he loved?

Success Criteria:

- Speech: speech marks around what is being said; new speaker new line; punctuation inside speech marks
- Adverbs and precise verbs to show *how* something is being said and to convey feelings/ emotions
- Think about how you will make their voices sound different - dialect, turns of phrase, etc: Grandad will have a more old-fashioned way of speaking

Verbs and Tenses

Verbs tell us **TWO** things

1. They indicate that someone or something is

doing, feeling or being.

2. They tell us *when* the action happened.

In the *past, present, or future.*

Have a look at the BBC bitesize link below for some more information and a quick activity:

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82>

Have a think about your writing this week for 'The Piano'



Will the grandfather in your story be talking about his memories in the **past, present or future** tense?

Can you identify each tense in the sentences below?

1. Marge *slurped*.
2. The owl *hoots*.
3. Harry *lost* his temper.
4. We *wonder* what will happen next!



Think about each memory the grandfather in your story will be talking about as he is being interviewed.

Think of *what* he was doing and *how* he was doing it. Once you have a verb in mind write it down. Then think 'Can I uplevel that verb?' or 'Can I use a precise verb?'

For example: "I **moved** around my garden"
moved → **pranced, skipped, tip-toed**

Verbs and Tense Slide 2

SPAG

Not only can you write in the **past**, **present**, and **future** tense. There are additional ways of writing in each tense: **simple**, **progressive**, and **perfect**.

The first 3 minutes of this video can help identify which tense is which:

<https://www.youtube.com/watch?v=54prMaPn5Ls>

Simple: the simplest form. It uses the basic form of the verb.

Past

I speak
I yelled

Present

I spoke
I yell

Future

I will speak
I will yell

For verbs in the past tense:

- Add **-ed** participle for regular verbs.
- Irregular verbs take different forms in past tense. E.g. speak → spoke.

Progressive: tells us the action is still ongoing/continuous.

Past

I was throwing
I was yelling

Present

I am throwing
I am yelling

Future

I will be throwing
I will be yelling

To make verbs progressive:

- Add a form of the **auxiliary verb** – *be* (*is, are, am, was, were*)
- Use **-ing** participle of the verb

Perfect: tells us the action has been completed.

Past

I had called my Mum

Present

I have called my Mum

Future

I will have called my Mum

To make verbs perfect:

- Add the **auxiliary verb** – *have/has/had*
- Use **-ed** participle of the verb

Verbs and Tense Slide 3 - Activities!

Can you identify what tense these sentences are in? TIP: First decide if it's written in the **past**, **present**, or **future**. Then, decide if it's in the **simple**, **progressive**, or **perfect** form.

1. *I tell.*
2. *I am dancing.*
3. *Harry was walking.*
4. *She will have competed in the race.*

These sentences are in simple past tense. Can you put these sentences into the progressive past and perfect past tense?

1. *Sally played tennis.*
2. *We listened to the story.*
3. *They kept the secret.*
4. *He left home.*

Remember!
Progressive tense = it's still happening.
Perfect = it has been completed.



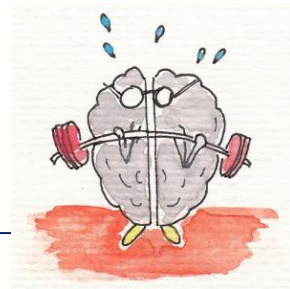
SPAG

Have a think about your writing this week for 'The Piano'



What tenses can you use in your writing?

Can you use all three: simple, progressive and perfect tense?



Does your brain hurt?

Don't fret – it's a lot to get your head around. Keep flexing those brain muscles and it will get easier! (Chances are, you're already using these tenses in your writing without realising!)

Topic Activity



Introduction

If you've ever been to Hyde Park in London, you may have noticed a memorial in the form of animal statues and a wall just outside the park, on the road near Brook gate:

<https://www.royalparks.org.uk/parks/hyde-park/things-to-see-and-do/memorials,-fountains-and-statues/animals-in-war-memorial>

This is to commemorate all the animals that helped Britain in wartime. They played a very important part - even saving the lives of men! Using your own searches, and the links on the next slide, you will be investigating which animals helped, and how, during war. You can also research how animals have helped during wars in other countries and how they are helping in warzones today. See the next slides for links and presentation suggestions.



Going in to war....



Freedom on the other side!



The Research bit!

Topic Activity slide 2



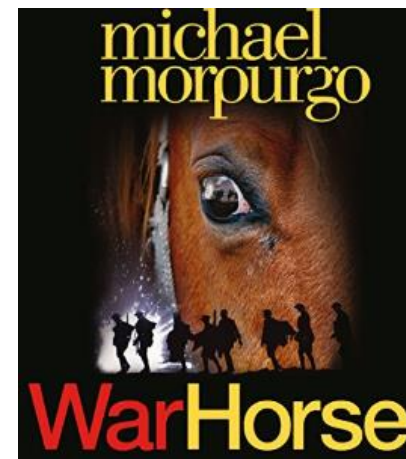
Use the following links to find out more about the role of animals in war and answer the questions on this page. Then present your learning however you'd like (task detailed on the next page).

Useful websites and links to help:

- BBC bitesize with facts and videos: <https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zndqf4j>
- Website with facts about many different animals being used in war for centuries and how they are used today - including dolphins, bats and even mosquitos!: <https://www.livescience.com/60518-animals-used-in-warfare.html>
- Rats being used to sniff out landmines: <https://www.nationalgeographic.com/news/2015/10/151006-giant-rats-landmines-cambodia-science-animals/>
- Free extract from 'War Horse' by Michael Morpurgo: https://www.audible.co.uk/pd/War-Horse-Audiobook/B00QJCH8R6?source_code=M2M14DFT1BkSH082015011R&&ipRedirectOverride=true

Questions to think about when researching:

- Which animals were and are most typically used in wars?
- What does each animal do - what is their role in war?
- What were some of the earliest wars you found out about and how did they use animals?
- How have different countries used animals in war? Why?
- How are animals being used in warfare today?
- What are the problems with using animals?
- What is your opinion about using animals to help humans in war?



The Task!

Topic Activity slide 3



To present your findings in an interesting way so that others can learn about the importance of the role of animals in war!

You may present your information in whatever way you'd like to. Here are some suggestions:

- Power point presentation
- Poster
- Fact file
- Fact booklet
- Video presentation/ documentary
- Essay
- Lesson plan - we can use it to teach in school next year! ;)

You may want to present facts war by war, or country by country - or animal by animal! E.g. all the ways horses have been used in war throughout time and in different countries. It's up to you!



- It is best to plan your fact presentation before you start - first think about which animals/ wars/ countries you are going to include. You may get carried away and do more than one presentation! Or do one longer one with different sections. If the latter, you could have a contents page or slide.
- Choose the most interesting facts to include.
- Dates, locations and events are important.
- When presenting facts, remember to have an order and flow between them.
- Headings and sub-headings will help you to organise your facts and let the reader know where to find specific information.
- Use pictures to illustrate facts and make your work look more appealing.
- Use captions to explain what is happening in the pictures/ what the pictures are of.



What are the components and function of blood ?

Science Activity



The Knowledge:

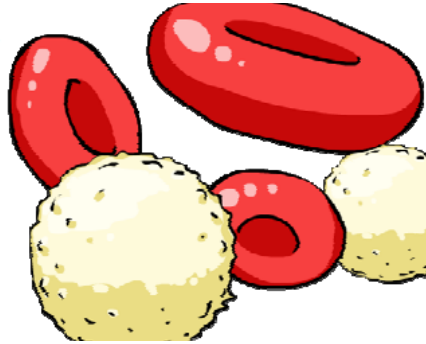
Blood

Blood is made up of different components. Some of the main components of blood are **red blood cells**, **white blood cells** and **plasma**.

Red blood cells carry **oxygen**, which is needed by every cell in the body. They absorb oxygen in the **lungs** and release it as they pass through the body. Red blood cells contain a chemical called **haemoglobin** which gives blood its deep red colour.

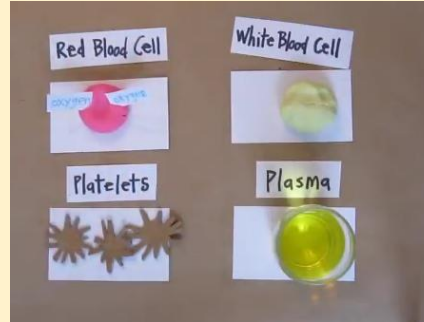
Red blood cells carry oxygen.
White blood cells fight infection.

White blood cells are part of the body's **immune system**. They attack and **destroy** any foreign material which could threaten us, such as infectious **viruses** and **bacteria**. The circulatory system allows white blood cells to travel wherever they are needed in the body.



Plasma

Blood plasma is the liquid which contains all of the other components of blood. It is mostly composed of **water** and is pale yellow in colour. Plasma absorbs the waste products from cells, especially **carbon dioxide**, which then leaves the body through the lungs.

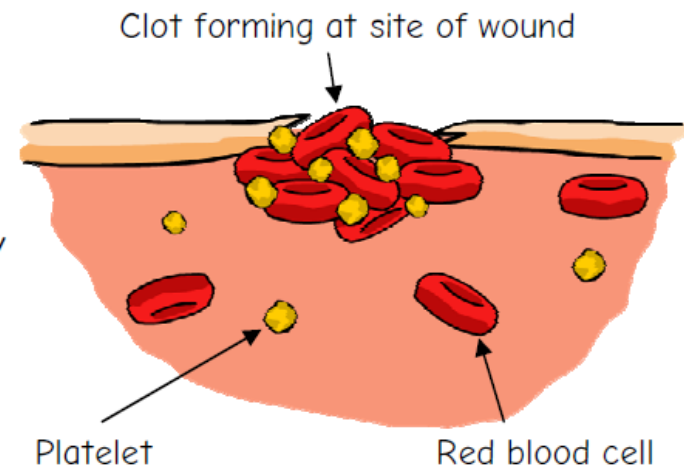


<https://www.funkidslive.com/learn/hallux/heart-beat/blood/#>

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

Platelets are broken pieces of cells with an important function. They prevent or stop bleeding by causing blood to **clot**, or form into a gel, at the site of a wound. The circulatory system allows platelets to travel wherever they are needed.

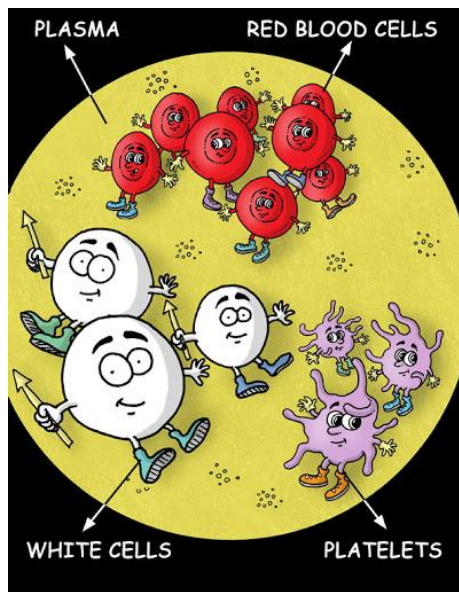
Platelets causing blood to clot at the site of a wound to slow and stop bleeding





What are the components and function of blood ?

Science Activity



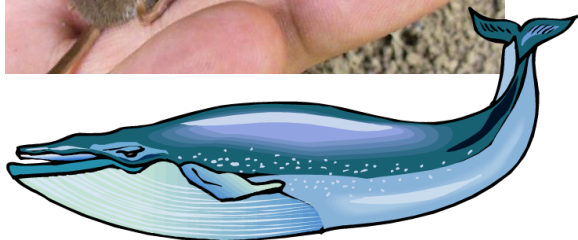
Activity : Research fascinating facts about blood and share them with your family. How could you record your facts ? You could create a presentation which you could film, create a poster, or a rap or a quiz!

Here are some facts to get you started :

If you were to lay out all of the arteries, capillaries and veins in one adult, end-to-end, they would stretch about **60,000 miles** (100,000 kilometres)

Red blood cells live for up to 4 months and make approximately 250,000 round trips around the body before returning to the bone marrow, where they were born, to die.

An average-sized adult carries about 5 litres (9 pints) of blood.



Across the animal kingdom, **heart rate is related to body size**: in general, the bigger the animal, the slower its resting heart rate. An adult human has an average resting heart rate of about 75 beats per minute, the same rate as an adult sheep. But a blue whale's heart is about the size of a small car, and only beats five times per minute. A shrew, on the other hand, has a heart rate of about 1,000 beats per minute.

Computing Activity



This week, have a go on SCRATCH! You're all better on this than we are, so we're hoping to see some real creativity:

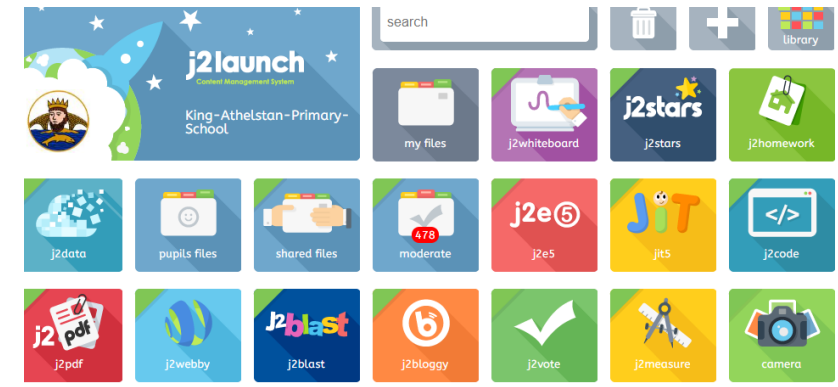
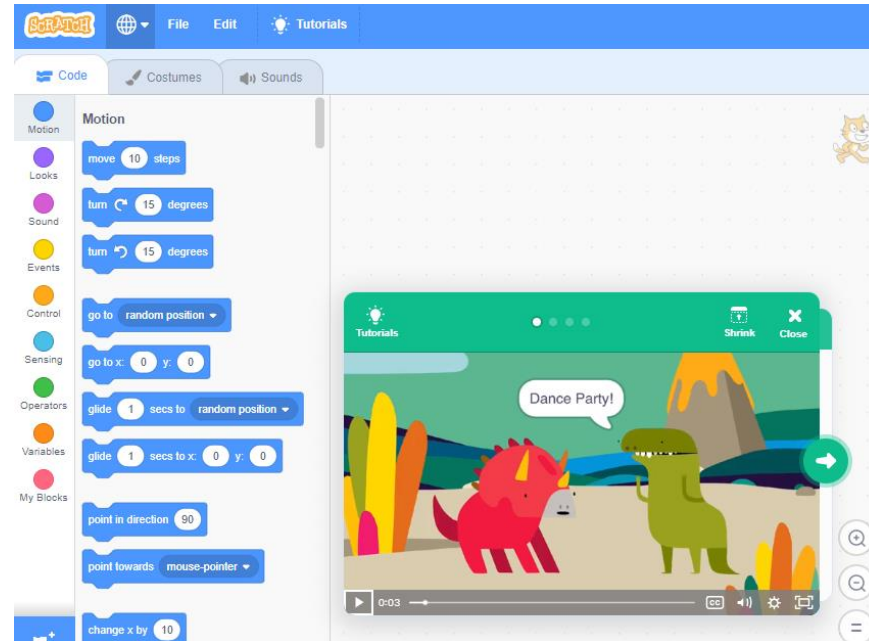
<https://scratch.mit.edu/projects/editor/?tutorial=getStarted>

Watch the tutorial to remind yourselves how to make projects. You could also have a go at making your own avatars!:

<https://scratch.mit.edu/studios/26554994/>

Once you are familiar with the task, you can click on the links to go to different activities to learn about making an avatar:

<https://scratch.mit.edu/projects/311133843/>



Can you make your own avatar? If not on scratch, maybe on J2e?

*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: 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

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





Hello,
I miss you all!

Art Activity



This week , we will focus on our drawing skills.

(Click on the blue link below the picture for the tutorial!)

Fitting with your topic and the celebrations of VE day last Friday, here are two tutorials by the same artist demonstrating step by step 'How to draw a spitfire'.

The Spitfire is the most famous plane of World War Two. Its ground breaking design and superior specifications gave the British a decisive advantage fighting the Luftwaffe in the Battle of Britain.

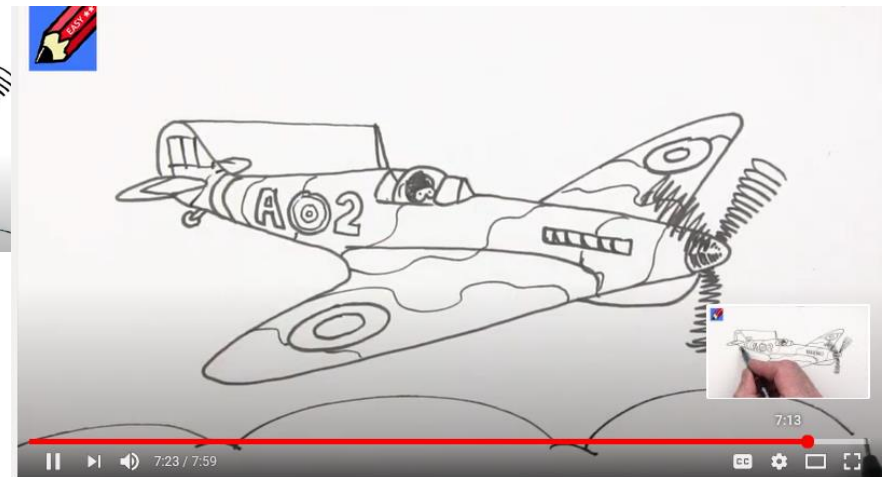
Choose the picture you like the best and click on the link.

Remember you can pause the video at anytime and you do not have to work as quickly as the tutorials.

Consider if you would like to add colour to your picture and what medium would look good.



https://www.youtube.com/watch?v=Wz0AHtDr_LY



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

Get involved in a project called **COLOURING IN KINGSTON!**

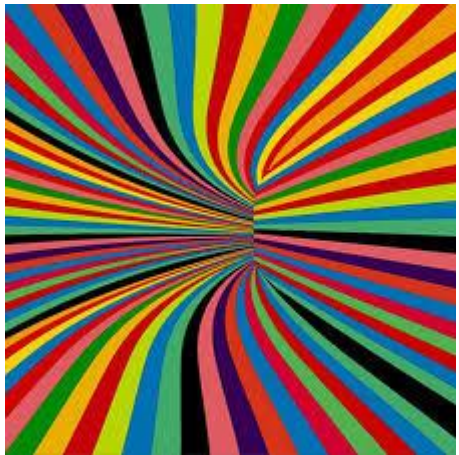
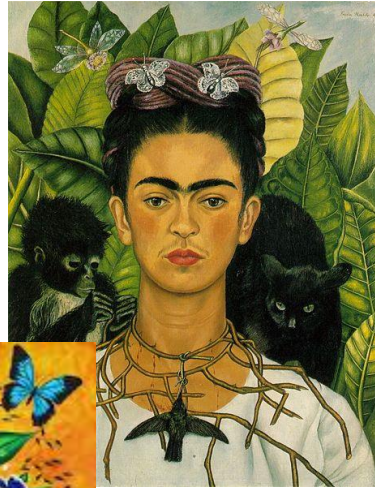
<https://www.thecommunitybrain.org/colouring-in-kingston>

click here
to get
started

Wellbeing Activity

Year 6, unwind your mind and relax by creating a calming colourful picture.

Find a large piece of paper or card and some brightly coloured paints, felt tips or crayons.
Now let your creativity fly...



Take inspiration from your class names: Bridget Riley & Frida Kahlo. Below is one of my favourite pictures by an artist named in our school - can you find out who the artist is?



Dear King Athelstan family,

If you are bored, frustrated or feeling sad, there is always hope, it's not all bad. We're all in lockdown, families together, but always remember - it won't be forever. The Nurture team miss you, so very much, always caring for you and staying in touch.

Best wishes

Mrs Whooley, Mrs O'Connor & Mrs Ramkisson

xxx



KINGSTON HISTORY CENTRE CHALLENGE



KINGSTON
HERITAGE SERVICE

Would you like to be a part of HISTORY?

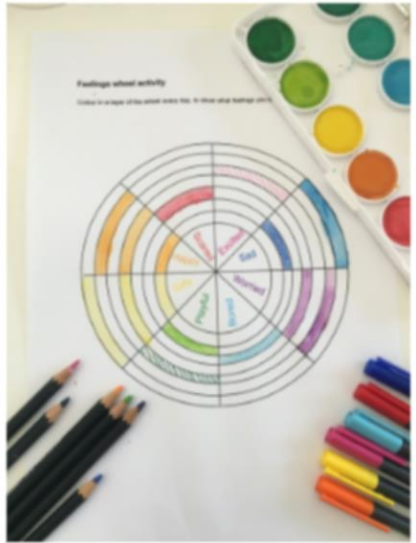
The Kingston History Centre is looking for submissions of diaries/art/recordings in order to document the response of the community to the Covid-19 crisis.

This activity is not compulsory, but it is a fantastic opportunity to become a part of history that will be documented and archived by the Kingston History Centre!

Find more information, please visit these links:

<https://docs.google.com/document/d/1Rb5J0Q4jixOuSDIYGdzm-bmohjCwXGjAAHzE9SdLm5o/edit>

<https://www.kingston.gov.uk/blog/kingstonheritageservice/post/2/covid-19-collection>



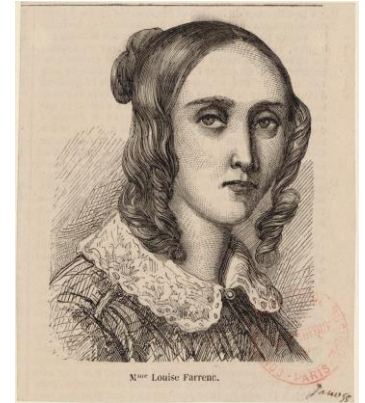
Female Classical Composers

Music Activity



Use the following link (https://www.classicsforkids.com/composers/women_composers.php) to find a list of famous female classical composers. There have been a number of incredibly talented female classical composers throughout history who have composed a wide range of wonderful music. Below I have given you a link for three of these composers' music. I would like you to listen to each of them and then choose one of the composers to write a 'Fact File' about.

- Amy Beach 'Dreaming Op15, No.3' - <https://www.youtube.com/watch?v=6DbvoXvRf4k>
- Cécile Chaminade 'Flute Concertino Op. 107' - <https://www.youtube.com/watch?v=jI-HcnEZjBs>
- Rebecca Clarke 'Sonata For Viola and Piano' - <https://www.youtube.com/watch?v=JaQAxHjTbac>
- Louise Farrenc 'Etude in F Sharp Minor, op. 26 no. 10' - <https://www.youtube.com/watch?v=x4I9M398z-g>



What to include in your fact file:

- Key information (Date of birth, where they were born, date of death etc.)
- Fun facts (a list of facts you have found in your research on the internet - write this in your own words)
- A description of the piece of music that you listened to using the musical elements (Tempo, dynamics, pitch, rhythm, texture, structure, timbre/instruments or sounds you can hear). Maybe just pick three or four to focus on then write a full sentence describing each one you have chosen.
- Any pictures or paintings you can find of the composer.

Physical Activity



Mini Golf Course

- This can be played indoors or in an outside space.
- Play against a sibling or parent/carer.
- Create your own golf course. Use obstacles to make it more challenging (roll/hit over a pillow or past a box).
- Try and create holes to replicate a real golf course (plate, frying pan, small box)
- You can use a putter, tennis racket or safe object to hit the ball. Don't worry if you have not got any of these items, you can just roll the ball to each roll.
- The winner is the player who gets the ball into the target with the least amount of hits/rolls.



Running Challenge

- This can be completed indoors or outdoors.
- Set up a distance of 5m marked out at either end using tape, string, boxes. This will be your running lane.
- You will need to run 5m x 40 times. This is 200m.
- You will need a stopwatch or phone to time yourself.
- You can adapt this activity by walking.

Challenge

- Can you walk/run 1 mile?
- How many metres is this?
- Challenge a sibling or parent/carer. Who is the quickest?

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

