

Tuesday 1st February 2022

HANDWRITING

visible

horrible

terrible

possible

edible

WORD OF
THE DAY:

vacancies

Write each word 3 times
in your handwriting book
followed by a sentence
which uses the word.

Tuesday 1st February 2022

Literacy

I can evaluate ideas for a story.

Today, we are learning...

How short stories are structured.

How the characters are affected by the different stages of a story.

How to use complex sentences to build character descriptions.

Tuesday 1st February 2022

I can evaluate ideas for a story.

What key decisions did we make yesterday about our story?

Tell me about your setting.

Tell me about your characters.

Tell me about your themes.

Vocabulary:
sequence,
chronological,
narrative,
decisions,
setting,
character,
theme.

Tuesday 1st February 2022

I can evaluate ideas for a story.

Let's read through one of Pie Corbett's short stories...

Where do you think these sections start and end in the story? With a partner...

- Mark the opening with red pencil.
- Mark the build-up with green pencil.
- Mark the dilemma with blue pencil.
- Mark the resolution with orange pencil.
- Mark the ending with purple pencil.

Vocabulary:
sequence,
chronological,
narrative,
decisions,
setting,
character,
theme.

What decisions did you make?

Diving for the Brick

Opening that visually sets the scene

I stood on the side of the pool. The water was quite still and I could see the bottom. Mr Gatenby stood with his arms folded, **shouting at the class**.

It was so cold that I had goose-bumps up and down my arms. My legs were shaking and my teeth had begun to chatter. Petie's lips looked blue. It was raining a light drizzle. **ICILY**, the wind blew.

Swimming. I lived in fear of Friday morning. Whatever the weather, Mr Gatenby would march us down to the school's pride and joy – the new outdoor school pool. It was all right for him, dressed in his tracksuit and pumps.

Already, I could feel my chest tightening, and the familiar rasp as the asthma took hold. I tried to calm myself down, steadying each breath but the more I tried, the harder it seemed.

'Stop gulping like a fish,' snapped Mr Gatenby, **staring at me**. He was holding a brick.

Build-up

'This is what you are diving for,' he went on, 'you swim straight down, grab hold of it and swim straight up. It's easy enough. Who wants to go first?' He eyeballed the queue. There was a steely silence. Everyone shuffled and looked elsewhere.

I gazed into the water and tried to imagine what it would be like diving that far down. Supposing I reached the bottom and then hadn't enough air to get back up? My chest felt compressed, as if an iron band had been placed across it and was being steadily tightened. **Anxiously**, Petie glanced at me. He could hear each wheeze.

I knew what was coming. I could feel Mr Gatenby's eyes upon me.

Dilemma

'You!' He was pointing at me. It was no good arguing. I'd tried that before. 'Exercise,' he'd told me. 'That's what you need. Exercise to toughen you up. You're a feeble specimen.' And I was. The smallest boy in the class, puny arms, no muscles and a chest that seemed to go in rather than out. I had ribs that poked out like a xylophone.

Add on an '-ing' clause to show what someone is doing

Adverb starter

Establishes the character's fear (the monster)

Add on a supporting action after speech

Keep dialogue limited

Reveal main character's thoughts

Adverb starter for emphasis

Background information

He **lobbed** the brick into the pool. We all **watched** it **wriggle** down, the water **echoing** out from the splash. It **hit** the bottom, seemed to **shimmer** and then the water began to **still**.

Use powerful verbs

I stood on the edge; my heart thumping. Then, without really thinking about what I was doing, I jumped in, legs first. The cold shock seemed to make the world stop. I flailed my arms and broke the surface. I could hear Mr Gatenby shouting at me to dive back down.

Deepening the dilemma

So, I leaned forwards and peered through the water, just making out the shape of the brick. **Then**, rasping in a breath, I plunged down, kicking my legs as hard as I could. I kept my eyes open and as I sunk deeper, the shouts faded to echoes. I lost the world above as it became a distant shape of light. My whole being was now aimed at that brick.

Use connectives to move the action forward

My chest tightened, my heart raced. It was getting harder and harder, the deeper I went. **My ears began to buzz**. The water seemed to be pressing in on me. The deeper I went, the colder and darker it became. I could feel the distance between the surface and myself, gathering.

Vary sentence length for impact

Then my hand touched the rough edge of the brick. I kicked once more, grabbed it and struggled round to swim upwards. I thrust as hard as I could, but by now my legs only fluttered weakly. My face surged through a sudden rush of bubbles. **My lungs ached**.

Short sentences are good for paragraph endings

Resolution

The brick weighed heavy, **tugging me back, pulling my hand down**. But still my body managed to shoot up through a blur of water, as if propelled by some unseen force.

Add on '-ing' clause

I broke the surface and spluttered. Hands reached down and pulled me up **like a dead fish**, dragged over the side of the pool.

Use powerful verbs to show how a character feels

I sat there, **hunched up, nursing** the brick, **coughing** and **spluttering** as my chest wheezed and whistled like an old man. The class crowded round, cheering, patting me on the back. And as I struggled to catch each breath, and my body heaved, silence fell. **Quietly**, as if they were one person, they all turned and looked accusingly across the pool.

Adverb starter

Ending – showing character change

Curious, I too looked up. Through a jumble of legs, I caught a glimpse of Mr Gatenby. He was on the other side of the pool, standing with his arms folded just looking at us. **And it struck me how lonely he looked**.

Try to end with a punch!

Now, let's build on from our decisions made about the characters yesterday by constructing some complex sentences to describe them. What do these sentences tell us about the characters?

Peeking surreptitiously from the cramped cupboard, Lyza wearily gazed out on to the unkempt corridor.

At the end of the day, when the bell rang, Grayson hobbled gingerly to the dilapidated cupboard to gather his meagre cleaning materials.

Furtively scurrying from the cupboard (where the cleaning materials were haphazardly stacked) Lyza's gaunt legs carried her yet again to the library.

Finding the door to the cupboard ajar, Grayson scanned to make sure none of the cleaning materials were missing: floor cleaner, with its top tightly screwed on; the long, matted mop and the table spray in its sky-blue, dented bottle.

YOUR TASKS:

Write sentences that help to describe your character using embedded clauses that begin with whose, when and where.

Use fronted adverbials (remember accurate commas) to open a sentence that has an action and an adverb to help describe your characters.

Year 6 Maths

Week 4 – Percentages

Lesson 2 – I can find the percentage of an amount.

Video to support the task can be found here:

<https://vimeo.com/497642809>

The tasks for the lesson can be found below.

Percentage of an amount (1)

1 Match the equivalent fractions to the percentages.

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

$$\frac{1}{100}$$

$$\frac{1}{10}$$

$$\frac{1}{4}$$

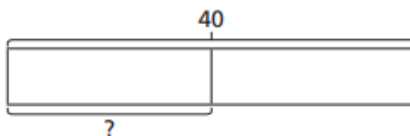
25%

1%

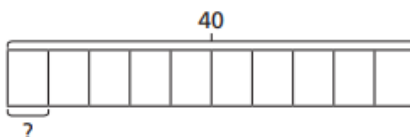
50%

10%

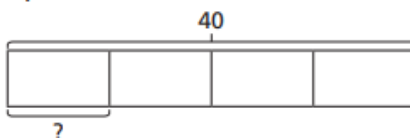
2 Match each bar model to the statement it represents.



10% of 40



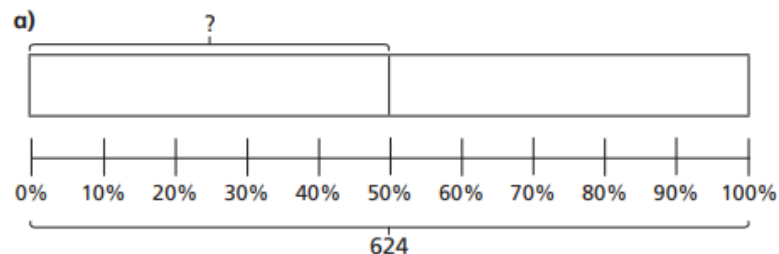
25% of 40



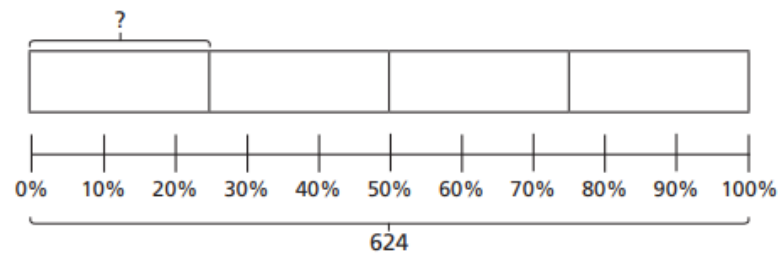
50% of 40

Compare answers with a partner.

3 Use the bar models to help you complete the calculations.



$$50\% \text{ of } 624 = \boxed{}$$



$$25\% \text{ of } 624 = \boxed{}$$

What do you notice about your answers?

b) Use bar models to complete the calculations.

$$50\% \text{ of } 3,420 = \boxed{}$$



25% of 3,420 =

10% of 3,420 =

4 Complete the calculations.

a) 50% of 3,000 = c) 10% of 3,000 =

c) 10% of 3,000 =

50% of 1,500 =

10% of 1,500 =

50% of 500 =

10% of 500 =

b) 25% of 3,000 = d) 1% of 3,000 =

d) 1% of 3,000 =

25% of 1,500 =

1% of 1,500 =

25% of 500 =

1% of 500 =

What do you notice about your answers?

5 Workers in a toy factory aim to pack 2,560 boxes each day.

At 10:00 am they have completed 25% of their target.

a) How many boxes have they packed?

11/11/2019

By midday they have packed 50% of their target.

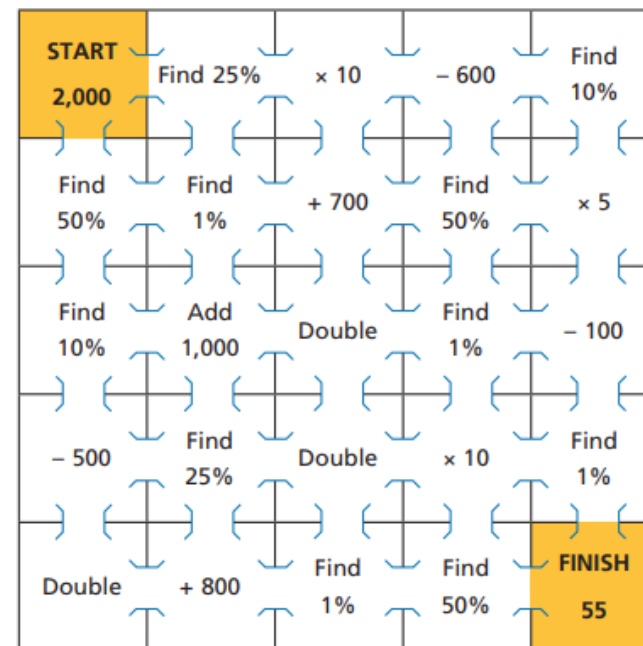
At 2:00 pm they have packed another 10% of their target.

b) How many more boxes do they need to pack to meet the daily target?

They need to pack	more boxes.
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4

6 Follow the steps to find a way through the maze.



Tuesday 1st February 2022

I can describe the life cycles of different living things.

SCIENCE

Vocabulary:

animals,
life cycle,
reproduction,
subheadings,
dependent,
independent,
oviparous,
viviparous,
fledgling.

Our task this today is to compare the life cycles of one or two more animals.

What key vocabulary will help us to do this?

Tuesday 1st February 2022

I can describe the life cycles of different living things.

Here's a life cycle we didn't explore in detail...



A what...?



<https://www.activewild.com/axolotl-facts-for-kids/>



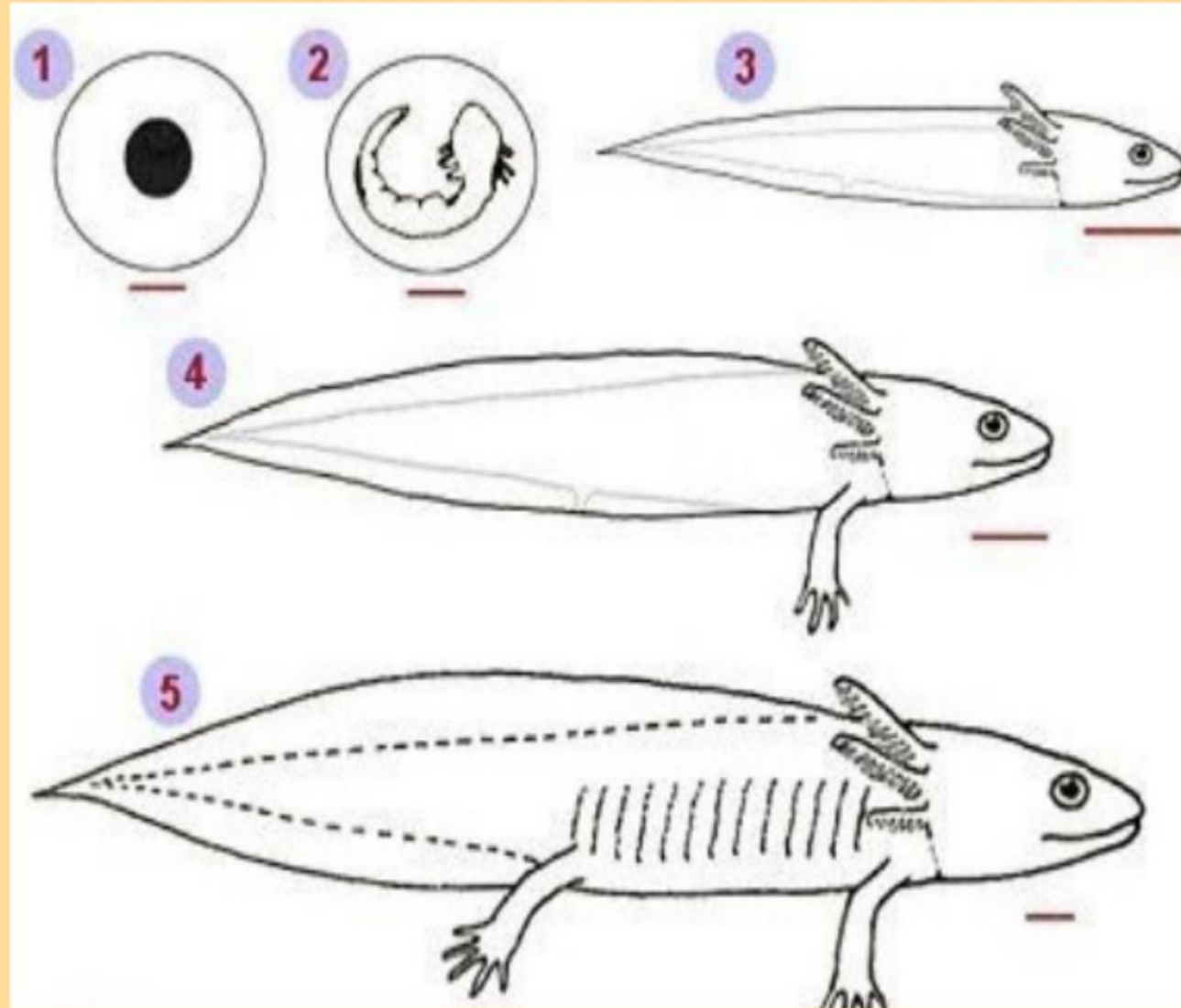
Vocabulary:
animals,
life cycle,
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fledgling.

Tuesday 1st February 2022

I can describe the life cycles of different living things.

1. Egg
2. Embryo
3. Larva
4. Juvenile
5. Adult

axolotl



Vocabulary:
animals,
life cycle,
reproduction,
subheadings,
dependent,
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oviparous,
viviparous,
fledgling.

Tuesday 1st February 2022

I can describe the life cycles of different living things.

Your task is to select TWO animals that you know the life cycle of well.

Briefly review their life cycles

Explain what is similar and what is different about the two organisms life cycles.

Vocabulary:

animals,
life cycle,
reproduction,
subheadings,
dependent,
independent,
oviparous,
viviparous,
fledgling.