



# ALL SAINTS NATIONAL ACADEMY

Part of St Chad's Academies Trust

*"With faith in our hearts,  
we achieve and succeed"*

Learning Project Week Commencing 04.01.2021

Please send all work to us via ClassDojo or to [year6@asna.walsall.sch.uk](mailto:year6@asna.walsall.sch.uk)

Year 6

## Weekly Maths Tasks

Monday: INSET Day

**What do you know about negative numbers?**

Negative numbers are numbers below zero. They are expressed with a minus sign before the number, like this:

**-3**

We can use negative numbers to describe values on scales that go below zero, such as temperature scales, or to express an absence or opposite of something.

Negative numbers are the opposite of positive numbers. Positive numbers increase above zero, and negative numbers decrease below zero. The greater the negative number, the further below zero it is.

Tuesday

WALT: calculate intervals across zero.

<https://www.bbc.co.uk/bitesize/articles/zw7pm39> complete the quiz for a warm-up.

PowerPoint available on Google Classroom.

WALT: count using negative numbers

PowerPoint available on Google Classroom.

## Weekly English Tasks

Monday: INSET Day

Tuesday

WALT: identify the audience for and purpose of the writing

Today we will experience our Narrative Immersion. First we will read up the end of chapter 4 of Friend or Foe and then we will act out the first part of chapter 5 – the script for this is below:

Tucky: Davey! Davey! Can you hear me? You all right? We were right, Davey. It was a bomber, a German bomber, and there's two of them here.

David: Two?

Tucky: Two German pilots. One's hurt but the other one pulled you out of the river.

German: Your friend is well now? He is better?

Tucky: You tell him mister. You tell him. You're a German, aren't you?

German: (nodding) We are German, yes.

## Wednesday

WALT: use negative numbers in context.

PowerPoint available on Google Classroom.

WALT: count backwards through zero in the context of temperature

PowerPoint available on Google Classroom.

## Thursday & Friday

WALT: apply our knowledge of the order of operations to carry out calculations involving the four operations

PowerPoint available on Google Classroom.

WALT: solve number problems involving negative numbers

You need to use the picture to solve the word problems.

Please email or send a message via Class Dojo if you require any help.

Tucky: See, Davey. There was a plane and it did crash.

David: You were in that plane?

German: It was my plane, yes. We were hit and then we lost power. We had to crash-land.

David: You were bombing Plymouth?

German: (nodding slowly)

Tucky: Their plane sank. That's what he told me. Landed in a bog. Remember Mr Reynolds telling us that story of a horse and rider that were sucked down — that's what happened to their plane. That's what he said.

David: And they've been out here all week?

Tucky: S'pose so. That one's hurt his leg or something, doesn't speak any English.

Tucky: He took your clothes off, Davey, after he dragged you out, They're over there by the fire. Should be dry soon, you were unconscious long enough.

German: My friend is not well. He cannot move much and he is cold. I need food — food and blankets. The nights are cold here and he coughs. Will you help us, please?

David: Help you! Help you? After what you've done? You come here bombing and killing and you want us to help!

German: It is war. In war people die — on both sides.

Tucky: Why don't you give yourself up? You can't escape, not if your friend can't move. And there are soldiers out looking for you, you know. We told them about your plane.

German: Perhaps you are right, but we must try. We need time to recover. Two days ago we have finished the emergency food. We have nothing left — just water from the river. This is the first fire I have dared to light. We must keep warm, and we must have food. Then we will escape over the moor to the sea and find a boat.

Tucky: What about the soldiers?

German: They did not find us last time. It is a big place to search, this moor.

David: And what if we tell them where you are?

German: Then we shall be caught, my young friend. I cannot move my friend any more now, and I cannot leave him. We are in your hands.

Tucky: (whispers) What do we do? We got to help him, haven't we? He saved your life, Davey, pushed all the water out of you and he was risking a lot to light that fire for you. You owe him, Davey. We both do.

David: He's a German, isn't he? He's probably bombed over London. What if it was his bombs that hit the Perkins' house back in Islington, eh? How many d'you think he's killed?

Tucky: But he saved you life, Davey. He needn't have done it. He could have let you drown.

David: (handing back the greatcoat) Thank you.

German: If you come back, please bring us food. If you send the soldiers, then goodbye.

Children are now to be part of an organisation called Balancing Act – the purpose of the company is to provide a written balanced argument for issues which their clients bring to them. To help the clients see the facts and opinions from both sides of the argument and to conclude with a summary which gives the writer's opinion.

The children just need to put the logo into the badge.

See flipchart for meeting agenda



The idea is that David and Tucky come into the meeting (Teacher and TA in role) and the children (as members of The Balancing Act Organisation) get as much information out of the boys as possible in order to write the balanced argument – teacher can come out of role as the boss of the company to facilitate the children and get them to prepare their questions for the boys. They could split their page in half (or use a double page spread) and use the headings Arguments for Helping the Germans and Arguments Against Helping the Germans. I would just get them to bullet point the notes as they go.

Teacher/TA may need to prompt the discussion after 'David' and 'Tucky' have left the meeting to add to the reasons of more can be thought of within the company.

Lists as an example – can be added to amended as needed

Points for the boys helping the Germans:

- One German saved David's life
- The soldiers are still humans – the boys are decent
- The Germans have not harmed the boys
- The Germans are not asking for much
- One of the Germans is injured
- The boys could get information from the soldiers and end up as heroes

Points against the boys helping the Germans:

- The soldiers are enemies
- The boys would be betraying their country
- The soldiers could be tricking the boys
- Germans killed David's father
- The Germans are bombing England
- The boys would get into a lot of trouble

## Wednesday

WALT: draft a balanced argument by selecting appropriate grammar and vocabulary.

### COLD WRITE

Children to use their notes from yesterday and any resources in their writing folders to write a balanced argument independently.

## Thursday

WALT: use other similar writing as models for our own

Use WAGOLs and shape of a balanced argument to identify all of the features.

I suggest that the children have the shape and, in their books, have the headings or the small shapes can be NEATLY cut out and stuck in. The shape suggests swinging from one side of the argument to the other, making one point at a time. From experience, this is harder for children so we can adapt to one section for and one section against.

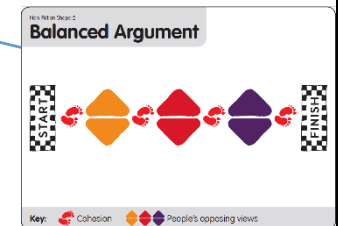
Eg for children's screen time WAGOLL

Start – (Statement of the issue plus a preview of the main arguments)

- recent, ferocious debate about increase in screen time of children and effect on well-being
- passionate viewpoints from different people
- very controversial

Arguments for, (plus supporting evidence)

- some head teachers believe visual learners benefit from screen time and are more motivated
- some parents think that screens help children to stay up to date and learn about the world
- increases reasoning and motor skills



- positive social interaction via text, email etc

Arguments against, (plus supporting evidence (alternatively, argument/counter argument, one point at a time))

- headteachers increasingly concerned about ability and learning behaviour of children
- HTs say too much screen time makes children lazy, unable to focus properly, socially interact or stay awake
- Parents concerned about amount of time – survey said 6 hours per day
- Pupil say it increases their life chances an that it just natural progression

Finish – (Recommendation – summary and conclusion)

- The debate will continue to run

Also ask children to include grammatical details under each heading regarding tense, sentence structures, cohesive devices such as adverbials and conjunction, informal language etc. And feelings and questions etc

Ask the children to generate a list of success criteria like this:

Success Criteria – CHILDREN TO GENERATE THIS AND WRITE IN BOOKS UNDER THIS HEADING

- Simple present tense
- Generic human (or non-human) participants (third person apart from concluding paragraph)
- Use of subject specific (technical language)
- Range of sentence openers
- Paragraphs to organise arguments
- Logical conjunctions, eg therefore, however (additional and oppositional)

Movement is from the generic to the specific, eg Hunters agree... , Mr Smith, who has hunted for many years,...

**Friday**

WALT: use conjunctions and adverbs and to express time and cause.

	<p>Causal conjunctions are words and phrases which are used to introduce a cause, reason or explanation for a given action within a sentence. For instance 'because of', 'due to' and 'as a consequence of' are all causal conjunctions which link an action to its supposed cause.</p> <p>FRIDAY Causal Conjunctions PowerPoint</p> <p>FRIDAY Causal Conjunctions Activity Sheet Higher Ability.pdf</p>
Weekly Spelling Tasks	Weekly Reading Tasks
<p>Yellow and Blue groups</p> <p>Practise spelling the Y3/4 and Y5/6 curriculum words. Use the Spelling Menu (in 09.11.2020's home learning project) to choose how you practise them – remember, you need to remember the spellings to use them in your work so you need to choose the strategies which work best for you.</p>	<p>Read your school reading book(s) at least once per day – remember to fill in your reading diary as we will be checking these when you return to school.</p> <p>If you have any other books at home which you enjoy reading, make sure you read those too and record them into your reading diary. Remember to look up the meanings of any unknown words in a dictionary if you have one, use dictionary.com if you do not.</p> <p>You can access lots of reading books on Purple Mash – just login and go to Serial Mash. There are also quizzes that you can take about the reading too.</p> <p>Complete the READING ACTIVITIES which are attached to the email called READING ks2-ve-day-differentiated-reading-comprehension-activity_ver_7</p>

## Learning Project – to be done throughout the week

### Computing:

Practise your touch-typing skills for 5-10 minutes every day using 2Type in Purple Mash – REMEMBER YOU SHOULD HAVE BOTH HANDS ON THE KEYBOARD AT ALL TIMES!

### Science:

What do you know about Evolution and Inheritance?

1. Design a front cover for your Science book using the title: Evolution and Inheritance.

2. Make a list with bullet points for the following:

What I think I know about Evolution and Inheritance.

and

What I Want to Know about Evolution and Inheritance.

### Topic:

WALT: answer comprehension questions about the implementation of rationing.

Complete rationing comprehension activity – remember to answer using evidence and an explanation if necessary.





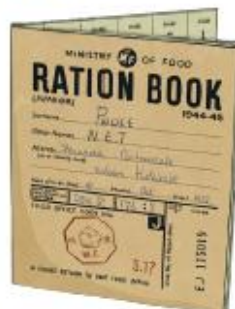
When food rationing began in Britain in January 1940, butter, bacon and sugar were the first to be restricted. Other items were added to the rationing list during the war until 1954 when restrictions ended.

#### Ration Books

Rationing books were used to make sure everyone got their fair share. Everyone was split into three groups with different allowances given to:

- Adults
- Children between the ages of five and sixteen were given more eggs and milk but less meat
- Children under five were given extra eggs and milk and a first pick of fruit.

As there were no big supermarkets, people had to travel to different shops to buy different items e.g. bakers for bread, greengrocers for vegetables. The shop keeper would stamp or remove coupons in ration books which showed that they had had their 'ration' of that item.



#### The Ministry of Food

During the war, a Ministry of Food was appointed by the government who would help to control and regulate the food supplies available. Between April 1940 and November 1943, the Ministry of Food was Fredrick Marquis, the Lord Woolton.

Lord Woolton was responsible for the rationing system and he encouraged people to make the most of what they had. He worked alongside the Ministry of Agriculture who established the 'Dig for Victory' propaganda campaign which encouraged people to grow their own food. This was a very successful campaign.

#### Eating Out

For those who could afford it, eating out at restaurants meant they could save a lot of their rations. Restaurants were not rationed at the beginning of the war and people were able to buy a good meal. However, over time, some people started to complain that it was unfair that people who could afford to eat out regularly were able to eat better. From 1942, the government

ensured that restaurants could not charge more than five shillings for a meal, which meant they were more accessible to everybody.



People who worked were usually able to eat a good meal fairly cheaply during their working day and Lord Woolton ensured that children attending school got a free lunch each day and extra milk.

#### Other Rationing

Food was not the only thing rationed during the war. Petrol, soap, clothing and timber were also only available in limited supply. Clothing ration books were issued and people were encouraged to 'make do and mend'.



1. When did food rationing begin and why?
2. How did ration books vary?
3. Why do you think children would have got more eggs and milk?
4. Who was the Minister of Food needed and what did they do?
5. What do you think was likely to be in a Woolton Pie?
6. How were people encouraged to help during food shortages?
7. Do you think people had a healthy diet during the war? Why/why not?
8. Why do you think clothing might have been rationed during the war?
9. Explain what you think might be meant by the term 'make do and mend'?

★

RE:

WALT: recognise some of the moral messages in the life of Guru Nanak.

- What can you remember from previous learning about Sikhism?
- Recall the timeline of Guru Nanak and development of Sikhism as a religion in the following video:

<http://www.mrsikhnet.com/index.php/2006/11/07/the-life-of-guru-nanak-animated-stories/>

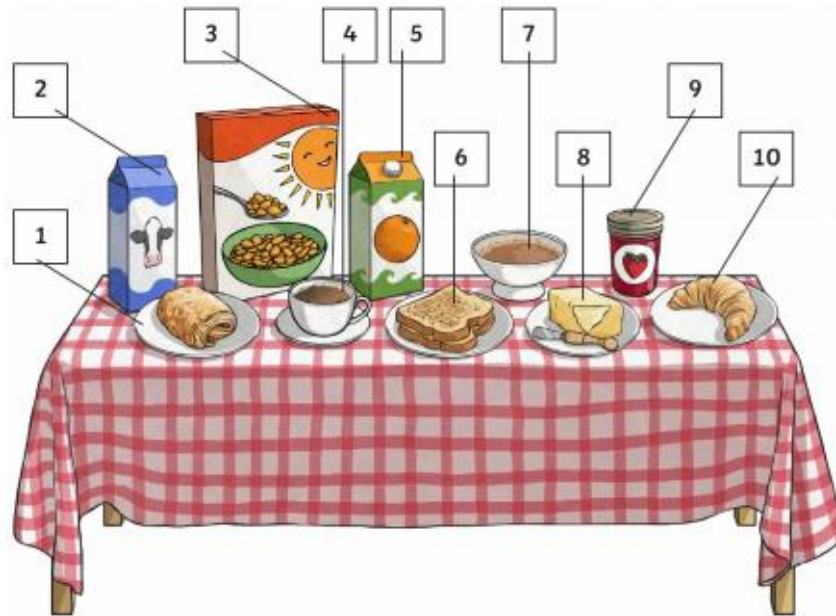
- Look for moral messages in the stories about Guru Nanak.
- Are they moral messages for everyone? Can we learn anything from this story as believers of other faiths?
- Write a paragraph to explain the moral messages in the stories of Guru Nanak — illustrate your work with a drawing.

French:

WALT: Introduire et pratiquer le vocabulaire pour le petit-déjeuner

WALT: Introduce and practise vocabulary for breakfast

Use the word list to label the foods in the picture.



English	French
Coffee	Le café
Milk	Le lait
Orange juice	Le jus d'orange
Toast	Le pain grillé
Butter	Le beurre
Jam	La confiture
Croissant	Le croissant
Pain au chocolat	Le pain au chocolat
Hot chocolate	Le chocolat chaud
Cereal	Les céréales

Google pronunciations of the new words and repeat.

2) Solve these temperature problems.

The temperature was  $-17^{\circ}\text{C}$  at night and, during the day, it rose by  $15^{\circ}\text{C}$ . What was the new temperature?

The temperature on one day was  $35^{\circ}\text{C}$  but the next day had fallen by  $49^{\circ}\text{C}$ . What was the temperature on the second day?

The temperature falls by  $35^{\circ}\text{C}$ . It is now  $-18^{\circ}\text{C}$ . What was the original temperature?



Yellow Group

Tuesday

3) This table shows how the temperature changed on three different streets around the world. Complete the table to show how the temperatures changed over three months.



Town	Jan	Temperature change	Feb	Temperature change	Mar
Twinkl Town	$-5^{\circ}\text{C}$	$+8^{\circ}\text{C}$	____ $^{\circ}\text{C}$	$+7^{\circ}\text{C}$	____ $^{\circ}\text{C}$
Education Avenue	$-1^{\circ}\text{C}$	____ $^{\circ}\text{C}$	$-9^{\circ}\text{C}$	____ $^{\circ}\text{C}$	$1^{\circ}\text{C}$
Learning Lane	$-11.3^{\circ}\text{C}$	____ $^{\circ}\text{C}$	$-17.3^{\circ}\text{C}$	____ $^{\circ}\text{C}$	$-5^{\circ}\text{C}$

1) Oliver has found the minimum and maximum average temperatures for four countries around the world. He has calculated the temperature range for each country. Can you identify his mistakes and correct them?



Country	Minimum Temperature	Maximum Temperature	Temperature range
Finland	$-20^{\circ}\text{C}$	$19^{\circ}\text{C}$	$29^{\circ}\text{C}$
Japan	$-2^{\circ}\text{C}$	$26^{\circ}\text{C}$	$28^{\circ}\text{C}$
Russia	$-30.6^{\circ}\text{C}$	$16.9^{\circ}\text{C}$	$46.5^{\circ}\text{C}$
UK	$-1.5^{\circ}\text{C}$	$17.3^{\circ}\text{C}$	$18.2^{\circ}\text{C}$

Using the table, explain whether the following statements are true or false.

- No country has an average temperature range less than  $25^{\circ}\text{C}$ .
- If you order the countries by their average minimum temperature, from coldest to warmest, they would be: Russia, Finland, UK and Japan.
- The difference in temperature between the coldest minimum temperature and the hottest maximum temperature is less than  $60^{\circ}\text{C}$ .

Look at the information in the table and make your own true or false statement for a partner. Can they identify whether your statement is true or false?

2016 - Paper 3

05.01.2021 V.I.MMXXI

This table shows the temperature at 9am on three days in January.

1st January	8th January	15th January
+ 5°C	- 4°C	+ 1°C

What is the difference between the temperature on 1st January and the temperature on 8th January?

 °C

1 mark

On 22nd January the temperature was 7 degrees lower than on 15th January.

What was the temperature on 22nd January?

 °C

1 mark

Wednesday

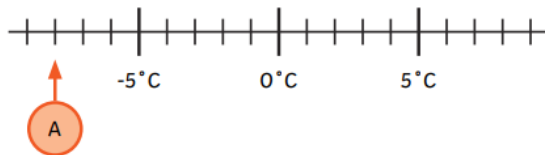


- 1) Draw your own number line to help you calculate the difference between these temperatures:



- a)  $12^{\circ}\text{C}$  and  $-4^{\circ}\text{C}$
- b)  $10^{\circ}\text{C}$  and  $-8^{\circ}\text{C}$
- c)  $-5^{\circ}\text{C}$  and  $7^{\circ}\text{C}$
- d)  $-11^{\circ}\text{C}$  and  $3^{\circ}\text{C}$

- 2) Here is part of a temperature scale. A shows the current outside temperature.



- a) What is the outside temperature?
  - b) The inside temperature is  $24^{\circ}\text{C}$  warmer than it is outside. What is the inside temperature?
- 3) Here are the minimum and maximum temperatures for two places in January.

City	Minimum	Maximum
Gander (Canada)	$-11^{\circ}\text{C}$	$-3^{\circ}\text{C}$
Rome (Italy)	$3^{\circ}\text{C}$	$12^{\circ}\text{C}$



- a) What is the difference in minimum temperatures between the places?
- b) What is the difference in maximum temperatures between the places?

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- 2) Here are the minimum and maximum temperatures for a town over three days.

City	Minimum	Maximum
Monday	$-14.5^{\circ}\text{C}$	$0^{\circ}\text{C}$
Tuesday	$-10^{\circ}\text{C}$	$1.5^{\circ}\text{C}$
Wednesday	$-12.5^{\circ}\text{C}$	$3^{\circ}\text{C}$

The day with the greatest difference between the minimum and maximum temperature is Monday.

Monday:  $14.5 - 0 = 14.5$

Tuesday:  $10 - 1.5 = 8.5$

Wednesday:  $12.5 - 3 = 9.5$



- a) Do you agree with Leo? Explain your answer.
  - b) Which day has the greatest difference between the maximum and minimum temperatures?
- 3) Circle two temperatures which have a difference of  $2.5^{\circ}\text{C}$ . (If you can find more than one solution, circle each pair in a different colour.)

$3^{\circ}\text{C}$     $-3^{\circ}\text{C}$     $1^{\circ}\text{C}$     $-1.5^{\circ}\text{C}$     $2^{\circ}\text{C}$     $-0.5^{\circ}\text{C}$

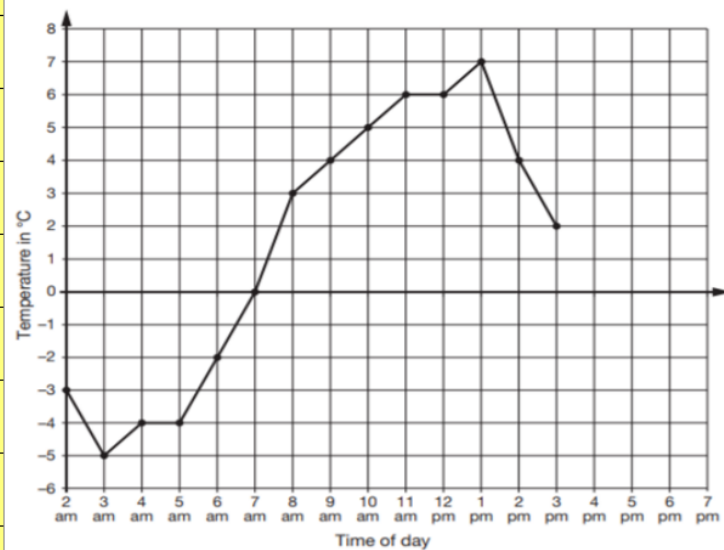


06.01.2021

VI.1.MMXXI

2017 - Paper 3

This graph shows the temperature in °C from 2 am to 3 pm on a cold day.



How many degrees **warmer** was it at 3 pm than at 3 am?

°C

1 mark

At 6 pm the temperature was 4 degrees lower than at 3 pm.

What was the temperature at 6 pm?

°C

1 mark

## Thursday & Friday

- 1) Add one pair of missing brackets to each of these calculations to make them correct:



$$8 \times 6 + 12 = 60$$

$$81 \div 6 - 3 = 27$$

$$19 + 14 \times 6 = 198$$

$$36 - 14 + 9 = 13$$

- 2) Add two pairs of missing brackets to each of these calculations to make them correct:

$$13 \times 5 - 2 = 3 \times 15 - 6$$

$$181 - 27 \div 3 = 17 \times 29 - 19 + 2$$

Brackets	B	B	Brackets
Orders	O	I	Indices
Division	D	D	Division
Multiplication	M	M	Multiplication
Addition	A	A	Addition
Subtraction	S	S	Subtraction

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- 1) Adam has carried out the following calculations.



Look carefully at his calculations and describe the errors he has made with the order of operations.

$$20 - 4 \times 2 + 16 = 48$$

$$6 \times (24 \div 3) - 4 = 10$$

- 2) a) Yan is solving this word problem. Which of these calculations correctly shows the problem? Explain your reasoning.

A class of 30 children are going on a school trip. The teacher is organising the children into small groups. She decides that each group will be made up of 6 boys and 4 girls.

$$30 \div 6 + 4$$

$$30 \div (6 + 4)$$

- b) How many groups of children will there be?



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## 2016 – Paper 1

36

$$60 - 42 \div 6 =$$

☐

1 mark



## 2017 – Paper 1

14

$$50 + (36 \div 6) =$$

☐

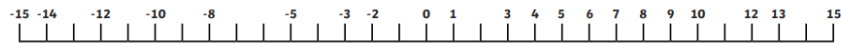
1 mark



Blue Group

Tuesday

1) Complete this number line by filling in the missing numbers.



2) Write the number each frog has landed on.

a)



b)



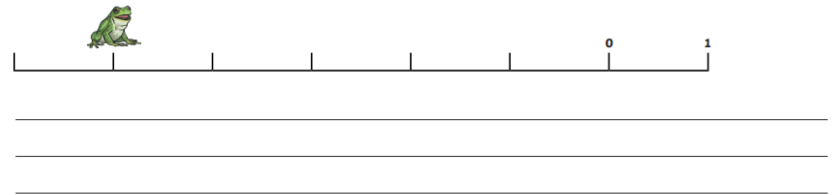
c)



The frog has landed on 5 because it is 5 steps before 0.



1) Do you agree with Corey? Explain your reasons.



2) Nila's frog started at 3. It jumped 7 steps backwards. Has Nila placed her frog correctly? Explain how you know.



Wednesday

1) Fill in the missing numbers on the thermometer on the left.

2) Write the temperature shown by each arrow.

a)

A → 30

B → 10

C → 5

D → 0

E → -10

F → -15

b)

G → 30

H → -20

I → -10

J → -10

K → -20


L → -30

a) It is 3 p.m. and the temperature is 5°C. It falls by 2°C every hour. Xavier says that at 9 p.m. the temperature will be -5°C. Do you agree? Explain your reasons.

b) At 5 p.m. the next day, the temperature is 8°C. It falls by 3°C every hour. Xavier makes this table to predict the temperature each hour but he has made a mistake. Find and correct his mistake and explain your changes.

5pm	8°C
6pm	5°C
7pm	2°C
8pm	0°C
9pm	-3°C
10pm	-6°C

# Brrr ... It's Cold!

- 
1. What is the temperature on the thermometer? The snow will start melting at  $2^{\circ}\text{C}$ . How many degrees will the temperature need to rise for the snow to start melting?
  2. How many degrees must the temperature on the thermometer rise to reach  $8^{\circ}\text{C}$ ? What about  $15^{\circ}\text{C}$ ?
  3. Plot the 2 temperatures Priya says on a number line. Work out the difference.
  4. Priya's mum says the temperature will rise by  $12^{\circ}\text{C}$  tomorrow. What will the temperature be? Show your answer on the number line.
  5. The weather forecast said that the temperature would drop again to  $-12^{\circ}\text{C}$  next week. What is the difference between this temperature and the  $12^{\circ}\text{C}$  that Priya's mum said? Draw both temperatures on a number line.
  6. Make a list of all the temperatures you have used so far in ascending order. Now plot them on a number line.

