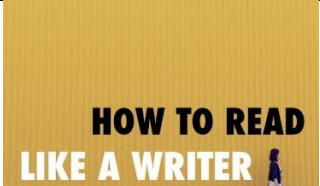

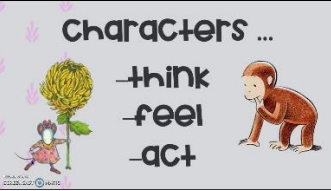
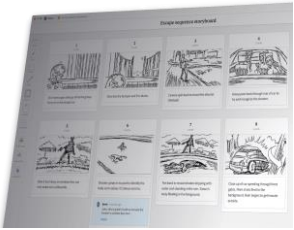


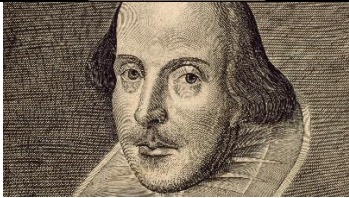


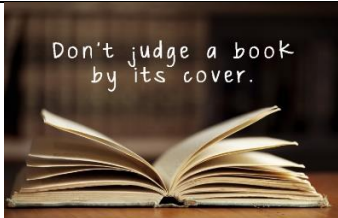
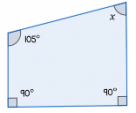







	<p>Writing</p> <p><i>Learning linked to theme of 'Summer in the City'</i></p>
	<p><u>1) Reading like a writer: openings to narratives</u></p> <p>This week, we are going to focus on narrative writing. By the end of the week, you will have written an opening to a story set in a city which will capture the reader's interest and attention. There are many techniques that published authors use to try to engage readers at the very beginning of stories. Today, you will look at some openings from well-known children's books. Read all of them, discussing what makes them successful. See if you can order them from your favourite opening to least favourite. In your exercise book, write about your top three openings. What did you like about them? Why do you think that they are effective? Consider which ideas you could borrow and adapt in your own writing.</p>
	<p><u>2) Setting the scene: expanded noun phrases</u></p> <p>Last week, we used expanded noun phrases to create interest about London; this week, we are using them to add detail and description. Look at each of the city settings attached. Start by identifying nouns that are visible in the setting. Then, add adjectives which could be used to describe the nouns. Finally, add prepositional phrases, using prepositions such as: of, with, beside, to. For each of the images, you should write at least three expanded noun phrases. As an extension, write a paragraph introducing one of the settings using your expanded noun phrases.</p>
	<p><u>3) Creating a character: mindmapping</u></p> <p>Today, you will focus on creating a relatable character. Start by drawing a sketch of your character. Then, label them with key characteristics. You should describe them physically and consider their personality traits. In good stories, the reader is able to empathise with the main character, even when they do bad things. To extend your learning, you could write a couple of paragraphs about your character's back story.</p>
	<p><u>4) Planning on a storyboard</u></p> <p>Use the attached storyboard format to plan the first three paragraphs of your story. This will be your opening. Consider how you will introduce your setting, borrowing ideas from sessions 1 and 2. You will also need to think about how to introduce your main character you designed in session 3. Finally, think about where you could possibly use dialogue to show the reader what your main character is like. As an extension, make a note of adverbial openers you could use at the start of each paragraph to create cohesion and make your writing flow well.</p>
	<p><u>5) Extended writing: opening to a narrative</u></p> <p>It's time to write! Using all of your learning from this week, you now need to write an opening to a story which will hook a reader's interest. Use your plan as you write so that you can focus on the quality of language you are using. When you have written a draft, re-read it to check for any errors and to identify any places where you may be able to make improvements. If you have time and would like to do so, publish your writing.</p> <p>If you are able to share your writing on your class blog, we would love to read it.</p>

	<p>Reading <i>Learning linked to theme of 'Summer in the City'</i></p>
	<p><u>1) Comprehension: 'The Great Plague'</u></p> <p>Read the attached text. Most of you should be reading the final version. Once you have read the text, answer the comprehension questions. After you have answered the questions to the best of your ability, check your answers using the mark scheme. As an extension, can you research further information on the plague?</p>
	<p><u>2) Comprehension: 'William Shakespeare'</u></p> <p>Read the attached comprehension on the topic of 'William Shakespeare'. Most of you should attempt the last text which is the hardest. Whilst you are reading, annotate any key information and identify any unknown vocabulary. Explain to an adult what the text is about and discuss the key information to help with your understanding. Then, answer the questions and check against the mark scheme.</p>
	<p><u>3) Reading for pleasure: personal reading</u></p> <p>Today, your focus is on reading a book of your choice. When you have finished reading, have a go at writing a chapter summary, noting the key points from what you have read. If you have run out of new books to read, you can always call school, and we shall be happy to leave some recommended books at the office for you to collect.</p>
	<p><u>4) Reading for pleasure: character profile</u></p> <p>Today, we would like you create a character profile of one of the characters in the book you are currently reading. You could split up your page into different sections: what are they like, what do they say, who are their friends or relatives? Don't forget to include a drawing of the character you are describing.</p>
	<p><u>5) Reading for pleasure: front cover and blurb</u></p> <p>This week in writing, you have been working towards writing your own opening of a story. We would like you to now design a front cover and a blurb for your own story if it were to be published. Spend time creating beautiful artwork for the front cover. Remember that your blurb should not give too much away about what the story is about, but it should give enough clues about the story to interest your reader.</p>

<p>Maths</p> 	<p><u>White Rose Maths</u></p> <p>Go to the week marked Summer Term Week 11 (w/c 6th July). We are completing this learning this week: https://whiterosemaths.com/homelearning/year-6/</p>
<p>Practical maths activity</p> 	<p><u>Design a bridge</u></p> <p>Design and build a bridge that can hold a cup of marbles without breaking or collapsing. Required materials: paper, pencil, 50 plastic drinking straws, roll of scotch tape, ruler, scissors, marbles, cup (to hold marbles) Before the activity, set up two desks, chairs or tables about 10 inches apart. This is where the bridges will be set for testing the load of marbles. https://youtu.be/oVOnRPefcno</p>
<p>Geography/History</p> 	<p><u>Research on River Thames</u></p> <p>https://www.youtube.com/watch?v=OiaOKgm3xHo Draw a map of the river, and plot the locations of the bridges and famous landmarks along the river. Do further research on one of these famous bridges or landmark, and create your own in-depth presentation Imagine you are an entrepreneur. What business would you start using the Thames? Leisure? Environmental? Sales? Entertainment? Where would your business be? Create advertising for your new business.</p>
<p>Art</p> 	<p><u>Riverscape of London</u></p> <p>http://riverthames.lgfl.org.uk/map.php Create a city riverscape using a mixture of artistic techniques. Draw a London city riverscape after watching the videos. Try to draw a range of high and low points, and use shapes from the London skyline from the river view. Keep the outline simple – cut out your skyline, and tape down on black or another colour of paper. Add the details using newspaper, gel pens, gold/silver paper, pencils and coloured paper</p>
<p>Wellbeing / PSHE</p> 	<p><u>Mindfulness</u></p> <p>The mind is naturally scattered. Learning to focus the mind can help us to settle and feel calm. This can help us to better understand our feelings and emotions. It can help us to not get so easily distracted by our thoughts. Practising mindfulness can have a positive impact on how we feel and on our mental health. Colour the London skyline mindfulness colouring page after completing some mindfulness activities Make a Calm Jar to help you focus when you are feeling stressed, upset, angry, etc. – see instructions https://www.youtube.com/watch?v=sT2WjQxuEnE</p>
<p>Daily activities</p> 	<p><u>Reading, spelling, times tables</u></p> <p>English: https://www.bbc.co.uk/bitesize/subjects/zv48q6f Maths: https://www.bbc.co.uk/bitesize/topics/zghp34j and https://www.topmarks.co.uk/Search.aspx?q=algebra Creative arts activities are on a separate sheet.</p>