In this classic Australian picture book, a dingo intent on making wombat stew receives cooking suggestions from the other animals unaware that they are protecting their fellow creature.

Click on the picture to listen to a reading of the story.
Good Morning Year 6!
Today’s Learning...

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Session 1 - PE with Joe Wicks
https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ

OR...

Session 1 – Reading
You could try clicking on one of the following links...

https://www.worldofdavidwalliams.com/elevenses/  David Walliams’ ‘Elevenes’ Audiobook

https://www.researchify.co.uk/audiobooks.html  Literary Classics

https://www.wizardingworld.com/collections/harry-potter-at-home  Harry Potter at Home

Don’t forget there are lots of e-books to choose from on Bug Club...
Session 2 - Maths
Starter: The Rapid Reasoning Challenge

Q1
Here is part of a number line.

Write the missing numbers in the boxes.

+11
+11

−3

Q2
Ali puts these five numbers on a number line.
567,843  453,999  1,033,321  940,999  587,743

a Which number would be closest to 500,000?


b Which number would be closest to one million?

Q3
Circle the fractions below that are not equivalent to $\frac{6}{7}$.

\[
\begin{array}{ccccccc}
\frac{18}{21} & \frac{22}{28} & \frac{60}{70} & \frac{42}{35} & \frac{7}{14} & \frac{72}{84}
\end{array}
\]

Try to complete these 3 reasoning questions in 5 minutes!
Session 2 - Maths Starter – Answers!

How many did you get right?

Q1: Here is part of a number line.

Write the missing numbers in the boxes.

\[ \begin{align*}
+11 & \quad +11 \\
-14 & \quad -3 & \quad 8
\end{align*} \]

Q2: Ali puts these five numbers on a number line.

567,843 453,999 1,033,321 940,999 587,743

a. Which number would be closest to 500,000?

453,999

b. Which number would be closest to one million?

1,033,321

Q3: Circle the fractions below that are not equivalent to \( \frac{6}{7} \).

\[ \frac{18}{21} \quad \frac{22}{28} \quad \frac{60}{70} \quad \frac{42}{35} \quad \frac{7}{14} \quad \frac{72}{84} \]
Main Lesson:

You can continue with the lesson on the following slides. It includes a link to White Rose Maths followed by a series of tasks linked to the video.

Or if you’d prefer to stick with BBC Bitesize or Oak National Academy visit your chosen website using the links below:

https://www.bbc.co.uk/bitesize/dailylessons

https://classroom.thenational.academy/year-groups/
Main Lesson: Area of a Triangle

Calculate the area of the triangle.

- First click on the link below and watch the short video on calculating the area of a triangle.
- Have paper and a pencil ready.
- [https://whiterosemaths.com/homelearning/year-6/](https://whiterosemaths.com/homelearning/year-6/)

You don’t have to complete all the tasks. Try the questions that you feel are the most appropriate for you.
Session 2 - Maths  
Main Lesson: Area of a Triangle

Try this question last.

Calculate the area of the triangles.

a)

\[ \text{area} = \square \text{ cm}^2 \]

b)

\[ \text{area} = \square \text{ cm}^2 \]

c)

\[ \text{area} = \square \text{ cm}^2 \]

d)

\[ \text{area} = \square \text{ cm}^2 \]

What mistake has Dora made?

To find the area you do

\[ 7 \times 6 \div 2 = 21 \text{ cm}^2 \]

Label the base of each triangle \( b \).

Label the perpendicular height \( h \).
Session 2 - Maths

Main Lesson: Area of a Triangle

Calculate the area of the triangles.

a) 5 cm  
8 cm  
area = cm²

d) 10 m  
6 m  
area = m²

Find the area of the shaded region.

Find the area of the shaded region.

The area of each triangle is 12 cm². Find the missing lengths.

a) 
8 cm  
x  
area = cm²

b) 
1 cm  
y  
x = cm

Show two ways you can work out the area of the triangle.

6 cm  
area = mm²

4 cm  
7 cm  
area = cm²
Session 2 - Maths
Main Lesson: Answers!

Calculate the area of the triangle.

Dora should have multiplied the base of the triangle by the perpendicular height. The answer should be

\[ 7 \times 4 = 28 \div 2 = 14 \text{ cm}^2 \]

Calculate the area of the triangles.

\[ 5 \times 6 = 21 \text{ cm}^2 \]

\[ 7 \times 4 = 28 \div 2 = 14 \text{ cm}^2 \]

\[ 7 \times 4 = 28 \div 2 = 14 \text{ cm}^2 \]

Great maths!
Session 2 - Maths
Main Lesson: Answers!

Calculate the area of the triangles.

a) \( \frac{5 \text{ cm} \times 8 \text{ cm}}{2} = 20 \text{ cm}^2 \)

b) \( \frac{5 \text{ cm} \times 6 \text{ cm}}{2} = 15 \text{ cm}^2 \)

c) \( \frac{10 \text{ mm} \times 7 \text{ mm}}{2} = 35 \text{ mm}^2 \)

d) \( \frac{10 \text{ m} \times 4 \text{ m}}{2} = 20 \text{ m}^2 \)

e) \( \frac{5 \text{ m} \times 3 \text{ m}}{2} = 7.5 \text{ m}^2 \)

Find the area of the shaded region.

\( \text{area} = 50 \text{ cm}^2 \)

The area of each triangle is 12 cm\(^2\). Find the missing lengths.

a) \( x = 3 \text{ cm} \)

b) \( y = 2u \text{ cm} \)

Show two ways you can work out the area of the triangle.

\( \frac{9 \times 4}{2} = 18 \text{ cm}^2 \)
\( \frac{6 \times 6}{2} = 18 \text{ cm}^2 \)
Break time!

Go and have a break away from the screen for 15 minutes – try to get some fresh air too.

Have a drink and a snack!
Watch the video message again

• Watch Laura Smyth’s video again (*Message to myself in six months’ time*) [https://www.youtube.com/watch?v=B4lraxptJjs](https://www.youtube.com/watch?v=B4lraxptJjs)
  
  What do you notice *new* when you watch it this time?

• Look at the *Film-Stills* on the next slide. Where in the message do you think these come? What emotions do you think that Laura is showing in each of these stills?
Session 3 – English
Main Lesson – Reflections in Lockdown

- Where in the message do you think these stills come?

- What emotions do you think that Laura is showing in each of these stills?

Record your ideas on a piece of paper.
Investigate Emotions

• Read the *Emotion Words* sheet on the following slide. Identify and then find out about five words that you don’t know. You could use a book dictionary or this online dictionary: https://kids.wordsmyth.net/we/

• Write definitions in your own words.

• Choose and write 3-5 Emotion Words for each of the pictures on *Film Stills*. 
Session 3 – English
Main Lesson – Reflections in Lockdown

**Emotion Words**
abashed, admiring, adoring, anxious, apologetic, appalled, appreciative, apprehensive, ardent, ashamed, attached, attentive, awful, awkward, baffled, bashful, befuddled, belittled, buoyant, careful, cautious, chagrined, chaotic, chastened, cheerful, cheerless, defeated, defensive, dejected, delighted, demoralized, depreciated, distressed, disturbed, dizzy, doting, down, downcast, downhearted, dry, ebullient, ecstatic, elated, elevated, embarrassed, fearful, fed-up, feeble, fervent, fidgety, fine, finished, flawed, flustered, foggy, gratified, grim, grouchy, guilty, horrified, hostile, huggy, humble, humiliated, ill-tempered, impatient, imperfect, incapable, incensed, insignificant, insulated, jovial, judged, jump, keen, kind, kind-hearted, lacking, left-out, leftover, let-down, light-hearted, marooned, meek, melancholy, merry, miffed, minimized, miserable, moody, morose, mortified, neglected, nervous, offended, outcast, outraged, overjoyed, overwhelmed, panicky, partial, passionate, rattled, ratty, reeling, regretful, rejected, remorseful, rueful, ruined, satisfied, scared, scorned, seething, serene, shaky, shame, shamefaced, sheepish, shocked, shy, sympathetic, taken-aback, taut, tearful, tender, tense, terrified, terror-stricken, trusting, uncertain, uncherished, uncomfortable, unconvincing, vengeful, vibrant, vindictive, warm-hearted, watchful, weak, weepy, wired, wishful, withdrawn, woeful, worried, worshipful, worthless, wounded, wrecked, yielding, zealous.

- Pick out five words that you don’t know.
- Use a dictionary to find out the meaning.
- Write definitions in your own words.
- Now choose 3-5 words for each of the pictures on slide 14.
Write and perform your own message

• Choose three of your ideas from yesterday’s English lesson.

• Try speaking about them out loud. Then write a Script to use.

• Perform your script. Make a recording if you can and plan to watch it again in six months’ time.
Session 3 – English
Main Lesson – Reflections in Lockdown

Try the Fun-Time Extras

- Share your message with others.
- Ask them what they would include in their own messages. Maybe they can record one too?
Today we are learning about what is important in friendships and family relationships.

**Draw and write**

**Draw or write** about what is most important in a friendship or family relationship?
Special people

Think about the special people in your life (people you know well).
What do they do that makes them special to you?

Make a brainstorm, mind-map or word cloud about special people.
You don’t have to name anyone, but think about your own special people as you do this activity.
Draw a picture of you with your special person (or use a photograph if you have one). Around the outside of the picture write down all the ‘qualities’ of the relationship e.g. trust, loyalty...

Repeat this activity twice more. Choose a different special person each time.

Are there similar qualities in each relationship?
Session 4 – PSHE
Main Lesson – Relationships

Complete a grid about the features of positive friendships and family relationships. You could use a grid like this one.

Or click on the grid itself and print off the sheet.

Tick all the relevant boxes
Session 4 – PSHE
Main Lesson – Relationships

Zone of Relevance

What is most important in a positive friendship or family relationship?

Sort the statements. (See next slide.)

Put the things you think are most important for you in the centre square and the less important things in the outer square (print off, type on the sheet or draw on a piece of paper).
Cut out the boxes below and sort into the zones or copy the diagram and write them on yourself.

- Not getting cross with each other
- Cheering each other up if one person is sad
- Staying in touch
- Talking to each other often
- Helping each other
- Remembering special times
- Sharing things
- Living near each other
- Listening
- Seeing each other often
- Giving presents
- Making each other laugh
- Holidays or special days out together
- Having fun
- Giving hugs
- Being the same religion
- Being kind

Click on the picture and print off the sheet.
Sometimes things happen that mean a friendship or family situation changes. This might also mean that people don’t see their special people as often, or as much, as they would like.

- Read the friend and family scenarios on the next slide.
- What could the characters do to let their special people know how much they miss them and still care about them?
- Think of some ideas to help them.
<table>
<thead>
<tr>
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<th>Question</th>
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<tr>
<td>Jo loves to spend time with Grandad and they often see each other at weekends. Jo helps Grandad with tidying the house and they watch films together. One day Jo's mum tells them that Grandad is going to move into a new home with other older people so that he can be better looked after.</td>
<td>What could Jo and Mum do to let Grandad know they still care for him?</td>
</tr>
<tr>
<td>Shakira is close to her older sister, Zara. They love going shopping together. Now there is a new baby in the family and Shakira has become an Aunty! Shakira was very pleased at first but now is finding it hard. Zara spends most of her time with the baby and they can’t do the things they used to.</td>
<td>What could Shakira do?</td>
</tr>
<tr>
<td>Jesse’s dad has moved away for a while with work. Jesse usually spent every weekend with Dad but now he lives too far away so Jesse will only see him during holidays. Dad says he is really missing Jesse and wants him to come and visit very soon.</td>
<td>What could Jesse and Dad do to keep in touch in the meantime?</td>
</tr>
<tr>
<td>Dani has broken her leg playing football and is in hospital. It’s Dani’s birthday in a few days but her party has been cancelled. Her friends are wondering how they can cheer her up and help her celebrate as they won’t all be allowed to visit her in hospital.</td>
<td>What could Dani’s friends do to show they care?</td>
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- **What could the characters do to let their special people know how much they miss them and still care about them?**

Record your ideas on a piece of paper or click on the picture and print off the sheet.
Session 4 – PSHE
Main Lesson – Relationships

Missing Someone Special

When we can’t see our special people as often as we would like, it can make us feel sad or we might feel worried or concerned for them.

If you miss seeing someone special a lot or you feel worried about somebody you don’t see very often, remember to talk to an adult you trust – your mum, dad or the person who looks after you.

If you feel you don’t have anyone to talk to, you can always call ChildLine on 0800 1111 where trained counsellors can give you advice.
Now go back to your first task (on slide 19)....

**Draw or write** about what is most important in a friendship or family relationship.

- Is there anything you would like to change?
- Is there anything you would like to add?
Give me 5!

If someone (a special person) is far away or we don’t see them that often, what are some fun ways to let them know we still care?

Think of five different ideas!
LUNCH TIME!

Great learning Year 6s!
Time for a well earned break…
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See you tomorrow!