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.
Good Morning Year 6!
Today’s Learning…

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 30 mins</td>
<td>Reading? Joe Wicks PE?</td>
</tr>
<tr>
<td>2 – 30-60 mins</td>
<td>Maths</td>
</tr>
<tr>
<td>15 mins</td>
<td>Break time</td>
</tr>
<tr>
<td>3 – 30-60 mins</td>
<td>English – SPaG/Writing</td>
</tr>
<tr>
<td>4 – 30-60 mins</td>
<td>Science/Foundation Subject</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Lunchtime</td>
</tr>
<tr>
<td></td>
<td>Life Skills/Family Time/Outdoor Activities</td>
</tr>
<tr>
<td>Before bedtime</td>
<td>Reading</td>
</tr>
</tbody>
</table>
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
Look at this line graph. It shows the population of a town in Norfolk.

a In which year did the population reach 450,000 for the first time?

b By how much did the population increase in the 40 years before the year 2000?

Q2
Round 94,516
- to the nearest 10:
- to the nearest 100:
- to the nearest 1,000:

Q3
These two arrows are identical.

Complete the boxes to describe the translation of arrow A to arrow B.

The arrow has moved ______ squares up and ______ squares to the left.

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

Q1. Look at this line graph. It shows the population of a town in Norfolk.

a. In which year did the population reach 450,000 for the first time?
   1985

b. By how much did the population increase in the 40 years before the year 2000?
   150,000

Q2. Round 94,516
   to the nearest 10:   94,520
   to the nearest 100:  94,500
   to the nearest 1,000: 95,000

Q3. These two arrows are identical.

Complete the boxes to describe the translation of arrow A to arrow B.

The arrow has moved 6 squares up and 6 squares to the left.

How many did you get right?
Session 2 - Maths

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/
Session 2 - Maths
Main Lesson: Area and Perimeter

- First click on the link below and watch the short video on area and perimeter.
- Have paper and a pencil ready.
- https://whiterosemaths.com/homelearning/year-6/

Now have a go at the first task.

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 and Perimeter

Try this question last.

What do you notice?
Session 2 - Maths
Main Lesson: Area and Perimeter

You will need squared paper for the first 2 questions. If you don’t have any, you could look online for free printable squared paper.

If you start with a rectilinear shape, when you increase the area, the perimeter will increase.

It depends on the shape.

Who do you agree with? __________

Two rectilinear shapes, A and B, each have an area of 12 squares.

- Shape A has the largest perimeter possible.
- Shape B has the smallest perimeter possible.

Draw shapes A and B. What do you notice?

Draw some examples to support your answer.

Mr Jones has 50 m of fencing.
He wants to make a rectilinear enclosure using all the fencing.

a) Draw an example of a shape he could make. Give units on your diagram.

b) What is the greatest possible area of the enclosure? __________

c) What is the smallest possible area of the enclosure? __________
Session 2 - Maths
Main Lesson: Answers!

Use the words to complete the sentences.

perimeter  \( \text{cm}^2 \) \( \text{cm} \) \( \text{m} \)
area \( \text{m}^2 \) inside around

Area is the amount of space inside a two-dimensional shape. It can be measured in units such as \( \text{cm}^2 \) or \( \text{m}^2 \).

Perimeter is the distance around a two-dimensional shape. It can be measured in units such as \( \text{cm} \) or \( \text{m} \).

Work out the areas and perimeters of the shapes.

a)
\[
\begin{array}{c}
\text{4 cm} \\
\hline
\text{6 cm}
\end{array}
\]

Area = \( 24 \text{ cm}^2 \)
Perimeter = \( 20 \text{ cm} \)

b)
\[
\begin{array}{c}
\text{6 cm} \\
\hline
\text{6 cm}
\end{array}
\]

Area = \( 30 \text{ cm}^2 \)
Perimeter = \( 20 \text{ cm} \)

c)
\[
\begin{array}{c}
\text{2 cm} \\
\hline
\text{2 cm}
\end{array}
\]

Area = \( 16 \text{ cm}^2 \)
Perimeter = \( 22 \text{ cm} \)

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

If you start with a rectilinear shape, when you increase the area, the perimeter will increase.

Amir

It depends on the shape.

Who do you agree with? Amir

Draw some examples to support your answer.

Area increased
Perimeter unchanged

Area increased
Perimeter decreased

Mr Jones has 50 m of fencing.
He wants to make a rectilinear enclosure using all the fencing.

a) Draw an example of a shape he could make. Give units on your diagram.

b) What is the greatest possible area of the enclosure? 156 m²

c) What is the smallest possible area of the enclosure? 24 m²
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!
Session 3 – English
Main Lesson – Reflections in Lockdown

Watch a short video message

- Watch ‘Message to myself in six months’ time’
  https://www.youtube.com/watch?v=B4IraxptJjs
  or read the written transcript on the following slide.

- Read *Listening Questions* on slide 15.
  Which of these can you answer already?

- Watch the video message again.
  Which can you answer now?

- Write full sentence answers.
Laura Smyth Transcript

Hello me in six months’ time.

......

How are you? I mean that. Because we actually mean it at the minute. When we’re asking. I don’t know if you remember. When we’re checking in with each other we really actually care about the answer.

How are you? How’s your health? How’s your kids? How’s your family? How’s your head? Are you keeping it together? Keep looking out for each other, OK. Don’t take each other for granted.

How’s Mum? Listen, we are really missing her. Don’t take her for granted, OK? We are really missing her. And not just the childcare, OK?
Listening Questions

What phrase does Laura repeat?

Why does she repeat this?

What four things does Laura ask about specifically?

What advice does Laura give herself?

Who does she mention in particular?

What job does she mention that her mum does for her when things are not in lockdown?

Check your answers at the end of this section.
Remind yourself about informal and formal language

- Use the *PowerPoint* (find the link on our class page) on formal and informal language or, if this is not possible, use the *Revision Cards* on the following slide to remind yourself about this.

- Complete the *Apostrophes in Contractions* sheet on slide 18.
Session 3 – English
Main Lesson – Informal and Formal

Revision - Informal and Formal

Audience and Context
The register depends on situation and audience. The same person will use different registers in different contexts.

At home with family
You’re going to wear that, are you?

Informal

In school with the headteacher
When will we be going on the museum trip?

More Formal

In official writing
I wish to register my interest...

Very Formal

Constructions
Contractions appear in informal language.

I’d, what’s, mustn’t, we’re, you’re, haven’t

Spoken language often contains contractions... but written formal language uses the longer versions of the word/s.

We might write:
Do not say that I did not warn you.

but we are more likely to say:
Don’t say I didn’t warn you.

What are the formal versions of the contractions above?

Question Tags can be used in informal language.

Tags are questions added to a clause to encourage a listener to respond.

You’re joking, aren’t you?

Tags can be used to soften a command.

Pass me a pen, will you?

In very informal speech right and yeah can be used as tags.

He is from London, isn’t he?

You’re ready, yeah?
Apostrophes in Contractions

1. Contract these pairs of words.

<table>
<thead>
<tr>
<th>she</th>
<th>will</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>had</td>
</tr>
<tr>
<td>must</td>
<td>not</td>
</tr>
<tr>
<td>I</td>
<td>would</td>
</tr>
<tr>
<td>does</td>
<td>not</td>
</tr>
<tr>
<td>I</td>
<td>have</td>
</tr>
<tr>
<td>can</td>
<td>not</td>
</tr>
</tbody>
</table>

2. Place the contractive apostrophe in these words.

<table>
<thead>
<tr>
<th>would’ve</th>
<th>don’t</th>
<th>hell</th>
</tr>
</thead>
<tbody>
<tr>
<td>it’ll</td>
<td>shouldn’t</td>
<td>they’re</td>
</tr>
<tr>
<td>we’ve</td>
<td>you’re</td>
<td>I’ll</td>
</tr>
<tr>
<td>they’d</td>
<td>couldn’t</td>
<td>must’ve</td>
</tr>
</tbody>
</table>

3. Is the apostrophe in the right place in these words? Write T for True or F for False next to each one. Correct those that are wrong.

<table>
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<th>couldn’t</th>
<th>we’ll</th>
<th>you’re</th>
</tr>
</thead>
<tbody>
<tr>
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<td>that’ll</td>
<td>you’d’ve</td>
</tr>
<tr>
<td>mustn’t</td>
<td>its’</td>
<td>jack o’ lantern</td>
</tr>
<tr>
<td>o’clock</td>
<td>we’d’ve</td>
<td>you’ll</td>
</tr>
<tr>
<td>sh’ed</td>
<td>Hallowe’en</td>
<td>didn’t</td>
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</table>

4. Read the short passage below. The underlined words need to be rewritten as contractions in the space provided. There are also 5 errors in contractions for you to spot: in some the apostrophe has been missed out altogether, in others the apostrophe has been put in the wrong place. Can you spot them all?

“She’ll never make it,” thought Dylan as he watched his four-year old sister Chloe come down the zip wire. “You are going too fast!” he screamed as his sister’s legs cartwheeled above the ground.

“Hold on, sis – don’t let go!” Dylan would not have minded so much, but he knew if his sister fell and hurt herself he’d be the one who got the blame. Just then Chloe reached the end of the run and, with a loud cry, flew through the air towards the grass bank.

What should’ve been a quite morning in the park was turning into a nightmare, thought Dylan. What if I do if she’s hurt? “It is ACE!” came Chloe’s muffled cry from behind the grass bank. “I’m doing it again!”

Check your answers at the end of this section.
Session 3 – English
Main Lesson – Reflections in Lockdown

Note initial ideas

• Think about what you might say to yourself in six months’ time.

• Try to think of 6-10 ideas and record them on a piece of paper. Use the questions below to help you get started.

   \[
   \begin{align*}
   \text{Idea}s \\
   \text{What would you say to yourself in six months’ time? You could use some of Laura’s ideas:} \\
   \text{• What might you jokingly say sorry for?} \\
   \text{• What advice might you give?} \\
   \text{• What might you ask about in particular?} \\
   \text{• Who might you ask about?}
   \end{align*}
   \]

   \[Try\ to\ note\ down\ 6-10\ ideas.\]
Listening Questions - ANSWERS

What phrase does Laura repeat?
She repeats: ‘How are you?’

Why does she repeat this?
She repeats it because she says that people really mean it when they ask it at the moment.

What four things does Laura ask about specifically?
She asks about health, kids, family and head.

What advice does Laura give herself?
She advises herself to keep looking out for others.

Who does she mention in particular?
She mentions her mum in particular.

What job does she mention that her mum does for her when things are not in lockdown?
She says that her mum does child care... she looks after Laura’s children.
Apostrophes in Contractions - ANSWERS

1. Contract these pairs of words.

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3. Is the apostrophe in the right place in these words? Write T for True or F for False next to each one. Correct those that are wrong.

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<th></th>
</tr>
</thead>
<tbody>
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<td>F</td>
<td>we’ll</td>
<td>T</td>
<td>you’re</td>
</tr>
<tr>
<td>the’y’d</td>
<td>F</td>
<td>that’l’l</td>
<td>F</td>
<td>you’d’ve</td>
</tr>
<tr>
<td>mustn’t</td>
<td>T</td>
<td>its’</td>
<td>F</td>
<td>jack o’ lantern</td>
</tr>
<tr>
<td>o’clock</td>
<td>T</td>
<td>we’d’ve</td>
<td>T</td>
<td>you’ll</td>
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<tr>
<td>sh’ed</td>
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Well done!
Try the Fun-Time Extras

- Use the *Transcript* on slide 14 and try to re-write Laura Smyth’s message so that it is very formal. Try at least one paragraph. You could try all three! Read your writing aloud. How does it sound?

---

**Formal and Informal Writing**

**Formal writing:**
- Is clear and to the point
- Has a more serious tone
- Uses correct grammar and punctuation
- Uses specific vocabulary for the subject
- Often uses complex sentence structures

**Informal writing** may (but not in all cases):
- Have a more ‘chatty’ tone (conversational e.g. kind of, so…)
- Use more contractions and abbreviations (e.g. it’s / TV)
- Use text-style words (e.g. lol)
- Use clichés (e.g. raining cats and dogs)
- As a general rule all the above should not be used in formal writing.

**Remember:** The style in which you write is specific to your reason for writing and the audience you are writing for. In some circumstances a formal style of writing is appropriate or expected and in others a more informal style can be used.
Today we are going to explore different types of attention (where someone takes notice of you).

Sometimes people get attention for doing positive things (e.g. helping a friend; putting effort into a piece of work) but sometimes people might do negative things to get attention.

Can you think of any examples?

When someone gives somebody else attention, this can also be positive (e.g. saying well done) or negative (e.g. making a mean comment, paying them too much attention, or trying to put pressure or persuade them to do something they might not want to do).
Session 4 – Computing
Main Lesson – Positive and Negative Attention

• Read the task on the following slide then complete the activity.

• Discuss your answers with a grown up or family member.

Remember to tell a trusted adult if you experience negative attention online or if anything worries or upsets you.
**Session 4 – Computing**  
**Main Lesson – Positive and Negative Attention**

---

### Positive and negative attention

**Alfie** is live streaming while playing his favourite game. He notices some comments on his stream. Can you help him decide if these are examples of positive attention or negative attention?

<table>
<thead>
<tr>
<th>Positive attention</th>
<th>Negative attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellie comments saying that Alfie is really funny and she likes watching him gaming</td>
<td></td>
</tr>
<tr>
<td>Someone has sent Alfie 20 messages saying he has to live stream and play games with him</td>
<td></td>
</tr>
<tr>
<td>One of Alfie’s friends comments to tell people how Alfie helpful was when he was trying to get to the next level in the game</td>
<td></td>
</tr>
<tr>
<td>Someone in Alfie’s class keeps offering him lots of emojis and gifts in return for his password</td>
<td></td>
</tr>
<tr>
<td>One of the Popcorn Wizards comments asking him to make fun of their teacher on his live stream. They tell him it will get more people to watch him</td>
<td></td>
</tr>
<tr>
<td>Alfie’s mum comments to say how confident he is when live streaming</td>
<td></td>
</tr>
</tbody>
</table>

---

Check your answers on the following slide.
# Session 4 – Computing

## Main Lesson – Positive and Negative Attention

<table>
<thead>
<tr>
<th>Answers</th>
<th>Positive/negative attention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellie comments saying that Alfie is really funny and she likes watching him gaming</td>
<td>Positive</td>
</tr>
<tr>
<td>Ellie is a trusted friend, and is paying him a positive compliment.</td>
<td></td>
</tr>
<tr>
<td>Someone has sent Alfie 20 messages saying he has to live stream and play games with him</td>
<td>Negative</td>
</tr>
<tr>
<td>Someone is putting Alfie under pressure to do something he doesn’t want to do. It is best for Alfie to ignore this person and block them, and to tell a trusted adult.</td>
<td></td>
</tr>
<tr>
<td>One of Alfie’s friends comments to tell people how helpful Alfie was when he was trying to get to the next level in the game</td>
<td>Positive</td>
</tr>
<tr>
<td>Alfie’s friend is doing something kind: telling people that Alfie is a good friend.</td>
<td></td>
</tr>
<tr>
<td>Someone in Alfie’s class keeps offering him lots of emojis and gifts in return for his password</td>
<td>Negative</td>
</tr>
<tr>
<td>This is an example of someone putting Alfie under pressure to do something. Alfie should never share his password with anyone. Alfie should ignore this person or say no, and tell a trusted adult.</td>
<td></td>
</tr>
<tr>
<td>One of the Popcorn Wizards comments asking him to make fun of their teacher on his live stream. They tell him it will get more people to watch him.</td>
<td>Negative</td>
</tr>
<tr>
<td>This is an example of someone putting Alfie under pressure to do something mean. Alfie should ignore this person or say no, and tell a trusted adult.</td>
<td></td>
</tr>
<tr>
<td>Alfie’s mum comments to say how confident he is when live streaming</td>
<td>Positive</td>
</tr>
<tr>
<td>Alfie’s mum is saying something positive – how good he is at doing something.</td>
<td></td>
</tr>
</tbody>
</table>
Session 4 – Computing
Main Lesson – Positive and Negative Attention

• Read the scenario on the next slide.

• Write a message to Selfie to advise them on what they should think about when live streaming their performance (e.g. privacy settings, understanding the difference between positive and negative attention).

• Research ideas by visiting the Think U Know website.
  www.thinkuknow.co.uk/8_10/stay-safe/
Session 4 – Computing
Main Lesson – Positive and Negative Attention

• Record your suggestions to Selfie by writing an informal message or email to the band.

• Share your advise/suggestions with a grown up.
LUNCH TIME!

Great learning Year 6s!
Time for a well earned break…
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 30 mins</td>
<td>Reading? Joe Wicks PE?</td>
</tr>
<tr>
<td>2 – 30-60 mins</td>
<td>Maths</td>
</tr>
<tr>
<td>15 mins</td>
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<td>Before bedtime</td>
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See you tomorrow!