

Hub B Year 6 Home Learning

Week beg 4th January 2021

Reading

Look carefully at the pages attached to this learning. Read the articles carefully and answer the questions below.

- 1) Are there any words that you do not understand? If so look them up in a dictionary.
- 2) Does the text you have read make you think of any questions? Is there anything else you would like to know based on your reading?
- 3) Can you summarise what you have read in one paragraph?

Writing

Lesson 1

LI: to generate questions and vocabulary from an excerpt of Dunkirk.

STS:

- Reflect on the character's situation
- Use appropriate questioning vocabulary
-

Watch the following clip carefully:

<https://www.youtube.com/watch?v=Z52vVsMdBkc>



What questions would you like to ask the different characters?

Eg. How did it feel sitting in the cockpit of the plane?

Think about how you need to ask your questions to get the greatest amount of detail in the responses.

Lesson 2

LI: to examine the features of a diary entry.

STS:

- Examine the example diary entry
- Identify the features you know make a diary entry
- Explore other features that have been included

Friday 30th November 2012

Dear Diary,

I had the best day EVER today. I woke up this morning, the sun was shining through the curtains and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted "Bye!" to my mum and dashed out of the door to school.

When I arrived at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got 20 out of 20! I couldn't believe it! We had my best lessons in the morning (Literacy and Geography).

Before I knew it, it was lunchtime. The menu today was my favourite: Spaghetti Bolognese followed by Chocolate pudding - yum! The afternoon flew by, and we ended the school day with a really fun game of Dodgeball, and we all cheered when my team won (of course).

After school, I came home and was met with the most amazing surprise: my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the fun things that happened today. I hope tomorrow is just as good!

Ahmed

Look carefully at the example above – which features can you see?
Make a list of the features and explain why each feature is used in a diary entry.

Lesson 3

LI: to generate suitable vocabulary.

STS:

- Identify nouns (names of places, people or things) from the video
- Identify adjectives (words describing a noun) from the video
- Identify verbs (action words) from the video
- Identify figurative language (similes, metaphors, personification) that you could use to describe scenes from the video

You will be writing a diary entry as a pilot from the clip we watched from Dunkirk. Watch the clip carefully again – try to put yourself in the role of one of the pilots. We will be writing his diary from the evening after the dogfight with the German planes.

- 1) Think of as many **nouns** as you can to write about the day.
- 2) Write down as many **adjectives** as you can to write about the day.
- 3) Write down as many **verbs** as you can to write about the day.
- 4) Write down some examples of **figurative language** to write about the day.

Maths

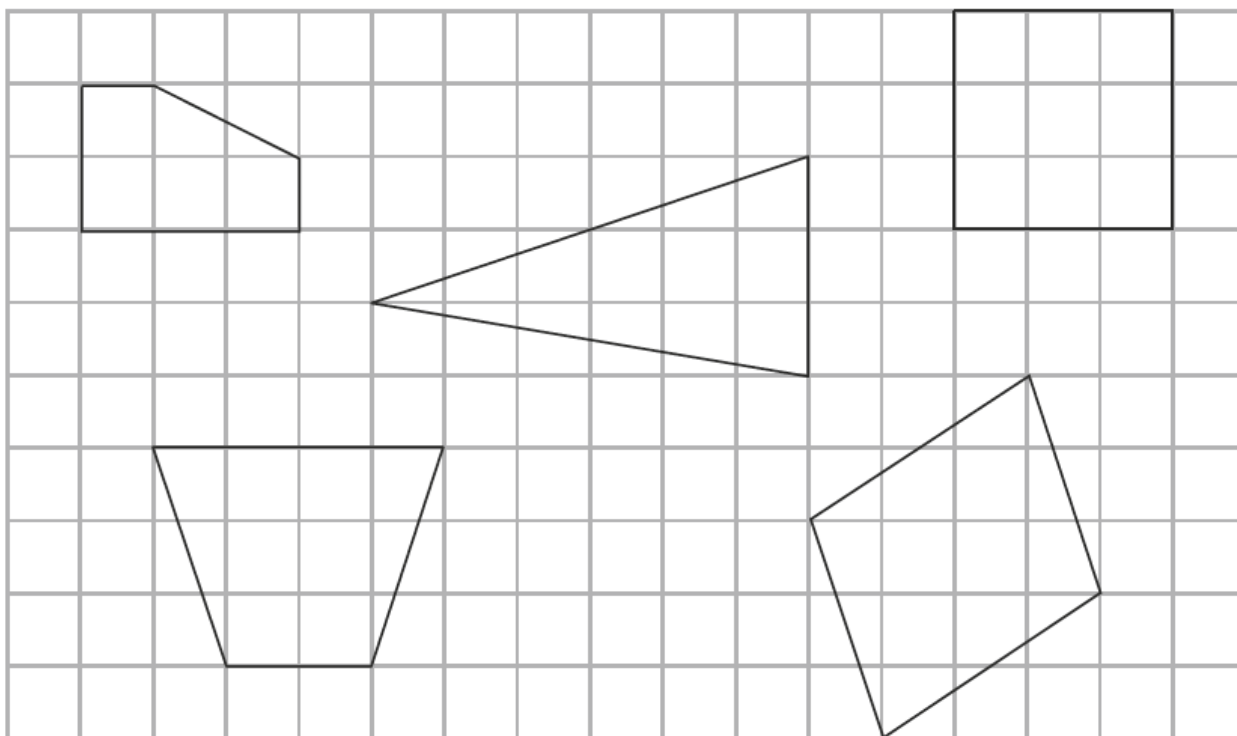
Lesson 1

L.I: to identify types of angles.

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- ☐ Identify whether the angles is less than or greater than 90 degrees (a right angle)
- ☐ Identify the angles less than 90 are acute, greater than 90 but smaller than 180 are obtuse.
- ☐ Use correct mathematical vocabulary

1 Look at the angles in each of these figures.



- (a) Colour all acute angles red.
- (b) Colour all right angles blue.
- (c) Colour all obtuse angles green.

2. Draw the three different types of triangles explaining how the properties are same/different (not to scale).



Lesson 2

L.I: to measure angles accurately with a protractor.

Identify the centre of the protractor (the crosshairs)

Line up the baseline on the protractor with the bottom line of the angle

Read the correct scale on the protractor

Compare measurement against the estimation.

- 1) Use the worksheet provided to use a protractor to measure the angles.
- 2) Mr Gold says that you always need a protractor to measure angles accurately. Is this always correct, sometimes correct or never correct?
- 3) Draw three of your own acute angles and measure them. Write down their angle using a purple pen.
- 4) Draw two different angles measuring 120° . What is the difference between them?
- 5)



When you double the size of an acute angle, you always get an obtuse angle.

Explain why this is not correct.

Lesson 3

L.I: to construct given shapes using angles and measurement.

☑ Draw a base line

☑ Line up the protractor correctly

☑ Read the scale carefully

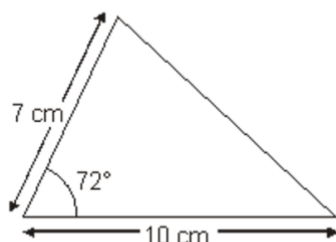
☑ Draw a dot to mark where the angle line needs to be drawn

☑ Complete the shape

Measure accurately using a ruler (1 mm error allowed).

Here is a sketch of a triangle.

It is not drawn to scale.



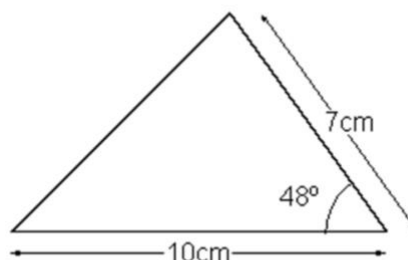
Draw the full-size triangle **accurately** below.

Use a protractor (angle measurer) and a ruler.

Commur

Here is a sketch of a triangle.

It is not drawn to scale.

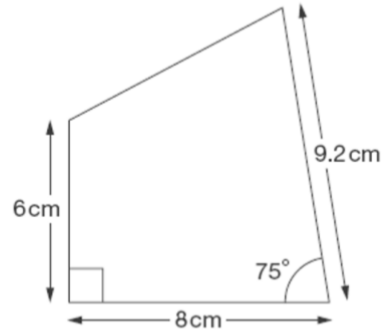


Draw the full size triangle **accurately**, below.

Use an angle measurer (protractor) and a ruler.

Here is a sketch of a quadrilateral.

It is not drawn to scale.



Draw the full-size quadrilateral **accurately** below.

L.I: to fi

Use a protractor (angle measurer) and a ruler.

Identify angles on a straight line = 180 degrees

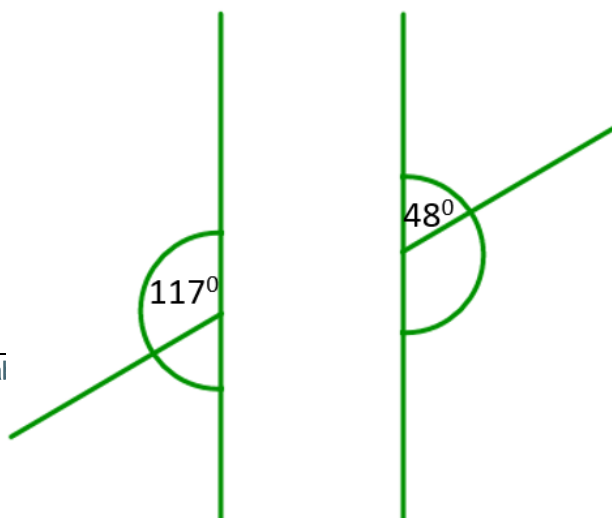
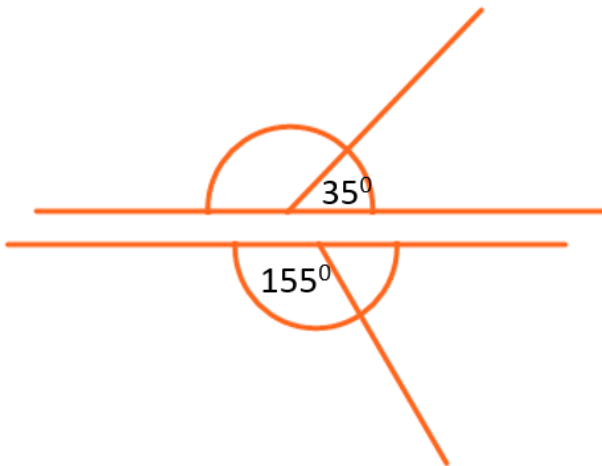
Read the given angle carefully

Subtract the given angle from 180

Label the missing angle

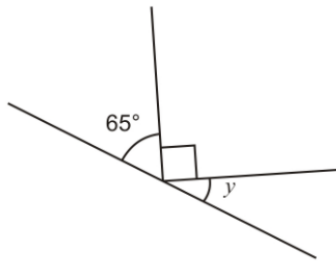
Remember angles on a straight line = 180 degrees.

1) Find the missing angles.



- 2) a) Why can't you have two obtuse angles on a straight line?
 b) Why can't you have a reflex angle?

3)



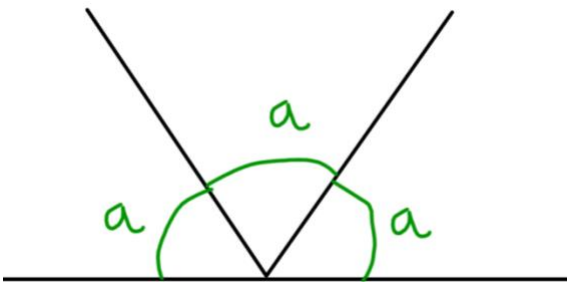
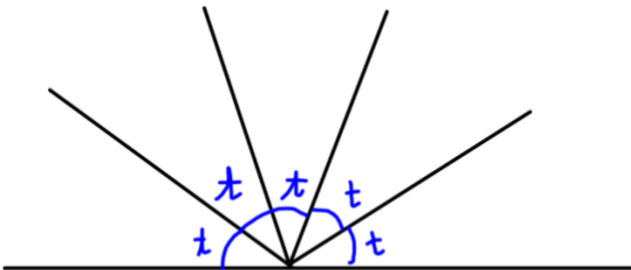
Not to scale

Calculate the size of angle y in this diagram.

Do **not** use a protractor (angle measurer).

4) Find the val

1 mark



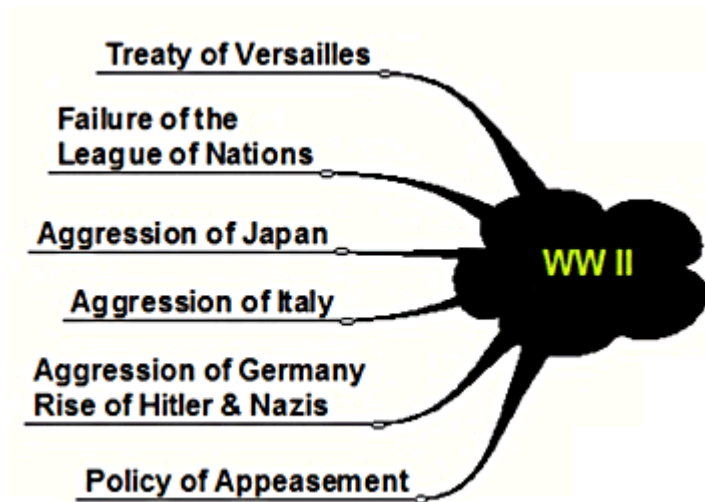
History

Lesson 1

L.I. To develop an understanding of the motivations behind WW2

STS:

-



Today we are going to learn about the reasons behind WW2. If you have access this could help: <https://www.youtube.com/watch?v=AUd1HSWoMVQ>

These are some of the factors that led to WW2:

Treaty of Versailles

The Treaty of Versailles ended World War I between Germany and the Allied Powers. Because Germany had lost the war, the treaty was very harsh against Germany. Germany was forced to "accept the responsibility" of the war damages suffered by the Allies. The treaty required that Germany pay a huge sum of money called reparations. The problem with the treaty is that it left the German economy in ruins. People were starving and the government was in chaos.

Japanese Expansion

In the period before World War II, Japan was growing rapidly. However, as an island nation they did not have the land or the natural resources to sustain their growth. Japan began to look to grow their empire in order to gain new resources. They invaded Manchuria in 1931 and China in 1937.

Fascism

With the economic turmoil left behind by World War I, some countries were taken over by dictators who formed powerful fascist governments. These dictators wanted to expand their empires and were looking for new lands to conquer. The first fascist government was Italy which was ruled by the dictator Mussolini. Italy invaded and took over Ethiopia in 1935. Adolf Hitler would later emulate Mussolini in his takeover of Germany. Another Fascist government was Spain ruled by the dictator Franco.

Hitler and the Nazi Party

In Germany, Adolf Hitler and the Nazi Party rose to power. The Germans were desperate for someone to turn around their economy and restore their national pride. Hitler offered them hope. In 1934, Hitler was proclaimed the "Führer" (leader) and became dictator of Germany. Hitler resented the restrictions put on Germany by the Treaty of Versailles. While talking about peace, Hitler began to rearm Germany. He allied Germany with Mussolini and Italy. Then Hitler looked to restore Germany to power by expanding his empire. He first took over Austria in 1938. When the League of Nations did nothing to stop him, Hitler became bolder and took over Czechoslovakia in 1939.

Appeasement

After World War I, the nations of Europe were weary and did not want another war. When countries such as Italy and Germany became aggressive and began to take over their neighbors and build up their armies, countries such as Britain and France hoped to keep peace through "appeasement." This meant that they tried to make Germany and Hitler happy rather than try to stop him. They hoped that by meeting his demands he would be satisfied and there wouldn't be any war. Unfortunately, the policy of appeasement backfired. It only made Hitler bolder. It also gave him time to build up his army.

Great Depression

The period before World War II was a time of great economic suffering throughout the world called the Great Depression. Many people were out of work and struggling to survive. This created unstable governments and worldwide turmoil that helped lead to World War II.

Can you create a poster to show the various reasons behind the beginning of World War 2?

Art

L1: To analyse a famous image
(part one)
Sketchbook

The Guernica



1. Why was the image created?
2. Why have the images been selected?
3. Why has Picasso selected these colours?