



Briar Road, Shepperton

Middlesex, TW17 0JB

Tel: 01932 563035

Fax: 01932 566830

Email: info.saxon@lumenlearningtrust.co.uk


Website: www.lumenlearningtrust.co.uk

Headteachers: Mrs. B. Davis M.A. & Miss N. Morris BA (Hons)

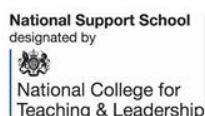
Executive Principal: Mrs. M.E. McCarthy M.A., Ed.M

Learning From Home
Year 6
Week 4 (week beginning 22nd June)

Please find below details of your child's learning from home tasks for this week. Some of these have been created in conjunction with local secondary schools.

Book of the Week	
	<p>1. In the section, 'Who is saying what?' why do you think the newspaper has chosen to share the points of view of these people (Cressida Dick, Lewis Hamilton, Boris Johnson and Anthony Joshua)?</p> <p>2. Some of you had the opportunity to see the statue of Edward Colston when we visited Bristol earlier this year; how do you feel about it being pulled down?</p> <p>3. How do you feel about the protests and riots that have taken place in many cities across the world?</p> <p>4. How would you change the future to try to make the world a fairer place?</p> <p>5. Do you feel that schools are doing enough to help you understand what is happening in the world? Would you do anything differently?</p> <p>We would love to hear your thoughts on these questions, please email them through to us at the learning.saxon account.</p>

	Learning Focus	Links to useful websites, resources and videos to support with the learning focus	Tasks to complete
Spelling	L.O. We are learning to pluralise nouns.	How to spell plural nouns. https://www.bbc.co.uk/bitesize/topics/zbm2sg/articles/zfqh92p Spellings Quiz: https://www.educationquizzes.com/ks2/english/spelling-plurals-02/	Complete the spelling tasks below. Look through a book or a newspaper. How many plural nouns can you spot?
English	L.O. We are learning to summarise the main ideas drawn from more than one paragraph,	How is a story structured? https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zwmt4qt Summarising material:	From a reading book of your choice, we would like you to think about the plot and how it develops throughout the story.



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	identifying key details that support the main ideas and using quotations for illustration.	https://www.bbc.co.uk/bitesize/guides/zs2fvcw/revision/1	How does the story unfold? Is there one story or more than one? How does the writer build suspense to keep the reader engaged? Are there any twists?
Maths	L.O. We are learning to express quantities as fractions and calculate averages.	Fraction revision: https://www.bbc.co.uk/bitesize/guides/zs2fvcw/revision/1 Averages - mean, median and mode. https://www.bbc.co.uk/bitesize/clips/z3qmpv4	Complete the Maths questions below.
Project linked to foundation subject(s)	L.O. We are learning to understand how volcanoes erupt and why they occur in certain regions of the world.	There are plenty of useful websites to help you to make your model volcano: https://www.nhm.ac.uk/discover/how-to-make-a-volcano.html https://www.bbc.co.uk/cbeebies/makes/nina-and-the-neurons-volcano	Read through the information below to help you to create your own model volcano at home. Can you make it erupt? Science challenge: What chemical reaction makes the volcano erupt?
Transition Activity	L.O. We are learning to understand how to manage our worries.		Complete the Smart Moves pages either in your journal or on paper. Keep your move to secondary school in mind as you complete these activities. Next week would have been your Move Up days at secondary school. We will be completing different transition activities and want you to think about what questions you have for your secondary school. Make a list of these and email them to us through the learning account by 10am Wednesday 24th June.

Other useful websites, games, resources and videos:

Maths

- Handling data quiz: <https://www.educationquizzes.com/ks2/maths/handling-data-year-6/>
- Other links: Timestables Rockstars: <https://play.ttrockstars.com/auth/school/student> and Saxon Maths website: <https://saxonmaths.weebly.com/>

English

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- Other links: Spag.com: <https://www.spag.com/> and Spelling: <https://spellingframe.co.uk/>

Geography and PSHE

Geography Quiz: <https://www.educationquizzes.com/ks2/geography/>

PSHE Quiz: <https://www.educationquizzes.com/ks2/personal-social-and-health-education/>

If you have any questions regarding your child's learning, please send an email to:

learning.saxon@lumenlearningtrust.co.uk and either Miss Doherty or Mrs Hartshorn will look into your query and respond as soon as possible.

2. NEWS AND PICTURES: RACISM PROTESTS

FirstNews • Issue 730 • 12 – 18 June 2020

US PROTESTS SPREAD WORLDWIDE



AMERICA BURNS WITH RAGE



After a peaceful demonstration, clashes between protesters and police led to scenes like this in Seattle.

There have been increasing calls for the "defunding" of police departments across the US in recent days. This generally means taking some responsibilities away from the police and using the money for things like investing in better mental health care, so that people with mental health problems can get help instead of being arrested.



PROTESTS against police brutality have continued across America, including in Minneapolis, following the death of a black American man, George Floyd, while being held down by a white police officer.

Derek Chauvin, the white police officer accused of killing Mr Floyd, appeared via video conference in court on Monday. He didn't enter a plea of guilty or not guilty.

Although the majority of protesters have been peaceful, some have been accused of taking things too far, with shops looted and even set on fire. Some have thrown objects at police, but the police have also been widely criticised for a string of attacks on peaceful protesters and journalists.

Two police officers in Buffalo have been charged with assault after they shoved a 75-year-old man to the ground, and there

have been more than 200 incidents of journalists being attacked, including one film crew who were shot at with pepper bullets while they were on air.

President Donald Trump has been criticised for his response, including by former senior members of his own party. He called protesters "terrorists" and threatened to send the army in to deal with them.

"Given the track record of impunity [no punishment] for racial violence of this nature in the United States, black people have good reason to fear for their lives," read a statement from dozens of

independent UN human rights experts. "Many in the United States and abroad are finally acknowledging that the problem is not a few bad apples, but instead the problem is the very way that economic, political and social life are structured."

There have been protests following previous police attacks on unarmed black people in the US, such as the LA riots after Rodney King was savagely beaten in 1991. However, the way this protest has spread around the world suggests that the calls for change in America may be too loud to ignore this time.

WHO IS SAYING WHAT?

CRESSIDA DICK, THE METROPOLITAN POLICE COMMISSIONER

...said 27 police officers in London had been injured during the first week of protests, when "a minority of protesters became violent" towards officers outside Downing Street. Two officers were seriously injured, she said. She urged protesters to find "another way" to get their voices heard, adding that she was "deeply saddened and depressed" about the violence by a small number of protesters.



F1 STAR LEWIS HAMILTON

...praised Black Lives Matter protesters for pulling down the Edward Colston statue in Bristol (p3). He said: "All statues of racist men who made money from selling a human being should be torn down! Which one is next? I challenge government officials worldwide to make these changes and implement the peaceful removal of these racist symbols."



PRIME MINISTER BORIS JOHNSON

...said: "People have a right to protest peacefully and while observing social distancing, but they have no right to attack the police."



BOXER ANTHONY JOSHUA

...spoke in his home town of Watford: "The virus has been declared a pandemic, it is out of control. And I'm not talking about COVID-19. The virus I'm referring to is called racism. We need to speak out. We need to be united."



UK PROTESTS

TENS of thousands of people have taken part in protests across the UK to get their voices heard about racism, following George Floyd's death.

There were demonstrations big and small in towns and cities throughout the country, after a week in which people ignored calls from politicians to avoid mass protests because of coronavirus social distancing.

Demonstrators took to the streets in Edinburgh, Cardiff, Sheffield, Newcastle, Carlisle, Bristol, Dumfries, Derby, Chester, Wolverhampton, Middlesbrough, Lytham and Wrexham, among others. Most of the protests were peaceful but a small number of people became violent.

In London, crowds gathered at the US embassy to support protesters in America. It was a peaceful gathering of mainly young demonstrators from all ethnic backgrounds.

Daniel Odeinde, 23, said he had never seen protests like these in the UK before, where "white people and black come together in support of the struggles that we've been going through. If I can share that message and we can come together as one, then I can be part of something monumental."

An anti-racism protest was also held in Parliament Square in Westminster, where the statue of WW2 prime minister Winston Churchill was covered in graffiti.

Thousands on the streets of Manchester knelt in protest, and were joined by former footballer Rio Ferdinand, his wife Kete and their three children.

People gathered at Nottingham Forest's football ground, chanting: "Enough is enough."

Many more people took part in virtual protests. The #BlackLivesMatter movement said 22,000 people from across the world had joined an online protest to show their support. Apollo Sankara of BLM London said of the protests: "This isn't just a moment, this is a movement."



A woman walks among placards and signs left outside the Houses of Parliament.



An image of the Peaseborough artist Nathan Murdoch's work has been shared globally.

WHO WAS EDWARD COLSTON? (1636-1721)

In Bristol, the statue of a slave trader, Edward Colston, was pulled down. His name is seen across Bristol, with streets and buildings named after the 17th-century merchant and slave trader. His statue on Colston Avenue was a protected listed structure and has stood there since 1895, but it was toppled by protesters last weekend and dumped in Bristol Harbour.

His memory has been argued about for years, with some in Bristol saying you can't change history, while others campaigned successfully for his name to be removed from streets, schools and venues. The Labour Mayor of Bristol said the Edward Colston statue was an "insult" to black people.

Colston was born into a wealthy Bristol merchant's family and, although he lived in London for many years, he was always closely associated with the city.

- By 1672 he was running his own business in London, trading in slaves, cloth, wine and sugar.
- Colston's ships took about 80,000 men, women and children from Africa to the Americas between 1672 and 1689.
- He donated to churches and hospitals in Bristol, also founding two almshouses (houses provided by a charity) and a school.
- Colston also lent money to the Bristol corporation and was a city MP for a short time.



A young boy joins the Compton Cowboys – ten friends who have known one another since childhood – during a peace ride for George Floyd.



Protesters hurl Edward Colston's statue into Bristol Harbour.

Spelling Task

Plural nouns (1)

Spelling zone



1 Take turns to read the information and the words.

If a noun ends in **-s**, **-ss**, **-x**, **-sh**, **-tch** or **-ch** we add **-es** to make it plural.

bonus bonuses address addresses box boxes

wish wishes match matches peach peaches

If a noun ends in a **consonant + y** we **swap** the **y** for an **i** before adding **-es** to make it plural.



dictionary/ dictionari + **es** dictionaries

identity/ identiti + **es** identities

2 Write the singular and plural words to match each definition.

a something to store or pack things in box boxes

b furry-skinned fruit _____

c details of where people live _____

d used to light candles _____

e extra to what is expected _____

f who people are _____

g what you hope will happen _____

h book with word definitions _____



These nouns don't change at all when they become plural.
sheep deer salmon

Dots and dashes



Dot and dash the graphemes in the words.
Write the number of sounds.

tr <u>ou</u> s <u>er</u> s	6
ma <u>t</u> ch	
lu <u>n</u> ch	

bi <u>n</u> ocu <u>l</u> ars	
gl <u>a</u> ss	
cr <u>u</u> tch	

pr <u>i</u> nc <u>e</u> ss	
b <u>u</u> sh	
ma <u>r</u> ch	

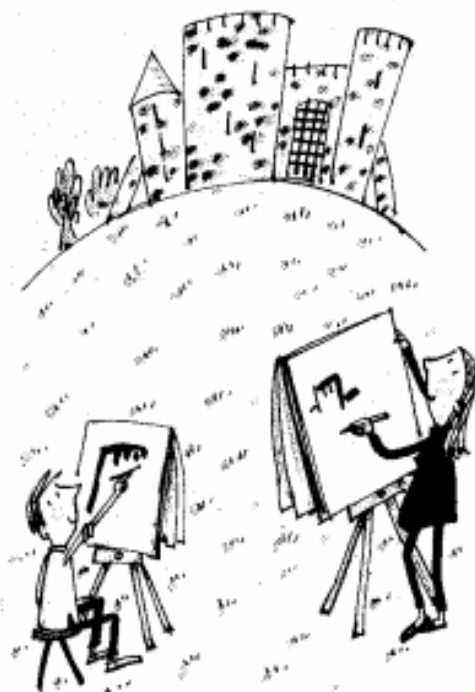


Word changers



Complete the table.

singular noun	plural noun
party	parties
	peaches
suffix	
	dishes
sketch	
	coaches
dictionary	
	opportunities
salmon	



R3

Expressing Quantities
as Fractions

- 1) There are 25 apples in a bag.
15 of them are red.
What fraction of the apples are red?
Give your answer in its simplest form.

- 2) Fishfingers are sold in packets that say 'minimum 10'
on them.
Here is the number of fishfingers in each of 12 packets.
10, 11, 10, 10, 11, 10, 10, 10, 10, 11, 10, 10
What fraction of the packets have more than 10 fishfingers?
Give your answer in its simplest form.

- 3) 6 litres of pink paint can be made by mixing 1.5 litres of
red paint with the correct amount of white paint.
 - a) How much white paint is needed?
 - b) What fraction of the pink paint was white paint?
Give your answer in its simplest form.

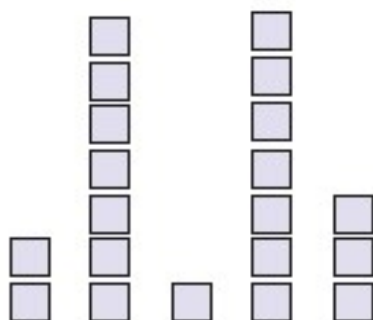
- 4) Two thirds of the students in a class have a pencil.
14 students have a pencil.
How many students are in the class?

S7

The Mean Average

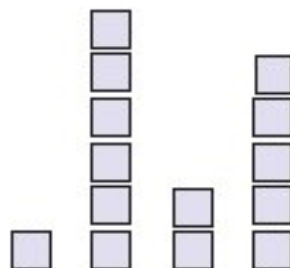
- 1) a) Move blocks around so that the heights of the five towers are the same.

- b) What is the mean average number of blocks in each tower?



- 2) a) Move blocks around so that the heights of the four towers are the same (you may have to cut some blocks).

- b) What is the mean average number of blocks in each tower?



- 3) In a spelling test, the results for the class (out of 10) are:

3, 6, 8, 8, 4, 1, 7, 6, 2, 9, 3, 8, 4, 1, 1, 3, 5 and 2

- a) Work out the mean average score for the class.

- b) How many children had a score below the mean average?

- 4) Two Year 6 classes had a 'times table test' which was marked out of 20.

The marks in David's class were:

14, 12, 19, 20, 20, 15, 14, 12, 13, 3, 18, 19, 16, 14, 12, 6

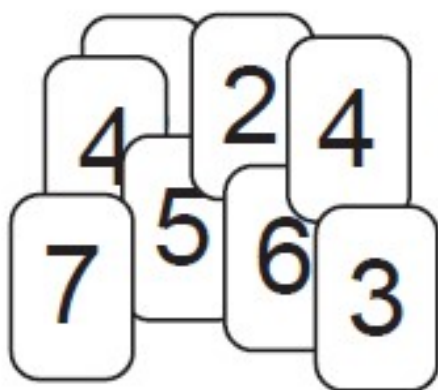
Harry was in the other class and the marks were:

9, 12, 17, 17, 16, 14, 18, 20, 8, 13, 16, 14, 18, 8

Use the mean average to work out which class did better in the test.

S7**The Mean Average**

- 1) If the mean average number on these five cards is 6, what is the number on the bottom card?



- 2) If the mean average number on these eight cards is 4.25, what is the number on the bottom card?

- 3) John rolled a dice thirty times and put the results into this table.

Score	Frequency
1	4
2	3
3	5
4	6
5	4
6	8

Work out his mean average score.

- 4) What is the mean average number of arms per person in Britain?

- 5) Can you find out the mean number of children per family in the UK?

Making Your Volcano

Equipment

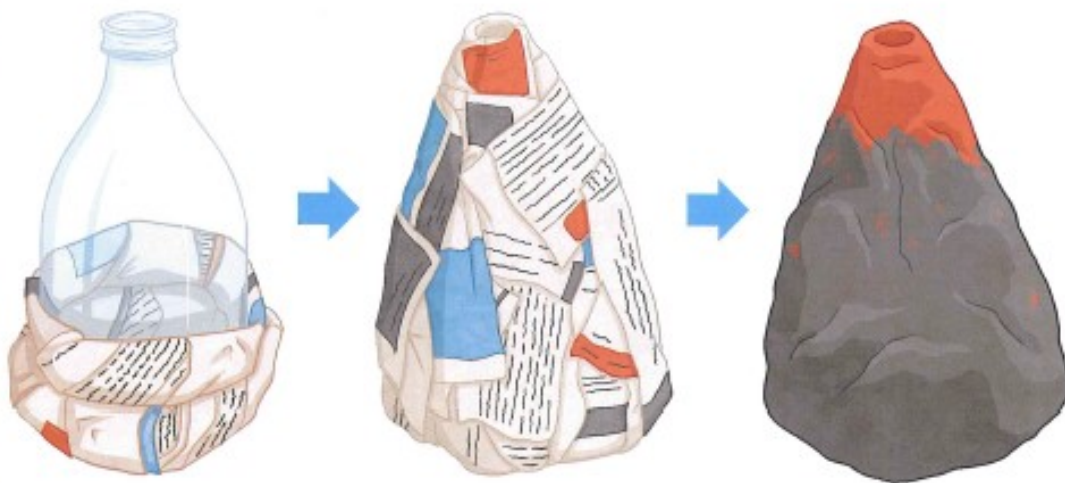
- Small plastic drinks bottle
- Paints (various colours)
- Newspaper (lots)
- Glue brushes and paint brushes
- Glue
- Scissors



Method

- Fold your newspaper up to make several strips, about 1 inch thick.
- Working from the bottom up, apply glue to your bottle, then wrap the newspaper strips around it.
- Build up the layers to create a volcano shape – you'll need to add more strips to the bottom to make it wider.
- **Remember: do not cover the hole at the top of the bottle.**
- When you are happy with the shape, add torn pieces of newspaper over the top to smooth out the layers.
- Allow the glue to dry completely for at least 24 hours.
- Paint your volcano to give it a realistic look

Making Your Volcano



Volcano Eruptions

Equipment

- Bicarbonate of soda
- White vinegar
- A teaspoon
- A funnel
- Red food colouring
- Goggles



Method

- Put your goggles on.
- Place the funnel in the top of your bottle.
- Add 4 teaspoons of bicarbonate of soda to the bottle.
- Pour a generous amount of white vinegar into a glass and add a small amount of red food dye.
- Quickly pour the vinegar into the bottle and watch the volcano erupt.



People

What is an argument?

What can you do when someone is annoying you?
(tick all the ones you think are right)

- ☐ Ignore them
- ☐ Walk away and cool off
- ☐ Ask them to stop
- ☐ Make a deal
- ☐ Ask a teacher for help
- ☐ Say sorry
- ☐ Talk to them about it
- ☐ Hit them
- ☐ Laugh at them
- ☐ Call them names
- ☐ Tell everyone else how horrible they are
- ☐ Never come back to school

Safe places

Safe people

20

who help or hinder

TOP TIPS

How to resolve an argument

1. Listen:

Each person needs to know what the argument is about so ...

- Listen and don't interrupt (even if you really disagree!) Or write down what you each see as the problem and then read what the other person has written.
- Try and think how you would feel if it were you?

2. Avoid making things worse:

When we are cross, we can say hurtful things, this doesn't help so ...

- no mean, nasty or personal remarks about a person's looks or gender.
- no screaming and shouting, no fighting, hitting or kicking.



3. Work together

- Say what you feel without blaming the other person, e.g. "I feel sad when you shout" is better to say than "Your shouting makes me feel sad".



Use sentences like

"I feel hurt when ..." or
"I hear what you are saying, but I feel ..."

- Take turns at speaking. That way everybody gets the chance to say what they want.
- Talk quietly. It is hard to keep your voice down when you feel upset, but a quiet firm voice is far better than shouting.



4. Find the solution

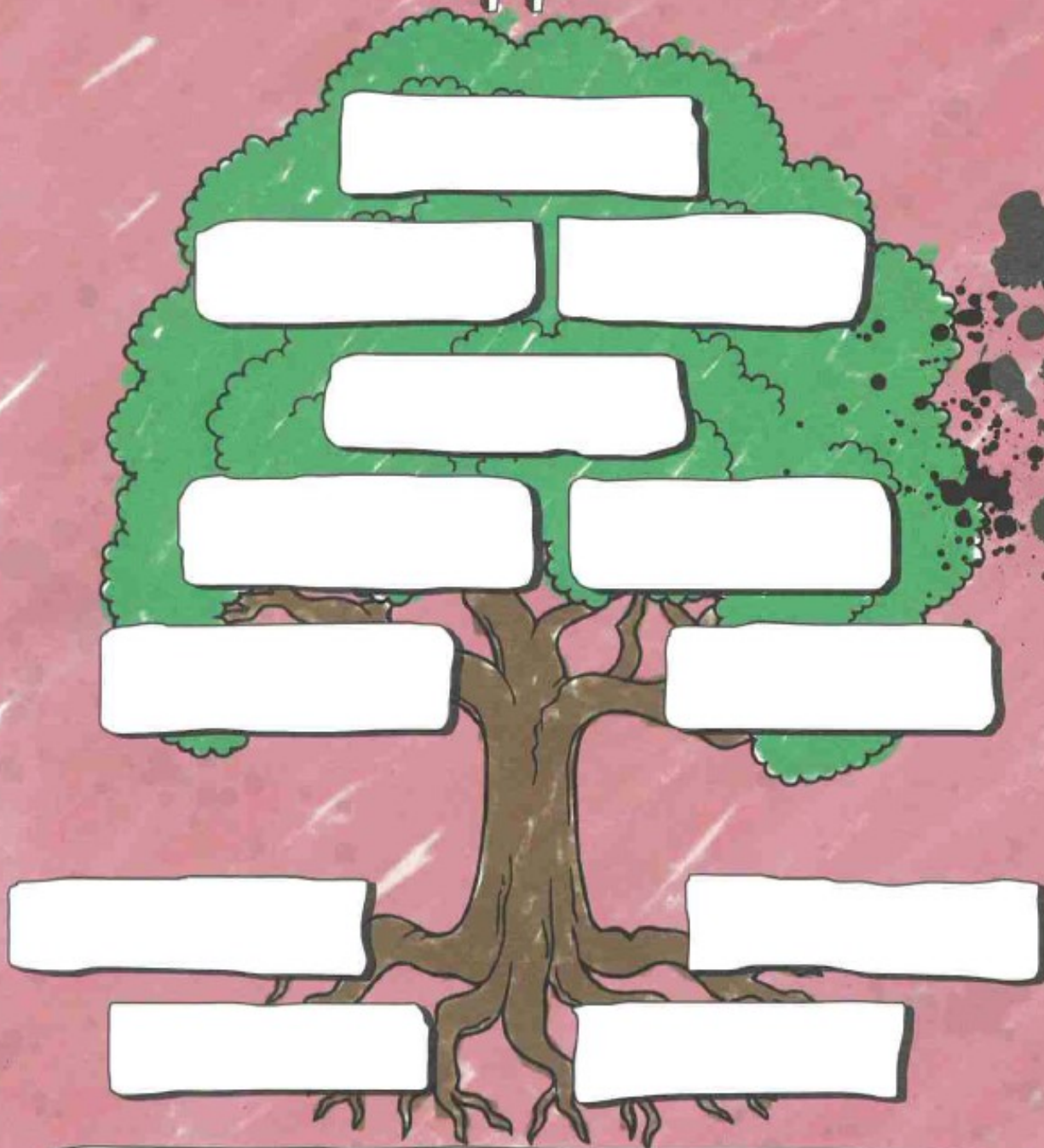
Once you have listened and found what the problem is, you need to look for a solution.

- Brainstorm together to think of ways in which you could resolve the conflict. Think of as many solutions as you can, even if they seem silly at first.

When you have come to a solution that both of you can agree with, you both have to be responsible and carry it out.

If things don't work out, then you need to go through the whole process again to see how it could be improved.

Support



What type of person is a good person to ask for support?

What qualities do they need?

Worry Busters

Ask your teacher for some of the top concerns that people might have about secondary school. Can you think of three different ways you would 'bust worries'?

Make a list below.

Hey guys,
will you help me?
I need a worry
busting team!

