



Reading
30 minutes

Please follow the instructions below:

1. Read the text in bold below. Record how long it takes you to read the text: _____
2. Once you have read it, read it again underlining any words that you're unsure of. Next, use a dictionary to find their meaning. This will help you to understand the text better and expand your vocabulary.
3. Lastly, answer the questions below the text. Record how long it takes you to answer all 6 questions: _____

He left the headteacher's office as quickly as he could, her piercing words still reverberating around his mind. He should have gone outside for break but instead he sought the sanctuary of the classroom. He could hardly have been in more trouble so what difference would one more broken rule make? Anyway, Mr Corrigan was out on duty so he knew he would be alone. Eventually, his breathing returned to normal and he wiped his eyes with his sleeve. Now what? No one believed him, yet he had a clear conscience and was determined to prove his innocence.

1. Which word is closest in meaning to **sanctuary**? Circle **one**.

classroom boredom safety warmth **(1 mark)**

2. What evidence is there that he had been accused of doing something wrong? Give **two** examples.

a) _____
b) _____ **(2 marks)**

3. How is he feeling when he goes into the classroom? Use evidence from the text to support your answer.

_____ **(2 marks)**

4. Where did he go after he left the headteacher's office?

_____ **(1 mark)**

5. Where was Mr Corrigan?

_____ **(1 mark)**

6. What does this text tell you about the boy's character?

_____ **(2 marks)**

GPS warm-up
10 minutes

The challenge activities provide opportunities for children to practise some of the more difficult objectives and question types. Where questions require a written answer, children should be reminded to take particular care with spelling and punctuation (e.g. use of capital letters and full stops). Children can write answers in an exercise books.

If you are unsure what the question is asking, use your homework book to find out what it means. For example if you need to know what a subordinate conjunction is, turn to that page of your book and it should explain.

1. Match each sentence to the correct sentence type.

1) Carry my bag into school

Question (Q)

2) She can carry my bag, can't she

Command (C)

3) What a big bag that is to carry

Statement (S)

4) Tom is carrying my bag

Exclamation (E)

1 mark

CHALLENGE: Write the last sentence in the passive voice.

2. Circle **two** suffixes which could be added to the word below to create two new words.

consider

ate

ly

ness

ation

ic

1 mark

CHALLENGE: How would using the prefix re change the meaning?

3. a) Write a sentence using the word glue as a **noun**.

1 mark

b) Write a sentence using the word glue as a **verb**.

1 mark

CHALLENGE: Write a command using the word glue.

CHECK OUT OUR MRS WORDSMITH WORD FOR THIS WEEK:

<https://www.youtube.com/watch?v=TzrA8O7KSPU&feature=youtu.be>

Writing
30 minutes

Activity 10: Writing your own story.

You now have all of the tools required to write your own portal story. You may like to write about a more traditional portal that leads you to a magical world, or you may prefer to draw upon your personal experiences, as we have explored throughout this unit.

To recap on all the key points we've been learning:

a. Describe the portal in detail. You may want to show the portal through the eyes of the main character.

b. Think about what lies on the other side of the door. Allow yourself the opportunity to write about what interests you and what is important to you.

c. Great writers steal ideas ('magpie') from other great writers. Reflect upon the portal stories that you have loved reading and consider what made these so engaging. Try to bring in some of these skills and techniques into your own work.

d. Enjoy it. Writing is all about sharing a passion for words, stories and the world of possibility. If you love the story you are writing – so too will your reader.

★ Now write your portal story, drawing on all that you have learned. Don't forget to share or publish your work when you have finished– great writing deserves an audience!



I would like you to start today and continue writing your story throughout the rest of the week. Think about writing your opening and build up today, dilemma and resolution tomorrow and ending on Thursday. Those of you who are returning to school Thursday, I would like you to bring your story with you so we are able to continue with it.

Use the above a-d and your year 6 writing standards as your toolkit.

The pupil can

Write for a range of purposes

Use paragraphs to organise ideas

In narratives, describe settings and characters

In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

Use and mostly correctly

capital letters

full stops

question marks,

commas for lists

apostrophes for contraction

Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list

Write legibly

End of key stage 2 statutory assessment-

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs

Use verb tenses consistently and correctly throughout their writing

1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
	●	●● ●●		●	

a) $140 \div 10 =$

When the number is divided by 10 the counters move place to the right.

b) $140 \div 100 =$

When the number is divided by 100 the counters move places to the right.

c) $140 \div 1,000 =$

When the number is divided by 1,000 the counters move places to the right.

2 Complete the diagram.



3 a) Draw counters to represent the calculations.

$$123 \div 1$$

H	T	O	Tth	Hth	Thth

$$123 \div 10$$

H	T	O	Tth	Hth	Thth

$$123 \div 100$$

H	T	O	Tth	Hth	Thth

$$123 \div 1,000$$

H	T	O	Tth	Hth	Thth

b) Complete the calculations.

$$123 \div 1 = \boxed{}$$

$$123 \div 10 = \boxed{}$$

$$123 \div 100 = \boxed{}$$

$$123 \div 1,000 = \boxed{}$$

What do you notice?

4 Complete the calculations.

a) $16 \div 10 =$

d) $332 \div$ $= 0.332$

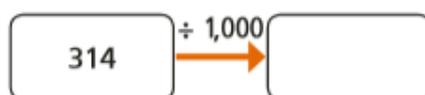
b) $43.4 \div 100 =$

e) $2.4 \div 200 =$

c) $614 \div 1,000 =$

f) $5.09 =$ $\div 20$

5 Complete the diagrams.



What do you notice? Why does this happen?

6 Write $>$, $<$ or $=$ to compare the number sentences.

$5,400 \div 10 \div 10 \div 10$ $5,400 \div 1,000$

$60 \div 100 \div 10$ $600 \div 100$

$5.7 \div 10$ $57 \div 100$

$5,601 \div 1,000$ $5.601 \div 10$

7 Dexter is solving the calculation $5,400 \div 100$

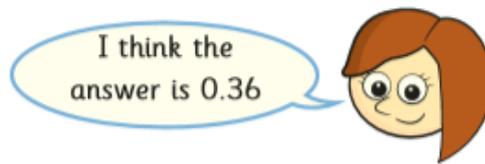


I think the answer is 54.00

Is Dexter correct? _____

Explain your reasoning.

8 Rosie is solving the calculation $3,600 \div 200$



I think the answer is 0.36

Is Rosie correct? _____

Explain your reasoning.

Enquiry/Project work
30 minutes

Expanding our vocabulary.

Select 20-30 words that are unfamiliar to you from a dictionary. Making a poster, record the new words and their definitions. Use these words to either write a short poem, story or keep as a word bank for your story writing. How can you make the connections between the words to make your poem or story make sense? If you are creating a word bank to up level your story, make sure you record the meaning correctly and accurately so you are able to easily insert the word into a sentence. This will ensure the meaning is correct.