



# Five Ways Primary School

Langholm Drive  
Heath Hayes  
Cannock  
Staffs  
WS12 2EZ

Headteacher:  
Telephone:  
Website:  
Email:

Mrs Rachel Mander B.Ed. Hons  
01543 278071  
[www.fiveways.staffs.sch.uk](http://www.fiveways.staffs.sch.uk)  
[admin@fiveways.staffs.sch.uk](mailto:admin@fiveways.staffs.sch.uk)

## Year 6 Class 6SD

Hello,

Another week allows me to write another letter to you. I hope you are all keeping well and continuing to enjoy your time at home whilst learning.

For those of you who may have celebrated a birthday last week, I would like to wish you a very happy birthday! I would love to see or hear about how you celebrated it this year.

This week I have been making sure I'm exercising whilst enjoying the continued sunshine we've been having, standing in what seem like mile long queues at Tesco and walking up and down to the fridge at home. I am keeping to a routine at home which is making my days a lot easier, identifying lots of fun and interesting activities you can be doing over the coming weeks.

Remember you only need to complete one bullet point from each section, per day. Only spend a maximum of 3 hours a day on your learning, make sure you're spending quality time with family as well. Also, remember it's extremely important to exercise for at least 1 hour per day. This can be done in your garden, or out for a walk with family. Joe Wicks is also continuing to do his daily workouts every morning.

If you would like your work to be celebrated on our school website then send a photograph of it to: [yr6photographs@fiveways.staffs.sch.uk](mailto:yr6photographs@fiveways.staffs.sch.uk) - please remember to check with your parent first. I have really enjoyed seeing the photographs of you working from home, on our school website.

Enjoy your time at home, and remember you never stop learning!

Mr Doughty.



<b>Week Commencing: Monday 18<sup>th</sup> May 2020</b>	
<b>Weekly Spelling (Choose one per day)</b>	<b>Weekly Reading (Choose one per day)</b>
<ul style="list-style-type: none"> <li>Here is a link to a fantastic spelling game that tasks you with matching the correct word to the sentence in which it makes sense. This can be done more than once throughout the week. <a href="https://quizlet.com/28540606/match">https://quizlet.com/28540606/match</a></li> <li>Spelling frame – spelling rule 40 (words ending in -ant, -ance/ -ancy, -ent, -ence/ -ency). Click on either spelling tiles or practice/ test buttons on webpage, test yourself with spelling these words correctly: <a href="https://spellingframe.co.uk/spelling-rule/76/40-Words-ending-in-ant-ance-ancy-ent-ence-ency-2-of-2">https://spellingframe.co.uk/spelling-rule/76/40-Words-ending-in-ant-ance-ancy-ent-ence-ency-2-of-2</a></li> <li>Alternatively, you can access the spelling frame website and complete different tasks using other spelling rules.</li> <li>Design a poster which details words that can be used with prefixes and suffixes.</li> <li>Weekly GPS practice paper – link attached on school home learning webpage.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension activity. Read 'Rubbish' and have a go at answering the comprehension questions after reading the text. Think about the detail required for each answer based on the number of marks available. (Text &amp; questions attached at end of this letter).</li> <li>Log on to Bug Club and complete a non-fiction reading activity.</li> <li>Audible are providing free audio books for you to listen to. I thought it would be a nice idea for you to listen to an audio book of your choice while you are chilling out in the house, or outside enjoying the sun. <a href="https://stories.audible.com/discovery">https://stories.audible.com/discovery</a></li> </ul> <p><b><u>National Oak Academy</u></b></p> <ul style="list-style-type: none"> <li>Diary entry unit. Throughout this week there are several reading lessons surrounding diary writing and identifying specific features of an effective diary entry. These are fantastic lessons that will help you when completing your writing task for this week: <ul style="list-style-type: none"> <li>- Diary entry reading focus (Mon)</li> <li>- Diary entry reading focus (Tue)</li> <li>- Identifying features (Wed)</li> <li>- Using informal language (Thu)</li> </ul> </li> </ul>
<b>Weekly Writing</b>	<b>Weekly Mathematics (Choose one per day)</b>
<ul style="list-style-type: none"> <li>This week's writing task is to write a diary entry. A detailed overview of this task is attached on the school home learning webpage. Make sure you read the overview properly before having a go at completing this task. **You are required to use a character emotion graph in your planning, as further challenge you could always complete your graph on larger A3 paper, or use a double page spread in an A4 textbook.</li> <li>Keeping in line with this writing task, I would like you to write a diary entry</li> </ul>	<ul style="list-style-type: none"> <li>Weekly arithmetic practice paper – link available on school home learning page (try to complete this task on Monday).</li> </ul> <p><b><u>National Oak Academy. Follow these objectives in order: Tuesday - Thursday</u></b></p> <ul style="list-style-type: none"> <li>To recognise nets of 3D shapes (Tue)</li> <li>Problem solving involving 3D shapes (Wed)</li> <li>To identify parts of a circle (Thu)</li> </ul> <p><b><u>My Maths</u></b> Throughout the week I will be updating My Maths to make sure you have tasks and activities that will complement the above objectives. Whilst also providing you with</p>

for something exciting you have done this week. This can then be used as something you can look back on in years to come as a memory of your extended time at home.

- Write your own limericks. Research what a limerick is and the create your own versions. The idea of a limerick is to make them funny for people to read/ hear, so the funnier your limerick the better!

further recap activities of things we have already covered in class.

*Remember to keep logging onto TT Rockstars regularly, it is so important that you are maintaining your times tables skills and knowledge.*

### **Weekly Project:**

(For this week and over half term)

I would like you to consider your entry for: The Caroline Bowers Art Award 2020.

I've started to complete one, so I'll be entering as well...

Reminder of the categories and guidelines:

- Pupils: One piece of work may be submitted by each pupil
- Parents: One piece of work may be submitted by each parent
- Families: One piece of work may be submitted by each family. Any member of the family, be it children, parents, aunts, uncles etc. may produce a single piece of work for entry but the proviso is that all the family, especially the children, are included in some way in the entry.

This year, we propose all art entries form part of a collective theme. The chosen theme is "Moving and Growing". We hope that this will allow for a range of artistic interpretations.

It can be a drawing, painting, collage, a model or printmaking in any medium that can be displayed safely within school. Please could entries be no larger than A3. We would ask you to store the work at home safely until you are invited to return safely to school. Good Luck!



### **Other Useful Resources:**

<https://spellingframe.co.uk/>

<https://ttrockstars.com/>

Maths Countdown - <https://nrich.maths.org/6499>

## RUBBISH

They had seen the piece of chain lying in a heap of rubbish in the scrap yard a few days previously. It was just what they needed to complete the camp they had made – to secure the door and keep those not in the group out. All that was required was for one of them to climb the wire mesh fence, drop into the yard and retrieve it.

All eyes were on Josh, who was a tall, strong boy with an athletic body and straight, brown floppy hair.

“Go on, Josh, you could do it easily,” they urged him.

He didn’t want to; he knew it was wrong, but he also knew he would get no peace until he did.

Keeping his toes in the small mesh holes was tricky; however, he was soon at the top and dropping down to the ground into a crouch. It was as he landed that he heard it . . . a faint growl that swiftly grew to a furious barking. As he dived behind an old, wrecked van, he heard footsteps and then an angry voice shouted at his friends,

“Clear off out of here the lot of you! If I see you hanging round again, I’ll let the dog loose on you.”

There was laughter and running footsteps... then silence.

Not knowing where the man was, Josh edged round the other side of the van where he had a good view of the site office. He could see a small room with two men. No, wait, was that a third on the floor? Something was wriggling and appeared tied up like a parcel with lots of tape. The voices were muffled but Josh could just make out what they were saying.

“If we’re going to do it, we better get on with it.”

“Where will we dispose of it?”

“Weighed down in the quarry, it’ll never be found.”

At that moment a man (it must have been the one who had chased away the other children) arrived blocking Josh’s view of the proceedings. He was happy not to see and soon wished he was deaf.

Not long later, a car started and Josh crept closer to the gateway. As it opened and the car left, he sprinted out, pursued by the sound of barking and shouting as they realised his presence. He ran for his life, dodging down streets, and as he ran, thought about what to do if he escaped without being caught.

## Questions

1. Where was the chain? (2)
2. What surrounded the scrap yard? (1)
3. Why did they want the chain? (1)
4. Why did the gang think Josh could easily get over the fence? (3)
5. Why didn't he want to do it? (1)
6. Why did he do it? (1)
7. How do you know the dog was chained? (2)
8. What do you think was on the floor and why? (2)
9. Why do you think it says 'he soon wished he was deaf'? (2)
10. What do you think Josh should do if he escapes and why? (3)
11. Why do you think the text was called Rubbish? (2)