

# The Year Six Newsletter

We hope you and your families are doing well.

Thank you for all the great work you have continued to complete over the last few weeks. I know myself; Ms Sayed and Mr Bennett are proud of your efforts. Please keep checking out the '**Marvellous Me**' and '**Timetables Rock stars**' website to see any of the latest messages, badges, or activities you have received. Thank you!

## English

### Reading comprehension

# Swimming the English Channel

from Dover in England to Calais in France

## The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.



Captain Matthew Webb

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!



## Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burvingt, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot; supporters say the swim is well regulated and comparatively safe.

## Celebrity swimmer

The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.



While preparing for his Channel swim, Walliams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Walliams took 10 hours and 34 minutes to cross the Channel. His swim raised more than £1 million in donations for the charity Sport Relief.

## Questions

1. *Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.*

**Find and copy two** different words from the sentence above that show how tired Matthew Webb was.

2. What event made Matthew Webb want to swim the English Channel?

3. Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

**Find and copy one** word from this paragraph that is closest in meaning to 'motivated'.

4. Name **two of the hardships** that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.

5. Why do slow Channel swimmers swim further than faster swimmers?

6. Look at the section headed: **Safe to swim?**

**Find and copy one word** which shows that swimming the Channel is illegal in France.

7. David Walliams was determined to be successful in his attempt to swim the English Channel.

**Give one piece of evidence** from the text which shows this.

## Grammar

**A verb is a word used to describe an action, state, or occurrence.**

Verbs can be used to describe an action, that is doing something. For example, like the word 'jumping' in this sentence:

The rabbit was *jumping* in the field.

They can also be used to describe a state of being, that is feeling something. For example, the word 'likes' here:

The monster likes rollercoasters.

Or a verb can be used to describe an occurrence, that is something happening. For example, the word 'became' in this sentence:

The caterpillar became a butterfly.

**Can you answer these questions?**

Which **verb form** completes the sentence?

After Disha \_\_\_\_\_ her medal, she gave a television interview.

Tick **one**.

is collecting

☐

had collected

☐

has collected

☐

was collecting

☐

Circle the correct **verb form** in each underlined pair to complete the sentences below.

The last place I saw Jack and Gwen was / were in the playground.

At the museum, there was / were many interesting exhibits.

The bikes was / were lined up for the start of the race.

Circle the two words that show the **tense** in the sentence below.

They went to the theme park – the car journey home  
was difficult.

Complete the sentences below, using the **simple past tense** of the verbs in the boxes.

It was a cold day when we \_\_\_\_\_ handball.

↑  
play

My friend \_\_\_\_\_ the ball to me and I \_\_\_\_\_ it.

↑  
throw

↑  
catch

Which **pair of verbs** correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick **one**.

was      is

☐

was      was

☐

is      is

☐

is      was

☐



Which sentence below is written in the **past tense**?

Tick **one**.

That is the oldest house in our village.

☐

The original part of the house dates from 1760.

☐

The roof was replaced in 1970.

☐

The owners plan to open the house to the public.

☐

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

## Maths

### What is Place Value?

In math, every digit in a number has a place value.

Place value can be defined as the value represented by a digit in a number based on its position in the number.

Please answer these questions:

Here are six cards.

 $\times 10$  $\times 100$  $\times 1000$  $\div 10$  $\div 100$  $\div 1000$ 

Use a card to complete each calculation.

5.3

= 0.53

5.3

= 5300

5.3

= 0.053

Look at this number.

23,451.96

Write the **digit** that is in the hundreds place.

Write the **digit** that is in the hundredths place.

3,576,219

Which digit is in the **ten thousands** place?

Round 3,576,219 to the **nearest million**.



Order the numbers starting with the **largest**.  
Match each number with its order.

1,009,909

1<sup>st</sup>

largest

1,023,065

2<sup>nd</sup>

1,009,099

3<sup>rd</sup>

1,230,650

4<sup>th</sup>

smallest

Circle the number that is **10 times** greater than  
nine hundred and seven.

9,700

907

9,007

970

9,070

Write these numbers in order of size, starting with the **smallest**.

0.328

**smallest**

Lara chooses a number less than 100

She divides it by 3 and then subtracts 11

She then divides this result by 2

Her answer is 10.5

What was the number she started with?

--

## Maths – Position and direction

I can read, write and plot coordinates in the first quadrant.



What is at these coordinates on the pirate map?

(I,4) = \_\_\_\_\_


(A,1) = \_\_\_\_\_


(E,3) = \_\_\_\_\_


(F,2) = \_\_\_\_\_


(G,4) = \_\_\_\_\_


Write the coordinate of these places on the pirate map:

 = (     ,     )

 = (     ,     )

 = (     ,     )

 = (     ,     )

 = (     ,     )

Plot these coordinates on the grid using a cross.

(B,1)

(C,4)

(E,2)

(I,1)

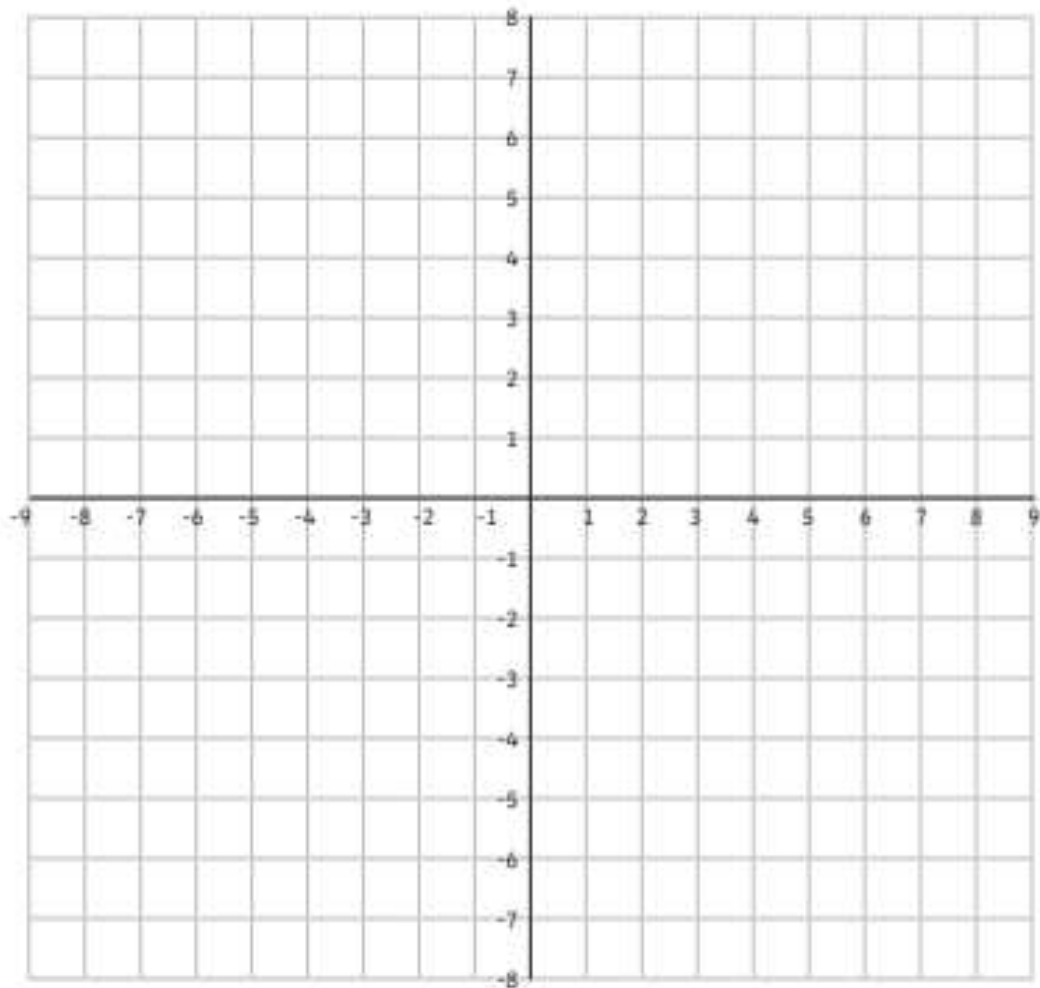
(G,3)

## Coordinates of shape

For each letter, plot the coordinates to reveal a missing shape.

For each shape, you need to do the following:

- name the shape;
- describe the properties of the shape (think about sides, angles, how it can be described).



- A.  $(3,-3)$   $(3,-6)$   $(7,-6)$  \_\_\_\_\_
- B.  $(-7,-3)$   $(-9,-6)$   $(-2,-6)$   $(-4,-3)$  \_\_\_\_\_
- C.  $(-3,0)$   $(-5,2)$   $(-7,0)$   $(-5,-2)$  \_\_\_\_\_
- D.  $(0,4)$   $(3,7)$   $(9,7)$   $(6,4)$  \_\_\_\_\_
- E.  $(-5,4)$   $(-8,4)$   $(-8,6)$   $(-6,8)$   $(-4,6)$  \_\_\_\_\_

## **SCIENCE**

### **What are Fossils?**

Fossils are the preserved remains, or traces, of animals or plants that were once living. There are two main types of fossils, body fossils and trace fossils. Body fossils are the remains of plants or animals that were once living. The most common examples are dinosaur bones. Trace fossils are signs of once-living organisms such as a footprint.

### **How do fossils form?**

Fossils form in a variety of ways.

Most fossils are formed by a method called mould and cast. Mould and cast fossils are formed in the following manner:

1. An animal, such as an Ammonite, dies and falls to the bottom of a riverbed.
2. The flesh of the animal rots away or is eaten by smaller creatures, leaving only the bones (skeleton) behind.
3. Mud and sand (sediment) cover the skeleton.
4. Over many years, layers of soft mud and sand are pressed into hard rock.
5. The bones slowly wash away by little trickles of ground water, leaving open spaces (natural moulds) in the exact shape of the old Ammonite shell.
6. After millions of years, tiny pieces of rock flowing in ground water fill the mould.
7. Over time, the entire skeleton mould becomes solid rock.
8. The rock surrounding the skeleton eventually rises to the Earth's surface during earthquakes or the natural rising of mountains.
9. Top rock layers wear away by rain and wind, revealing the fossils.
10. Paleontologists (scientists who study fossils) dig deep down into the Earth's surface to find these fossils.



Ammonite



Paleontologist

**Find out more about trace fossils.**

**Also, create a report on how a paleontologist works.**

## **I LOVE SCIENCE!!**



I have placed the links to some **ONLINE** science lessons that are a FANTASTIC way for you to keep up your development of the subject. Please see the link below:

<https://www.stem.org.uk/remote-lessons/key-stage-2>

The lessons above, are based around the digestive system, circulatory system, adaption electricity and forces. PLEASE look. Each lesson comes with a **downloadable worksheet** that you can use along with watching the videos.

## **THE CREST AWARDS**

As the Science Lead at Shaftesbury, I have been passionate about celebrating the children's talents in Science. THE CREST AWARDS are a wonderful way of children working towards a certificate and badge accredited by The British Science Association.

There are links to THE CREST AWARDS in the home learning section of the school website under 'Science'. I have also, added a link below.

<https://primarylibrary.crestawards.org/all-superstar-challenges/61747644>

These activities can be completed, and a certificate will be awarded once EIGHT activities are completed.







# SUPERSTAR

## Brilliant Birds Organiser's Card



### About the activity

This activity is designed to get children thinking about birds, habitats, designing and making.

The children have been given a story about Mrs Twitcher, a local bird expert. She thinks it is only birds who can build nests.

Through this activity you will support your group to:

- Design and build their own nest.
- Test the strength and stability of their nest under windy and wet conditions.
- Present their findings to the rest of the group.

### Kit list

- An outside environment – playground, school field, shrubby area etc.
- Nest building materials e.g. wool, twigs, grass, leaves, feathers, shredded paper, pipe cleaners etc
- Pot of clay or modelling material per team to act as 'glue'
- 'Beaks' (chopsticks, pegs or folded card)
- A watering can
- Strong fan

### What to do

1. Introduce the activity using story. Ask the children if they think Mrs Twitcher is right, or do they think they can build a good nest?
2. Give out activity cards and equipment to the children.
3. Explain that they will be using the equipment provided to build a nest and then test it in the 'rain' and 'wind'. You could show pictures or videos of birds building nests.
4. Encourage children to discuss their ideas and how to carry out their investigations. Prompt questions:
  - What materials will they use?
  - How will they fix their nest together?
  - How will they record their results?
5. Give each child a pretend beak to use. Remind them not to put the beaks in their mouths. Let them practice using their beaks.
6. In an outdoor area, ask the children to gather materials for their nest. If necessary set up extra materials in the outdoor environment beforehand.
7. Once all the nests are built, the children can test them. What happens if you pour water over them? Do they fall apart or get waterlogged? Support children to conduct their tests and make their own records of their results. They could also take photographs or make drawings.
8. Ask the children to present their findings to the rest of the group, they can be as creative in their presentation as they want - the activity card suggests they could re-write the words to the song, using their findings.

## Things to think about

Birds often work with each other to build their nests. Children will find it is helpful to collaborate in this activity using their varied skills to construct the nest.

Some children will find this activity challenging. Give them time to try using a beak, but let them use their hands if they are not making progress.

Make sure children do not disturb natural birds' nests.



## Keywords

- Habitat
- Nests
- Shelter
- Structure

## Take it further

Birds use a range of materials to build their nests. The availability of materials and the need to protect their offspring influences the type of nest the birds build. As an extension activity, you can help children to think about this by providing a limited range of different materials to different groups and asking them to also think about what they would do to give the baby birds the best chance of survival.

## Watch out!

Follow the organisation's policy for outdoor work. Check that the area is free of unsuitable materials e.g. animal faeces, broken glass or tin cans and hazardous plants such as stinging nettles.

Wash hands after working outdoors and handling nest building materials.

## Find out more

Not all birds construct nests. The star no-nest builders are probably Emperor Penguins and Fairy Terns.







**SUPERSTAR**

# Brilliant Birds

## Activity Card

### The Best Of The Nests

Local birdwatcher Mrs Twitcher is an expert on birds' nests. "I think birds are brilliant," she told our reporter. "I don't think people can build nests like birds do."

**Do you think Mrs Twitcher is right?**



### Your challenge

Can you build a birds' nest?

Make sure you only use your pretend beak!

How will your nest survive in the wind and the rain?

### Discuss

- What do birds use to build nests?
- How do you think they decide which materials to collect?
- How difficult do you think building a nest will be?



### Getting started

What materials can you find that you might be able to use to build your nest?

Which ones do you think will be best?

Do you need different materials inside and outside the nest?

How will you keep everything together?

You could start with a small bowl made out of modelling material.

What other ways can you think of to build a nest?

## Test your ideas

What will happen to your nest on a windy day?  
What will happen to your nest in rainy weather?  
What works well and what could be improved?

## Share your ideas

Take pictures of the best nests and make a display for Mrs Twitcher. Give a presentation on building birds' nests.

## Extra things to do

Do birds with different shaped beaks make different nests?  
Are there any unusual materials that birds use to make nests?  
Find out if all birds build nests.



## Art

Banksy is an anonymous England-based street artist, political activist, and film director, active since the 1990s. Do you know what 'anonymous' means?

His satirical street art combines dark humour with graffiti executed in a distinctive stencilling technique. His work usually reflects subjects that are relevant to the times we are living through

Use a dictionary to look up the word '**satirical**'.



Have you seen these pieces of artwork? What do you think they represent?

**Research the work of Banksy and re-create one of his pieces of art.**