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"With Jesus as our guide; we love, live and learn together."

## WEEKLY HOMEWORK LETTER

YEAR GROUP	6	NO.	10	DATE:	15.06.20
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**Good morning Y6!**

I have changed the layout of the guidance this week but all the same information is on here (e.g. English and maths tasks etc).

I hope that you are all okay! I will be making calls to you all again this week to see how you all are which I am looking forward to!

I have started to think about how we can help you to remember your time at Holy Name and have some little tasks for you to do so that I can make a little Year Book, video and poster! I will be emailing your parents about this in the next day or two to let them know, so look out for that.

It is essential that you complete this week's tasks as they are for your secondary schools or your year book.

If you have any questions, you can use your Purple Mash email whenever you like – I check it throughout the week.

### Preparing for Year 7 (Transition)

We are now in the half term where we need to start preparing for a change.

Some of your secondary schools have created some 'transition pages' to prepare you and they are wonderful. Click the links to learn more about your new school and hopefully put your mind at ease.

Some of your new schools have not yet made a transition page, but I will check every week for you and add it on if/when they share one.

If your school is not linked, you may find it useful to watch the video below by Liz Stevenson (The Transition Manager for Sandwell):

[https://www.youtube.com/watch?time\\_continue=4&v=SvT2MNJ1CCk&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=SvT2MNJ1CCk&feature=emb_logo)

Please read the information/watch the video. Get a pen and paper and write down any questions or worries you have – it may come in use when you are completing today's English task.

School	Video Link
Sandwell Transition Information	<a href="https://www.youtube.com/watch?time_continue=4&amp;v=SvT2MNJ1CCk&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=4&amp;v=SvT2MNJ1CCk&amp;feature=emb_logo</a>
Arena Academy	No transition page found yet.
Barr Beacon School	<a href="https://barrbeaconschool.co.uk/wp-content/uploads/2020/Moving%20Up%20-%20Barr%20Beacon%20School.pdf">https://barrbeaconschool.co.uk/wp-content/uploads/2020/Moving%20Up%20-%20Barr%20Beacon%20School.pdf</a>
Fairfax Multi-Academy Trust	<a href="http://www.fairfax.bham.sch.uk/wp-content/uploads/2019/10/Y7-Parent-Information-Evening-011019.pdf">http://www.fairfax.bham.sch.uk/wp-content/uploads/2019/10/Y7-Parent-Information-Evening-011019.pdf</a>
Hamstead Hall	No transition page found yet.
The Phoenix Collegiate	<a href="https://www.phoenixcollegiate.org/page/?title=Year+6+Transition&amp;pid=78">https://www.phoenixcollegiate.org/page/?title=Year+6+Transition&amp;pid=78</a>
Q3 Academy Great Barr	<a href="https://etransition.q3academy.org.uk/home">https://etransition.q3academy.org.uk/home</a>
St Francis of Assisi	<a href="https://www.stfrancis.cc/transition/">https://www.stfrancis.cc/transition/</a> You may have already seen this – I will keep checking for changes.

### Transition Activity:

This week we are thinking about top tips and scenarios to prepare for! This week you are going to think about different scenarios and write back a solution which I will then share with you.

We are going to come back to your transition booklet soon but for now just keep the documents safe!

This week we are going to think about different feelings you might be having. You need to read each scenario and decide what advice they should receive to put their mind at ease! I have listed an example for you which shows the kind of responses you could give.

**Click here to access the sheet:**

[https://www.holynapeprimary.co.uk/\\_site/data/files/curriculum%20overviews/new%20folder%20\(1\)/764049CD933A10EAD39E7F7F42CC0339.pdf](https://www.holynapeprimary.co.uk/_site/data/files/curriculum%20overviews/new%20folder%20(1)/764049CD933A10EAD39E7F7F42CC0339.pdf)

Read the scenarios carefully and then make notes on what is not so good about the situations, what the positives are, the advice you would give them and then who can help them if they were faced with the situation.

## English

### Task 1:

### YEAR BOOK MESSAGES

Write messages for your class mates using the form I have attached here:

[Messages for my friends.](#)

An example message might be:

*Dear NAME*

*I am so sad that we are going to different schools! I will always remember when ... Good luck at your new school.*

*Love from NAME*

These messages might make you feel a bit emotional when you write them. That is a completely normal feeling so don't worry. You can talk to your parents about this feeling or email me on Purple Mash.



Some of your Secondary Schools are asking for some work to be completed so that we can pass it onto them. We are going to start thinking about that this week and preparing for what we will send.

They are asking for a descriptive piece of writing from you based on a time travel experience which has taken you forwards and backward in time! In order to make sure we do the very best we can, you will need to complete the English lessons this week which have focused all about descriptions. Then next week, we will write our own which you will send to me and I will send them to your schools.

	Lesson Title	Recap	Lesson Video	Lesson Activities <b>Copied below if you want to print!</b>	Quiz
Tuesday (Task 2)	Setting description lesson 1: reading focus	N/A	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-1-reading-focus/activities/1/">https://classroom.thenationalacademy/lessons/setting-description-lesson-1-reading-focus/activities/1/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-1-reading-focus/activities/2/">https://classroom.thenationalacademy/lessons/setting-description-lesson-1-reading-focus/activities/2/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-1-reading-focus/activities/3/">https://classroom.thenationalacademy/lessons/setting-description-lesson-1-reading-focus/activities/3/</a>
Wednesday (Task 3)	Setting description lesson 2: reading focus	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-2-reading-focus/activities/1/">https://classroom.thenationalacademy/lessons/setting-description-lesson-2-reading-focus/activities/1/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-2-reading-focus/activities/1/">https://classroom.thenationalacademy/lessons/setting-description-lesson-2-reading-focus/activities/1/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-2-reading-focus/activities/3/">https://classroom.thenationalacademy/lessons/setting-description-lesson-2-reading-focus/activities/3/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-2-reading-focus/activities/4/">https://classroom.thenationalacademy/lessons/setting-description-lesson-2-reading-focus/activities/4/</a>
Thursday (Task 4)	Setting description lesson 3: identifying features	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-3-identifying-features/activities/1/">https://classroom.thenationalacademy/lessons/setting-description-lesson-3-identifying-features/activities/1/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-3-identifying-features/activities/2/">https://classroom.thenationalacademy/lessons/setting-description-lesson-3-identifying-features/activities/2/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-3-identifying-features/activities/3/">https://classroom.thenationalacademy/lessons/setting-description-lesson-3-identifying-features/activities/3/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-3-identifying-features/activities/4/">https://classroom.thenationalacademy/lessons/setting-description-lesson-3-identifying-features/activities/4/</a>
Friday (Task 5)	Setting description lesson 4: figurative language	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-4-figurative-language/activities/1/">https://classroom.thenationalacademy/lessons/setting-description-lesson-4-figurative-language/activities/1/</a>	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-4-figurative-language/activities/2/">https://classroom.thenationalacademy/lessons/setting-description-lesson-4-figurative-language/activities/2/</a>	I have changed the pictures in the lesson to link to what you will be writing next week! It will be the same activity but use the pictures below!	<a href="https://classroom.thenationalacademy/lessons/setting-description-lesson-4-figurative-language/activities/4/">https://classroom.thenationalacademy/lessons/setting-description-lesson-4-figurative-language/activities/4/</a>

Now that you know how to create atmosphere, we are ready for our independent writing for next week where we will start to look at the work requested from Sandwell Secondary Schools.

Get better at spellings by clicking the link here: <https://spellingframe.co.uk/>

## Task 2

The following extract is taken from *The Storm Keeper's Island* by Catherine Doyle



### The Storm Keeper's Island - Chapter 1 - The Sleeping Island

Fionn and his sister were close in age. Fionn could even remember a time when they felt almost like *friends*. He supposed they'd had something in common until the day she turned thirteen and he stayed eleven, and suddenly she was much too wise and too clever to hang around and play video games with him any more.

*I'm mature now Fionny. My interests have changed.*

Fionn didn't know how Tara measured maturity but he was the one cooking dinner for the three of them most evenings, while Tara pawed Nutella out of the jar like Winnie-the-Pooh and shrieked the walls down any time she saw a spider

Tara smirked over her shoulder and then stepped higher on the boat railings, peering over the waves, until it looked like she was going to dive in, just to show him she could. Fionn thought it might be nice if she tipped over, and drowned a little. Not enough to die, just enough so that a fish could come along and eat the part of her brain that caused her personality to be so terrible.



### The Storm Keeper's Island - Chapter 1 - The Sleeping Island

He went back to staring at the blurry horizon - a fixed point to help with the sickness. His mother said it would help with the motion of the boat. That was the last thing she told him before their goodbye back in Dublin, when her eyes were clear and her smile was sad. Then all of a sudden they were in their neighbour's car, Fionn's nose pressed up against the window, as they trundled across the country and left her behind.

Fionn waited for the island to appear. The one she used to tell them about when he was younger, her eyes glassy with some faraway look. Sometimes the island was a beautiful place. Sometimes it was a sad, unforgiving place that held nothing beyond the memory of his father, long ago lost to the sea. All Fionn ever knew for sure was that Arranmore haunted her, and he could never figure out whether that was mostly a good thing or mostly a bad thing. Only that places can be just as important as people. That they can have the same power over you if you let them.

Tara left her perch at the front of the ferry, skipped across the deck and bent down until they were almost nose-to-nose. "Do you have to look so depressed about all this?"



## Independent Task

- 1) Complete the table with one piece of evidence from the text to support each statement.

Statement	Evidence
Fionn and Tara don't have things in common anymore	
Fionn was more mature than Tara	



## Independent Task

- 2) Tara is a confident character.  
Find a piece of evidence in the text which supports this.
- 3) *'when her eyes were clear and her smile was sad'*  
What does this suggest about how his mother felt when saying goodbye?
- 4) What evidence from the text suggests that Fionn didn't want to leave with the neighbours?



### Task 3

## The Storm Keeper's Island - Chapter 1 - The Sleeping Island

She took a bite, her words soupy from half-chewed caramel. "It's an adventure, Fionny." She glanced from side to side, then dropped her voice. "This place is magical. Just wait and see."

"You only think it's magical because you met a *boy* last year," said Fionn with deep, abiding disgust.

Tara shook her head. "No, *actually*, I think it is magical because there are *secrets* on the island."

Fionn tried to waft the smell of chocolate away from his nose. "What kind of secrets?"

"Can't tell you!" she said, eyes gleaming with triumph.

Fionn sighed. "I Can't believe I'm going to be stuck with you all summer."

"Well, I wouldn't worry because I *obviously* won't be spending any time with you." She wrinkled her nose, her freckles hunching together. "You can hang out with Grandad."

6 Extract from *The Storm Keeper's Island* by Catherine Doyle



## The Storm Keeper's Island - Chapter 1 - The Sleeping Island

"I already like him better than you," said Fionn quickly.

"You don't even *know* him yet."

Fionn opened his fist to reveal his crumpled-up ferry ticket. "I like this piece of paper better than you."

Tara brandished her Mars bar at his nose. "You're so immature."

"I am not." Fionn waited for her to look the other way and then threw the piece of paper at her. He watched it tangle in the ends of her hair and felt a little better then.

Across the bay, a seagull dipped and swirled, its wing skimming the waves. It released a savage cry, and as if called to attention, the island rose to meet them.

Pockets of dark green grass bubbled up out of the sea, climbing into hills that rolled over each other. Gravel roads weaved themselves between old buildings that hunched side by side along the pier, where the sand was dull and brassy. The place looked oddly deserted; it was as if the entire island was fast asleep.

Arranmore.

7 Extract from *The Storm Keeper's Island* by Catherine Doyle





## The Storm Keeper's Island - Chapter 1 - The Sleeping Island

It was exactly how Fionn imagined it: a forgotten smudge on the edge of the world. The perfect place for his soul to come to die.

Tara flounced back to her perch and Fionn felt himself deflate, like a giant balloon. He watched the faraway blurs on the island turn into people, shops, houses and cars, and too many fishing boats to count. He tried to picture his mother here, in this strange place, wandering along the pier, ducking into the corner shop for bread or milk. Or even standing on the shore, looking out at the ocean, with her arms pulled around her. He couldn't imagine it, no matter how hard he tried.

When the ferry had finally groaned its way into port, Tara bounded on to the island without as much as a backwards glance. Fionn hovered on the edge of the pier, his spine stiff as a rod. Something was wrong. The ground was vibrating underneath him, the slightest tremor rattling against his soles as though his footsteps were far heavier than they really were. The breeze rolled backwards and twisted around him, pushing his hair into his eyes and his breath back into his lungs, until he had the most absurd sensation that the island was opening its arms and enveloping him.

8 Extract from *The Storm Keeper's Island* by Catherine Doyle



## The Storm Keeper's Island - Chapter 1 - The Sleeping Island

Fionn searched the jagged lines of the headland. In the distance, at the edge of the bay, where briars and ferns tussled on a low, sloping cliff, a cottage poked out of the wilderness. The smoke from its chimney curled into the evening air like a finger. The wind pushed him across the pier. The smoke kept rising and twisting, grey against the sun-blush sky.

It was beckoning him.

Fionn could almost hear the whispering in his ears: a voice he had never heard before, a voice thrumming deep in his blood and in his bones. A voice he was trying very hard to ignore.

"Come here," it was saying. "Come home."

9 Extract from *The Storm Keeper's Island* by Catherine Doyle



# Questions

1) Read the paragraph beginning ‘Tara flounced back...’

What is Fionn thinking during this part of the text?  
Tick **one** thought.

- I don’t believe that mum would ever have been here on this island.☐
- Those shops and houses look pretty.☐
- I can’t wait to go out on one of those many fishing boats.☐
- I feel so disappointed.☐



# Questions

2) ‘Tara **bounded** on to the island without as much as a backwards glance. Fionn **hovered** on the edge of the pier, his spine stiff as a rod.’

What do the words ‘*bounded and hovered*’ suggest about how the characters felt at the time?

# Questions

3) What impressions do you get of the island?

Give **two** impressions, using evidence to support your answer.

Impression	Evidence
<div></div>	<div></div> <div></div> <div></div>
<div></div>	<div></div> <div></div> <div></div>



## Task

Label the grammatical features that have been identified in the text on the following slides.

1  **In a field full of wild flowers**, a boy and a girl stood side by side beneath an ancient oak tree. **The sky was angry**, the **thunder growling like an angry beast**.  3

"Are you ready?" asked the boy nervously.  4


The girl raised her chin, her wheat-blond hair sweeping down her back in a curtain. "I've *always* been ready."

They pressed their palms against the **gnarled** trunk. The tree began to **quiver**, its branches **stretching as it shook itself awake**. There was a brief silence and then a crack exploded above them. **A whip of lightning**  5

2  **leapt from the clouds and split the centre of the tree in two**. Flames **erupted** along the bark, climbing across the branches and **devouring** the leaves until everything was a bright, brilliant gold.  6

"Betty?" said the boy uncertainly. "Should we -"

"Sssh!" hissed the girl. "It's about to say something."

4 

The tree began to whisper. It was much louder than the boy expected - the **crackle and hiss of surrounding flame**  9

slowly turning into words. "*Ssssspeak or be sssspoken to.*"


The girl asked her question. As the tree considered it, she grew restless, tapping her fingers against the **charred** bark.  7

The air grew heavier, **a veil of mist curling the strands** around her face. The tree did not speak to the girl again.  10

Instead, it turned its attention to the boy and climbed inside his head. He fell to the ground, twisting and writhing, as a vision unfurled in the blackness of his mind.

He was standing on the edge of a headland with the clouds gathering in his outstretched hands and the wind wreathing his body. **He felt the sea rushing through his veins, leaving salt crystals in the lining of his heart.**  8

He knew that he was changed forever. Betty had been wrong. The island had chosen him. He tried to blink himself awake but the tree tightened its grip on his mind. Another vision pushed its way through. Something they had not asked to see.

5 



A boy appeared before him. He was a little younger, but he was wearing the same nose and the same eyes. In one hand, he held **an emerald as green as the island grass**. In the other, a crooked staff that pointed out to the sea. They stood apart from each other, looking but not really seeing as ravens filled the sky in plumes of feathers. The earth **cracked beneath their feet** and **a shadow crept** across the island and **buried them in darkness**.

The boy woke up. Back in the field of wild flowers, it was pouring with rain.

"Betty," he said, a droplet landing squarely in his mouth. "You won't believe what I've just seen."

The girl was standing over him, her narrowed eyes like burning coals. She kicked him in the ribs. "Don't you mean what you just *stole*!"

"Stop!" He twisted away from her as she kicked him again. "I need to tell you something. Can you stop, please? Ow! Listen to me. I saw ravens, Betty. I think..."

The girl wasn't listening. She was stalking away from him, through wild flowers and **sodden grass**, her chin tipped to the weeping sky.

The boy wanted to call her back, to tell her this was much bigger than her - that it was bigger than both of them - but she had disappeared into thin air, leaving only the faintest ripple behind.

The boy tried to swallow his fear. **Somewhere deep inside the earth**, the darkness was rising again, a darkness more terrible than anything the world had ever seen.

**It was too late to stop it now.**

12

14

15

11

6

13

7



## Figurative language

### Creating atmosphere

Using the example setting description and the skills learnt in this session, you will write some sentences using figurative language to create atmosphere about one of the pictures on the following pages.

You will be able to use these sentences in your writing for the final session.



2

For each picture, check:

#### Simile

- Use like to make a comparison
- Use as\_\_\_ as a \_\_\_ to make a comparison
- Is your simile appropriate?
- Does your sentence make sense?

#### Metaphor

- Describe something as something else.
- Not used like/as\_\_\_as a \_\_\_
- Is your metaphor appropriate?
- Does your sentence make sense?

#### Personification

- Given an object a human characteristic
- Given an object a human emotion
- Did you include a simile/metaphor with your personification?
- Is your description appropriate?
- Does your sentence make sense?

**Anglo Saxon Scene**



Simile

Metaphor

Personification

**Anglo Saxon Village**

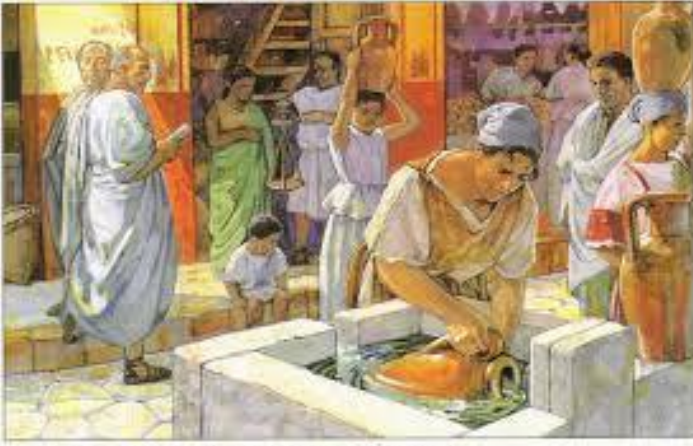


Simile

Metaphor

Personification

### Roman scene



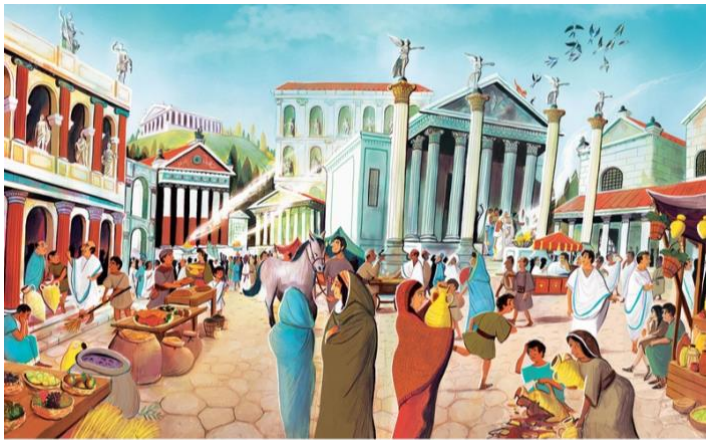
WHEEL OF LIFE: Romans collect fresh water from one of Rome's many public fountains.

Simile

Metaphor

Personification

### Roman scene



Metaphor

Simile

Personification

## Ancient Egypt



Simile

Metaphor

Personification

## Ancient Egypt



Simile

Metaphor

Personification



## Medieval times



Simile

Metaphor

Personification

## Medieval banquet



Simile

Metaphor

Personification



**READING:** Access [Reading Plus](#) every day. I will be checking daily to see how you are moving through the combos and the rewards you are earning.

Aim to complete a minimum of 15 minutes of this each day. Some of you are not logging onto this, do remember to use it as we want you to push through the combos and increase your reading speed ready for secondary school. I am checking the leader board weekly too – some of you are doing an amazing job!

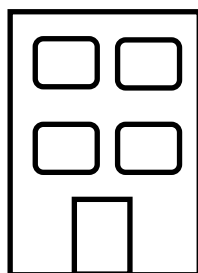
## Maths

This week's maths learning is for me to send off to your Sandwell Secondary schools again so it is really important that you do each task to the best of your ability.

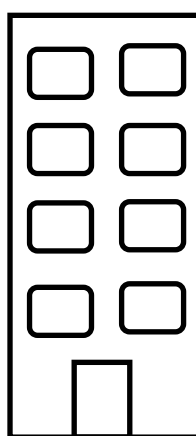
It is really important that you use pencil and paper to show your working and keep it because each day there will be another question loaded for you and you will need to use your working out.

For the first three days you need to answer the questions as independently as you can. Look at the block of flats, A, B and C and answer the questions linked to them (Monday – Wednesday's tasks)

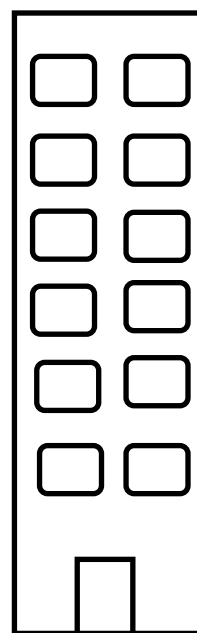
If you are finding it too tricky, make 3D versions to help you!



A



B



C

Task
<b>MONDAY: Click the link to read the questions:</b> <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=KDDFRKI7Hk6S7bfvwn_A8LqgsnxzNVVPqC35IfXzSJNUMTZZNEw1UFdYMEJWMDNBNDNSTFpPUVo1RC4u">https://forms.office.com/Pages/ResponsePage.aspx?id=KDDFRKI7Hk6S7bfvwn_A8LqgsnxzNVVPqC35IfXzSJNUMTZZNEw1UFdYMEJWMDNBNDNSTFpPUVo1RC4u</a>
<b>TUESDAY: Click the link to read the questions:</b> <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=KDDFRKI7Hk6S7bfvwn_A8LqgsnxzNVVPqC35IfXzSJNUMTZZNEw1UFdYMEJWMDNBNDNSTFpPUVo1RC4u">https://forms.office.com/Pages/ResponsePage.aspx?id=KDDFRKI7Hk6S7bfvwn_A8LqgsnxzNVVPqC35IfXzSJNUMTZZNEw1UFdYMEJWMDNBNDNSTFpPUVo1RC4u</a>
<b>WEDNESDAY: Click the link to read the questions:</b> <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=KDDFRKI7Hk6S7bfvwn_A8LqgsnxzNVVPqC35IfXzSJNUMTZZNEw1UFdYMEJWMDNBNDNSTFpPUVo1RC4u">https://forms.office.com/Pages/ResponsePage.aspx?id=KDDFRKI7Hk6S7bfvwn_A8LqgsnxzNVVPqC35IfXzSJNUMTZZNEw1UFdYMEJWMDNBNDNSTFpPUVo1RC4u</a>
<b>THURSDAY:</b> My Maths: Line Graphs
<b>FRIDAY:</b> My Maths: Reading Pie Charts

## R.E:

Without COVID-19, you would have made your Confirmation by now and although we don't know what the plans are for when you will be able to do this, I thought it would be nice to start looking at the work that we would have done in school to prepare you.

**Recap: To know the story of the Baptism of Jesus.**

**Read:** [Matthew's account \(3:13 – 17\)](#)

[Mark's account \(1\)](#)

[Luke's account \(3\)](#)

**Your task this week is to complete a grid comparing the accounts. List the similarities and differences:**


**EXT:**

- What major difference exists between Jesus and John? Why was John unsure about Baptising Jesus?
- What does this tell us about Jesus?

**Enjoy your week and remember:**

**Other Activities you could try!**

**P.E.**

[Enjoy a story with David Walliams](#)

[Get dancing with Oti Mabuse](#)

[The Body Coach is launching 30-minute PE lessons each day.](#)

**Art**

[Save The Children Creative ideas](#)

[30 day Art/DT Challenge](#)

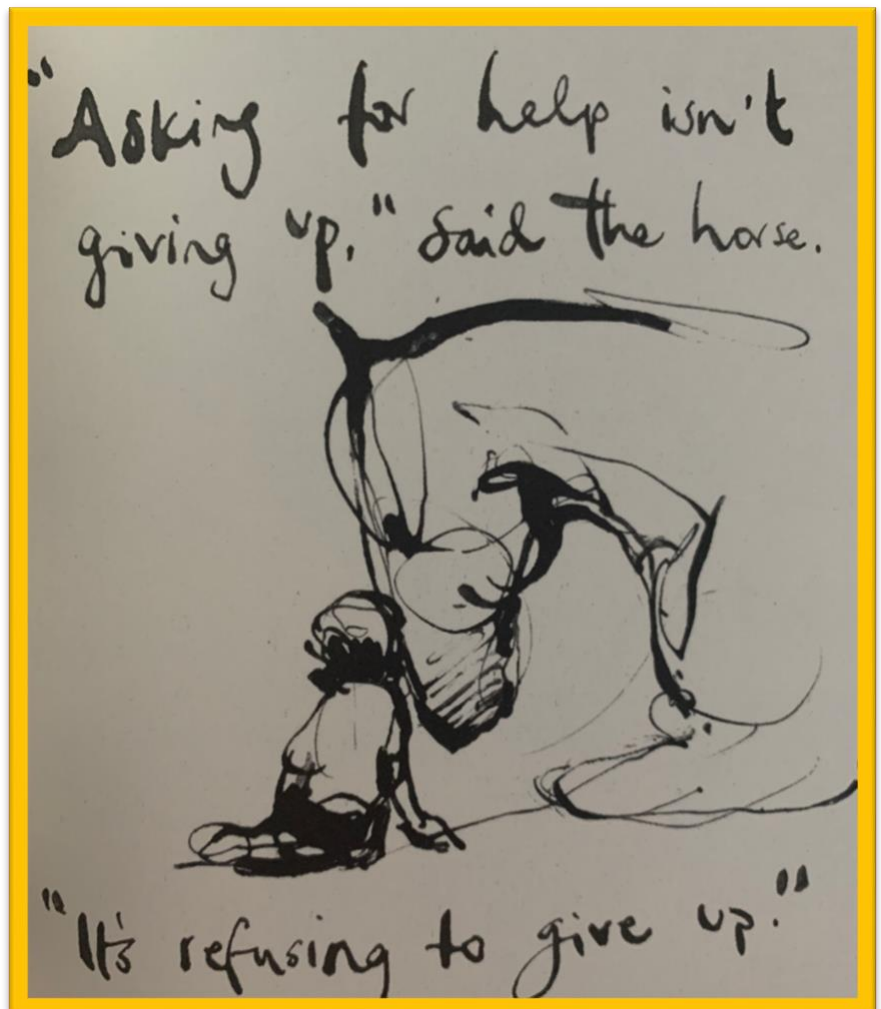
[Draw with Steve Harpster](#)

[Music with Myleene Klass](#)

[Science with Maddie Moate](#)

[30 day Lego challenge!](#)

[Learn a language with Duolingo.](#)



This quote was taken from a book called: The Boy, The Mole, The Fox and The Horse by Charlie Mackesy.