

Year 6 Home Learning Spring 1 Week 5

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:

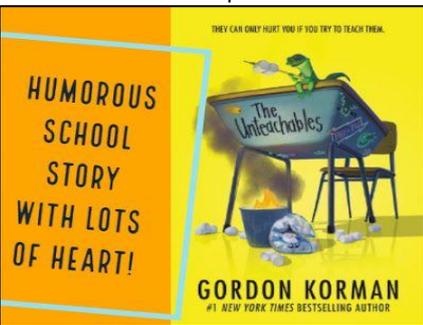
- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English

Live explanations at 8.30am each day

	<p>READ: Retrieve information and make inferences</p> <ul style="list-style-type: none">• Respond to your Seesaw feedback on last week's work.• <i>What has happened in the novel so far?</i>• Read Chapter 23 here or watch this video of a teacher reading it for you.• Watch this video of a teacher reading Chapter 24.• Write answers to the questions in this resource.• Read this resource and check/ improve your answers.• Watch this clip from the film <i>Holes</i> that covers the events in Chapters 25 and 26.• Read this resource and answer the question.• Read this resource and check/ improve your answer.• This week, you will write a narrative telling the story of how Katherine Barlow, schoolteacher, became Kissin' Kate Barlow, feared outlaw.• Use this word bank if you need help with vocabulary or ideas in each lesson this week
<p>Monday Explanation</p>	
<p>Tuesday Explanation</p> 	<p>EXPLORE/ PLAN: Exposition and rising action</p> <ul style="list-style-type: none">• Summarise – <i>What did you learn from yesterday's reading about Green Lake 110 years ago?</i>• Look at the short story triangles here to remind you about narrative structure.• Look at this resource for gathering description and ideas for your narrative from <i>Holes</i>.• Read this resource and watch this video of a teacher explaining how to write a narrative using the short story triangle.• Read this extract and watch this video of a teacher modelling how to gather detail for the exposition and record it on this planning format.• Use these extracts to help you gather detail for your narrative: exposition and rising action.• Plan your exposition and rising action, using information from the text.

<p>Wednesday Explanation</p> 	<p>EXPLORE: Relative clauses; WRITE: Exposition</p> <ul style="list-style-type: none"> • Read this relative clauses resource and complete this activity. • Read this resource and check/ improve your answers. • Write <u>two sentences</u>, using relative clauses, and add them to the appropriate part of your plan. • Read this resource or watch this video about writing a dramatic start to your exposition. • Re-read your plan from yesterday's lesson. • Read this example of an exposition or watch this video of a teacher reading it. • Write the exposition section of your narrative.
<p>Thursday Explanation</p> 	<p>EXPLORE: Participle phrases; WRITE: Rising action</p> <ul style="list-style-type: none"> • Read this read this resource about participle phrases or watch this video of a teacher explaining them. <ul style="list-style-type: none"> ◦ Complete this activity about participle phrases. ◦ Read this resource and check/ improve your answers. ◦ Write <u>one or two</u> sentences beginning with a participle phrase that you could use in your rising action. • Re-read your plan from yesterday and read your exposition. • Think - <i>How will you link yesterday's exposition to the first part of the rising action?</i> • Watch this video of a teacher modelling how to turn notes into the rising action of a narrative. <p>Write the rising action section of your narrative (from kissing Sam to arriving at the sheriff's office).</p>
<p>Friday Explanation</p> 	<p>EXPLORE: Using dialogue; WRITE: Climax and resolution</p> <ul style="list-style-type: none"> • Re-read your written work from this week. • Read this resource about dialogue and think about the questions in it. • Read this resource to help you plan the climax of your narrative and how to use dialogue or watch a video of a teacher explaining it here. • Watch this video if you need a reminder about how to punctuate speech. • Plan and write the climax of your narrative. • Read this resource, and then plan and write the resolution of your narrative. <p>Use this word bank if you need help with vocabulary choices</p>
<p>Spelling Explanation</p>	<p>hindrance immediately interfere government harass identity individual quiet quite weather whether</p>
<p>Story Time with Ms Atherton</p>	<p>Visit the school website by CLICKING HERE to continue to listen to 'The Unteachables' by Gordon Korman, 'a hilarious story of about what happens when the worst class of kids in school is paired with the worst teacher'.</p> 

Reading Group Links – please attend on your child's usual reading day

6S	11.30am	Links on Parentmail
----	---------	---------------------

6DG	11.30am	Links on Parentmail
6TG	2.00pm	Links on Parentmail
6W	2.00pm	Links on Parentmail

Maths

Live explanations at 10am each day

For Wednesday Lesson B:

Live explanation at 11.30am for 6TG and 6W

Live explanation at 2pm for 6DG and 6S

The first two lessons are assessment lessons. They are for teachers to see how you are getting on with our maths, including which areas we need to do more practice and consolidation in future. There are some challenging questions. If you are stuck on a question, it is absolutely fine to either have a go or miss it out. Please do as many of the questions as you can in your hour's maths lesson. If you don't manage to answer all of the questions in this time, don't worry. It is important that you answer the questions independently and you can add 'supp' where you have had some help, just like in school!

Monday Explanation 	Maths No Problem Year 6 mid-year revision 6A assessment
	Complete workbook 6A mid-year revision section A and part of section B. Questions 1 - 25
	Deepening activity – N/A
Tuesday Explanation 	Maths No Problem Year 6 mid-year revision 6A assessment
	Complete workbook 6A mid-year revision remainder of section B and section C. Questions 26 - 45
	Deepening activity – N/A
Wednesday A Explanation	Order of operations Online lesson – not in textbook
	Complete the online lesson: https://classroom.thenational.academy/lessons/order-of-operations-ctk3et
	Deepening activity Here is an expression that gives the answer of 12 using all four operations and brackets. $(12 + 3) \div 5 + 3 \times 3 = 12$ How many different expressions can you create that give the answer 15? Use all four operations and brackets in each expression.

Wednesday B <u>Explanation</u> 	Recap year 5 percentages: Book 5B, Chapter 8, Lesson 2: Finding Percentages To be able to convert values of an amount into %. To be able to convert fractions into percentages.
	Video link - Learn the strategy: https://classroom.thenational.academy/lessons/understanding-percentage-6gvpad?step=2&activity=video
	Deepening activity Jack and Jill each go out shopping. Jack spends $\frac{1}{4}$ of his money. Jill spends 20% of her money. Frank says Jack spent more because $\frac{1}{4}$ is greater than 20%. Alice says you cannot tell who spent more. Who do you agree with, Frank or Alice? Explain why.
Thursday <u>Explanation</u> 	Book 6B, Chapter 7, Lesson 1: Finding the Percentage of a Number To find the % of a whole number using division and multiplication. To use bar modelling as a pictorial approach to calculating %.
	Video link - Learn the strategy: https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-6xh36d?step=2&activity=video
	Deepening activity Freddy wins 25% of £1,500 prize money. Jahla wins 40% of £900 prize money. Who wins the most money? How much money do they win?
Friday <u>Explanation</u> 	Book 6B, Chapter 7, Lesson 2: Finding the Percentage of a Quantity Worksheet 2: Questions 2 and 3 a,b,c To find the % of a quantity To use bar model diagrams to support the division and multiplication of numbers towards the percentage.
	Video link - Learn the strategy: (up to 5 minutes and 34 seconds) https://classroom.thenational.academy/lessons/percentages-of-amount-part-2-c9j66c?step=2&activity=video
	Method 3: (up to 4 minutes and 49 seconds) https://classroom.thenational.academy/lessons/percentages-of-amount-6nj68r?step=2&activity=video
	Deepening Worksheet 2: Questions 4, 5 and 6

Curriculum

Live explanation at 11.30am for 6TG and 6W

Live explanation at 2pm for 6DG and 6S

Science Monday Explanation	What is static electricity? <ul style="list-style-type: none">• Follow the video lesson here. You will need paper and something to write with.• You learnt about forces in Year 3 and Year 5.
Science Tuesday Explanation 	Assessment <ul style="list-style-type: none">• Assess what you understand about electricity through our work in this unit using the questions in the session resources.• The answers are given at the end of the assessment for you to check your own work.
History/ Geography Thursday Explanation 	How does migration affect people and places? <ul style="list-style-type: none">• Watch the video lesson• Complete the activities throughout the lesson.• Record your key learning to share.• Deepening: Are there some push and pull factors which would not happen now which have happened in the past?
Curriculum You can complete these independently over the week e.g. when you are not reading with your teacher	
RE Explanation 	Universal Declaration of Human Rights <ul style="list-style-type: none">• Watch this video to learn about the Universal Declaration of Human Rights.• Look at the rights in the RE Resources. Think about which ones you feel are most important. Explain why.• Select 3 or more rights of your choice. Then:<ul style="list-style-type: none">○ Explain why you believe this human right is important,○ Explain what you think life would be like if that right was denied,• Write down where you think people may not be allowed that right and how that is affecting their lives.
PSCHE Explanation	Online Safety - How can you de-escalate digital drama so it doesn't go too far? <ul style="list-style-type: none">• Watch this video that explores how you can de-escalate digital drama so that it doesn't go too far. Think about:<ul style="list-style-type: none">○ What is digital drama?○ Why does digital drama happen?○ What are some ways to deal with digital drama?• There are some example answers in the resources. You can check your answers against these.• Read the scenario in the resources• Complete the tables in the resources for two different people from the scenario (Felicia, Jen, Jayden, Mr. Adler, or Ally). <p>Further information about online safety can be found on the Q1E online safety page</p>

<p>Art</p>	<p>Pottery Design Challenge Watch Ms Green's video to learn about Ceramics and the famous Leach Pottery in St.Ives, Cornwall. Design a pot for Sharing to celebrate the Centenary of The Leach Pottery. Deepening: Learn more about the history of ceramics at https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-a-potter/zvt8ap3</p>
<p>Music</p>	<p>Singing Project with Wandsworth Music Service Vocal Tutors – Live on Fridays</p> <p>You have an allocated session (see email) or if the time is not convenient, please join a session of your choice at either 9am, 10.30am or 12pm – they will last for 45 minutes and your family can join in too!</p> <p>We would encourage all children to attend one of these sessions if you possibly can as you will need to know the songs for performances later in the year.</p> <p>Wandsworth music Zoom link Meeting ID: 996 5724 0330 Passcode: 988663</p> <p>You can access the lyrics and backing tracks here: Resources</p>
<p>French</p>	<p>Watch the video about the future tense from Madame Lambert.</p> <p>Complete the worksheets.</p> <p>Activity 1: Answer the questions in French</p> <p>Activity 2: Write full sentences next to the pictures.</p>
<p>PE</p>	<p>Warm up: Let's stretch the back</p> <ul style="list-style-type: none"> Here are some exercises to stretch your back out. Watch the video here. <p>Dance: BOXING!</p> <p>We're in the boxing ring so get ready to pack some punches and watch the video here.</p> <p>For more ideas look at the resource below. Try it again.</p> <p>Warm down: Click here for the warm down video.</p> <p>Rolling: Golf</p> <ul style="list-style-type: none"> Get 5 targets to place around an area (tin can, stuffed animal or shoe) and a ball (any size). <p>Follow the instructions below. Can you get creative and make a course around the house into different rooms?</p>

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week.

6S	2.00pm	Links on Parentmail
6DG	2.00pm	Links on Parentmail
6TG	11.30am	Links on Parentmail
6W	11.30am	Links on Parentmail

English Resource 1.1: *Holes* (Chapter 23)

23

One hundred and ten years ago, Green Lake was the largest lake in Texas. It was full of clear cool water, and it sparkled like a giant emerald in the sun. It was especially beautiful in the spring, when the peach trees, which lined the shore, bloomed with pink and rose-colored blossoms.

There was always a town picnic on the Fourth of July. They'd play games, dance, sing, and swim in the lake to keep cool. Prizes were awarded for the best peach pie and peach jam.

A special prize was given every year to Miss Katherine Barlow for her fabulous spiced peaches. No one else even tried to make spiced peaches, because they knew none could be as delicious as hers.

Every summer Miss Katherine would pick bushels of peaches and preserve them in jars with cinnamon, cloves, nutmeg, and other spices which she kept secret. The jarred

peaches would last all winter. They probably would have lasted a lot longer than that, but they were always eaten by the end of winter.

It was said that Green Lake was “heaven on earth” and that Miss Katherine’s spiced peaches were “food for the angels.”

Katherine Barlow was the town’s only schoolteacher. She taught in an old one-room schoolhouse. It was old even then. The roof leaked. The windows wouldn’t open. The door hung crooked on its bent hinges.

She was a wonderful teacher, full of knowledge and full of life. The children loved her.

She taught classes in the evening for adults, and many of the adults loved her as well. She was very pretty. Her classes were often full of young men, who were a lot more interested in the teacher than they were in getting an education.

But all they ever got was an education.

One such young man was Trout Walker. His real name was Charles Walker, but everyone called him Trout because his two feet smelled like a couple of dead fish.

This wasn't entirely Trout's fault. He had an incurable foot fungus. In fact, it was the same foot fungus that a hundred and ten years later would afflict the famous ballplayer Clyde Livingston. But at least Clyde Livingston showered every day.

"I take a bath every Sunday morning," Trout would brag, "whether I need to or not."

Most everyone in the town of Green Lake expected Miss Katherine to marry Trout Walker. He was the son of the richest man in the county. His family owned most of the peach trees and all the land on the east side of the lake.

Trout often showed up at night school but never paid attention. He talked in class and was disrespectful of the students around him. He was loud and stupid.

A lot of men in town were not educated. That didn't bother Miss Katherine. She knew they'd spent most of their lives working on farms and ranches and hadn't had much schooling. That was why she was there—to teach them.

But Trout didn't want to learn. He seemed to be proud of his stupidity.

“How’d you like to take a ride on my new boat this Saturday?” he asked her one evening after class.

“No, thank you,” said Miss Katherine.

“We’ve got a brand-new boat,” he said. “You don’t even have to row it.”

“Yes, I know,” said Miss Katherine.

Everyone in town had seen—and heard—the Walkers’ new boat. It made a horrible loud noise and spewed ugly black smoke over the beautiful lake.

Trout had always gotten everything he ever wanted. He found it hard to believe that Miss Katherine had turned him down. He pointed his finger at her and said, “No one ever says ‘No’ to Charles Walker!”

“I believe I just did,” said Katherine Barlow.

Click [here](#) to return to **Lesson 1**.

English Resource 1.2A: Comprehension (Chapters 23 and 24))

Chapter 23

Read the following extract and answer the two questions about it:

Katherine Barlow was the town's only schoolteacher. She taught in an old one-room schoolhouse. It was old even then. The roof leaked. The windows wouldn't open. The door hung crooked on its bent hinges.

She was a wonderful teacher, full of knowledge and full of life. The children loved her.

She taught classes in the evening for adults, and many of the adults loved her as well. She was very pretty. Her classes were often full of young men, who were a lot more interested in the teacher than they were in getting an education.

But all they ever got was an education.

One such young man was Trout Walker. His real name was Charles Walker, but everyone called him Trout because his two feet smelled like a couple of dead fish.

This wasn't entirely Trout's fault. He had an incurable foot fungus. In fact, it was the same foot fungus that a hundred and ten years later would afflict the famous ballplayer Clyde Livingston. But at least Clyde Livingston showered every day.

1. Why was Charles Walker known as *Trout*?
2. What evidence is there that the schoolhouse was poorly maintained?

Deepening

3. *...it sparkled like a giant emerald in the sun...*

What does this description suggest about the lake?

Chapter 24

4. **Read** the following extract:

Out on the lake, the other boys asked Stanley what he knew about Mr. Sir's face, but he just shrugged and dug his hole. If he didn't talk about it, maybe it would go away.

He worked as hard and as fast as he could, not trying to pace himself. He just wanted to get off the lake and away from Mr. Sir as soon as possible. Besides, he knew he'd get a break.

"Whenever you're ready, just let me know," Zero had said.

The first time the water truck came, it was driven by Mr. Pendanski. The second time, Mr. Sir was driving.

No one said anything except "Thank you, Mr. Sir" as he filled each canteen. No one even dared to look at his grotesque face.

Why is Stanley digging quickly?

5. **Read** the following extract:

"You thirsty, Caveman?" Mr. Sir asked.

"Yes, Mr. Sir," Stanley said, handing his canteen to him.

Mr. Sir opened the nozzle, and the water flowed out of the tank, but it did not go into Stanley's canteen. Instead, he held the canteen right next to the stream of water.

Stanley watched the water splatter on the dirt, where it was quickly absorbed by the thirsty ground.

Mr. Sir let the water run for about thirty seconds, then stopped. "You want more?" he asked.

Stanley didn't say anything.

Mr. Sir turned the water back on, and again Stanley watched it pour onto the dirt.

"There, that should be plenty." He handed Stanley his empty canteen.

Stanley stared at the dark spot on the ground, which quickly shrank before his eyes.

"Thank you, Mr. Sir," he said.

How did Mr Sir punish Stanley for the episode with the Warden?

Click [here](#) to return to **Lesson 1**.

English Resource 1.2B: Comprehension

(Chapters 23 and 24 - Answers)

Chapter 23

Read the following extract and answer the two questions about it:

1. Why was Charles Walker known as *Trout*?

He was known as Trout because his feet smelled like dead fish.

2. What evidence is there that the schoolhouse was poorly maintained?

The roof leaked, the windows would not open and the door was crooked.

Deepening

3. ...it sparkled like a giant emerald in the sun...

What does this description suggest about the lake?

It suggests that the lake was green/ beautiful/ sparkling/ precious.

Click [here](#) to return to **Lesson 1**.

Chapter 24

4. **Read** the following extract:

...

Why is Stanley digging quickly?

He wants to get off the lake and away from Mr Sir as quickly as possible.

5. **Read** the following extract:

...

How did Mr Sir punish Stanley for the episode with the Warden?

He poured water on the ground instead of filling Stanley's canteen.

Click [here](#) to return to **Lesson 1**.

English Resource 1.3: *Holes* (Chapter 25)

Click [here](#) to listen to a teacher read this resource.

25

.
.

There was a doctor in the town of Green Lake, one hundred and ten years ago. His name was Dr. Hawthorn. And whenever people got sick, they would go see Doc Hawthorn. But they would also see Sam, the onion man.

“Onions! Sweet, fresh onions!” Sam would call, as he and his donkey, Mary Lou, walked up and down the dirt roads of Green Lake. Mary Lou pulled a cart full of onions.

Sam’s onion field was somewhere on the other side of the lake. Once or twice a week he would row across the lake and pick a new batch to fill the cart. Sam had big strong arms, but it would still take all day for him to row across the lake and another day for him to return. Most of the time he would leave Mary Lou in a shed, which the Walkers let him use at no charge, but sometimes he would take Mary Lou on his boat with him.

Sam claimed that Mary Lou was almost fifty years old, which was, and still is, extraordinarily old for a donkey.

“She eats nothing but raw onions,” Sam would say, holding up a white onion between his dark fingers. “It’s nature’s magic vegetable. If a person ate nothing but raw onions, he could live to be two hundred years old.”

Sam was not much older than twenty, so nobody was quite sure that Mary Lou was really as old as he said she was. How would he know?

Still, nobody ever argued with Sam. And whenever they were sick, they would go not only to Doc Hawthorn but also to Sam.

Sam always gave the same advice: “Eat plenty of onions.”

He said that onions were good for the digestion, the liver, the stomach, the lungs, the heart, and the brain. “If you don’t believe me, just look at old Mary Lou here. She’s never been sick a day in her life.”

He also had many different ointments, lotions, syrups,

and pastes all made out of onion juice and different parts of the onion plant. This one cured asthma. That one was for warts and pimples. Another was a remedy for arthritis.

He even had a special ointment which he claimed would cure baldness. “Just rub it on your husband’s head every night when he’s sleeping, Mrs. Collingwood, and soon his hair will be as thick and as long as Mary Lou’s tail.”

Doc Hawthorn did not resent Sam. The folks of Green Lake were afraid to take chances. They would get regular medicine from Doc Hawthorn and onion concoctions from Sam. After they got over their illness, no one could be sure, not even Doc Hawthorn, which of the two treatments had done the trick.

Doc Hawthorn was almost completely bald, and in the morning his head often smelled like onions.

..

Whenever Katherine Barlow bought onions, she always bought an extra one or two and would let Mary Lou eat them out of her hand.

“Is something wrong?” Sam asked her one day as she was feeding Mary Lou. “You seem distracted.”

“Oh, just the weather,” said Miss Katherine. “It looks like rain clouds moving in.”

“Me and Mary Lou, we like the rain,” said Sam.

“Oh, I like it fine,” said Miss Katherine, as she rubbed the donkey’s rough hair on top of its head. “It’s just that the roof leaks in the schoolhouse.”

“I can fix that,” said Sam.

“What are you going to do?” Katherine joked. “Fill the holes with onion paste?”

Sam laughed. “I’m good with my hands,” he told her. “I built my own boat. If it leaked, I’d be in big trouble.”

Katherine couldn’t help but notice his strong, firm hands.

They made a deal. He agreed to fix the leaky roof in exchange for six jars of spiced peaches.

It took Sam a week to fix the roof, because he could only work in the afternoons, after school let out and before night classes began. Sam wasn’t allowed to attend classes.

Miss Katherine usually stayed in the schoolhouse, grading papers and such, while Sam worked on the roof. She enjoyed what little conversation they were able to have, shouting up and down to each other. She was surprised by his interest in poetry. When he took a break, she would sometimes read a poem to him. On more than one occasion, she would start to read a poem by Poe or Longfellow, only to hear him finish it for her, from memory.

She was sad when the roof was finished.

“Is something wrong?” he asked.

“No, you did a wonderful job,” she said. “It’s just that ... the windows won’t open. The children and I would enjoy a breeze now and then.”

“I can fix that,” said Sam.

She gave him two more jars of peaches and Sam fixed the windows.

It was easier to talk to him when he was working on the windows. He told her about his secret onion field on the other side of the lake, “where the onions grow all year round, and the water runs uphill.”

When the windows were fixed, she complained that her desk wobbled.

“I can fix that,” said Sam.

The next time she saw him, she mentioned that “the door doesn’t hang straight,” and she got to spend another afternoon with him while he fixed the door.

By the end of the first semester, Onion Sam had turned the old run-down schoolhouse into a well-crafted, freshly painted jewel of a building that the whole town was proud of. People passing by would stop and admire it. “That’s our schoolhouse. It shows how much we value education here in Green Lake.”

The only person who wasn’t happy with it was Miss Katherine. She’d run out of things needing to be fixed.

She sat at her desk one afternoon, listening to the pitter-

patter of the rain on the roof. No water leaked into the classroom, except for the few drops that came from her eyes.

“Onions! Hot sweet onions!” Sam called, out on the street.

She ran to him. She wanted to throw her arms around him but couldn’t bring herself to do it. Instead she hugged Mary Lou’s neck.

“Is something wrong?” he asked her.

“Oh, Sam,” she said. “My heart is breaking.”

“I can fix that,” said Sam.

She turned to him.

He took hold of both of her hands, and kissed her.

Because of the rain, there was nobody else out on the street. Even if there was, Katherine and Sam wouldn’t have noticed. They were lost in their own world.

At that moment, however, Hattie Parker stepped out of the general store. They didn’t see her, but she saw them. She pointed her quivering finger in their direction and whispered, “God will punish you!”

Click [here](#) to return to **Lesson 1**.

English Resource 1.4A: Comprehension (Chapter 25)

6. Look at [Chapter 23](#) and [25](#).

What do these chapters tell you about Katherine Barlow's character?

Explain **two** features of her character, using evidence from the text to support your answer.

Explanation:

To answer the question, it may help you to **watch** the videos of Chapter 23 [here](#) and Chapter 25 [here](#), pausing them when you hear/ read any key evidence about Katherine Barlow's character (what she is like). This could include what she does, what she says (and how she says it) and how others react to her.

A strong answer will include two features/ impressions of her character (usually one adjective for each) and one piece of evidence from the text to support each of them.

Now, try answering the question.

Click [here](#) to return to **Lesson 1**.

English Resource 1.4B: Comprehension (Chapter 25 - Answer)

7. Look at [Chapter 23](#) and [25](#).

What do these chapters tell you about Katherine Barlow's character?

Explain **two** features of her character, using evidence from the text to support your answer.

The following are suggested answers (**feature** / **evidence**):

She is **wise** as the text says, "she was full of knowledge."

She is **generous/ committed/ passionate** because she teaches adults after the school day is over.

She is **bold/ assertive** because she turned down Trout Walker.

She is **professional** because she teaches the men even though they may have different motives.

She is **principled** because she spends time with Sam despite the risks/ dangers/ outside hostility.

Click [here](#) to return to **Lesson 1**.

English Resource 1.5: Word Bank

If using this word bank, remember to think about whether the word you are selecting is the right word class (e.g. adjective/ verb/ noun) for the sentence in which you plan to use it.

If you are using a verb, check that you use the correct form (e.g. The mob was tearing her classroom apart./ The mob tore her classroom apart.)

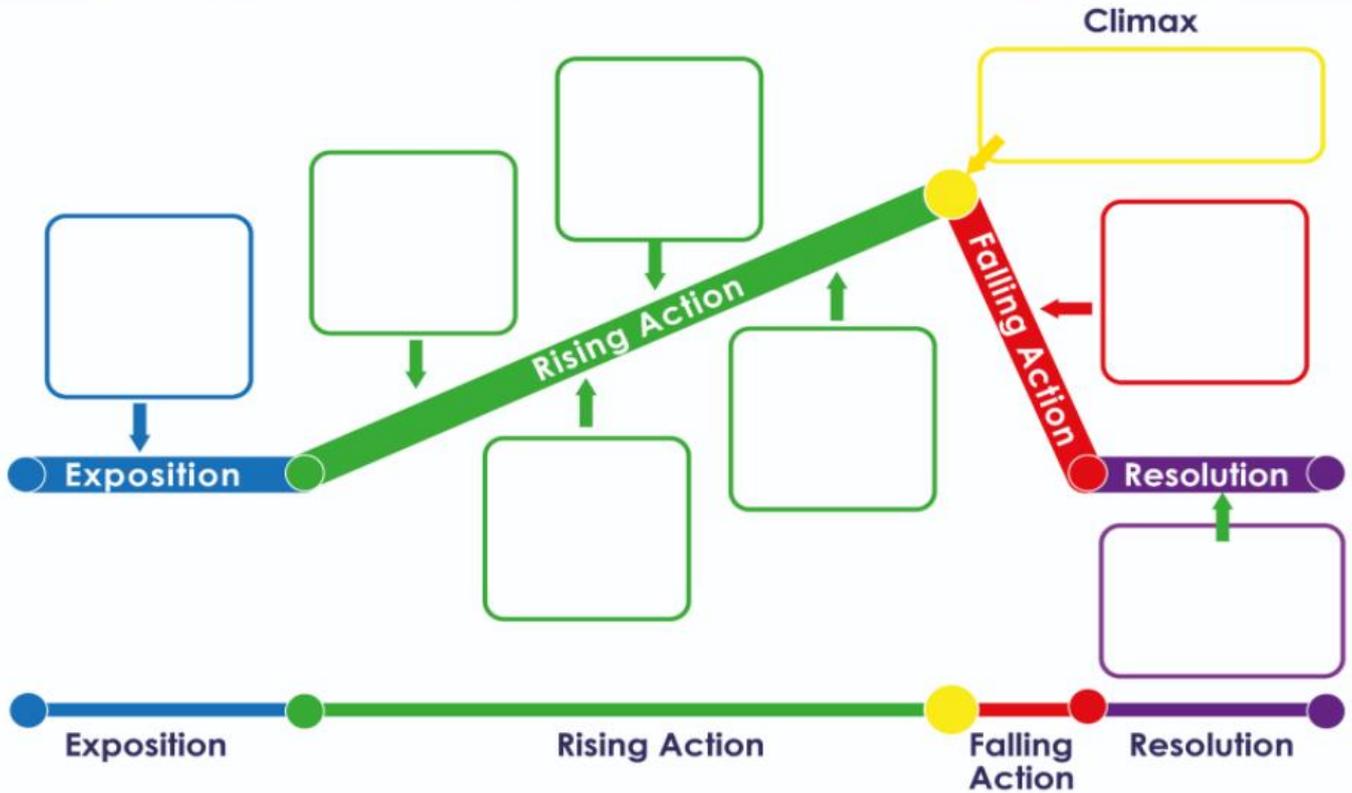
Re-read your sentences to check that they make sense.

Adjectives/(expanded) noun phrases	Verbs	Fronted adverbials
<ul style="list-style-type: none">• vast• placid• peaceful• undisturbed• largest lake• crystal-clear• rose-coloured• pink blossoms• beautiful lake• local schoolhouse• public schoolhouse• one-storey schoolhouse• harsh, hard-nosed sheriff• ugly black smoke• feared criminal• powerful arms• hostile mob	<ul style="list-style-type: none">• storm(ing/ed)• stomp(ing/ed)• charg(ing/ed)• march(ing/ed)• tearing/ tore• drawl(ing/ed)• star(ing/ed)• refus(ing/ed)• jerk(ing/ed)• hurrying/ hurried• wad(ing/ed)• smash(ing/ed)• rescu(ing/ed)• execut(ing/ed)• cower(ing/ed)	<ul style="list-style-type: none">• In the morning,• After a while,• Next day,• A few days later,• In the blink of an eye,• Before long,• All of a sudden,• Outside the schoolhouse,• Inside the classroom,• Back at the schoolhouse,• In the sheriff's office,• Behind the desk,• Without warning,

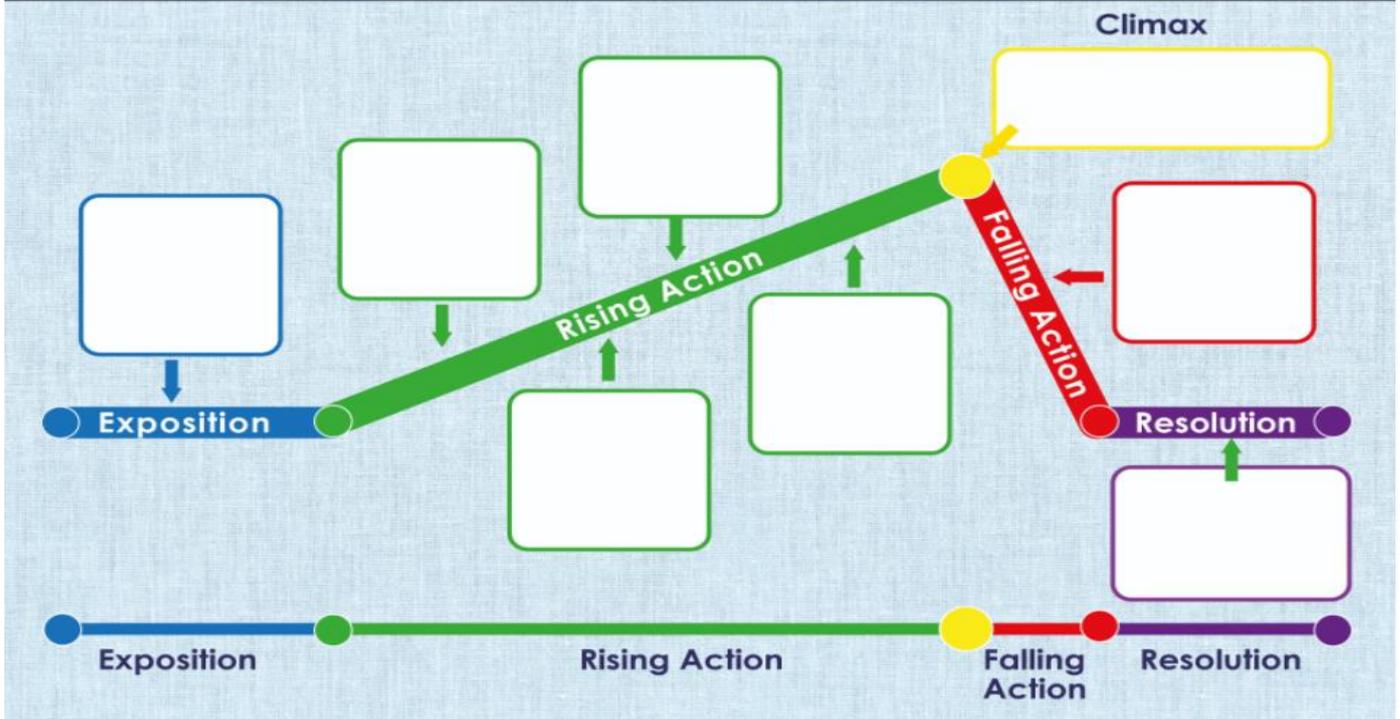
Click [here](#) to return to **Lesson 1**.



Short Story Triangle



Short Story Triangle



Click [here](#) to return to **Lesson 2**.

English Resource 2.2: Planning Format

Main event	What happens	Details	Techniques to use
Exposition: Characters/ setting/ hint at problem			
Rising action: Sam and Kate kiss/someone sees/ angry mob/ passive sheriff/ flight/ death of Sam			
Climax: (Katherine Barlow confronts/ kills the sheriff			
Falling Action/ Resolution: Kate leaves town and becomes Kissin' Kate Barlow			

Click [here](#) to return to **Lesson 2**.

English Resource 2.3: Possible Story Structure

Your story outline might look like this:

Exposition:

- Green Lake – largest lake in Texas - 'heaven on earth' – ramshackle schoolhouse – Miss Katherine Barlow (dedicated teacher) – well-loved – fell in love with Sam, the onion man (S fixes schoolhouse) – hint at negatives (lazy, drunken sheriff/ racism)

Rising Action:

- Gossip spreads – Hattie Parker had seen KB kiss Sam outside schoolhouse - next day - no-one turns up at school – KB initially confused
- Trout Walker/ angry mob – turn up at school – turn over desks/ rip down bulletin boards – begin piling up books in room – someone tries to grab KB – she flees
- KB runs to sheriff – unhelpful – sheriff wants kiss – KB refuses – sheriff reveals Sam will be hung – KB leaves to find Sam – schoolhouse on fire
- Sam shot – KB rescued against her will – she has lost her livelihood/ her love

Climax:

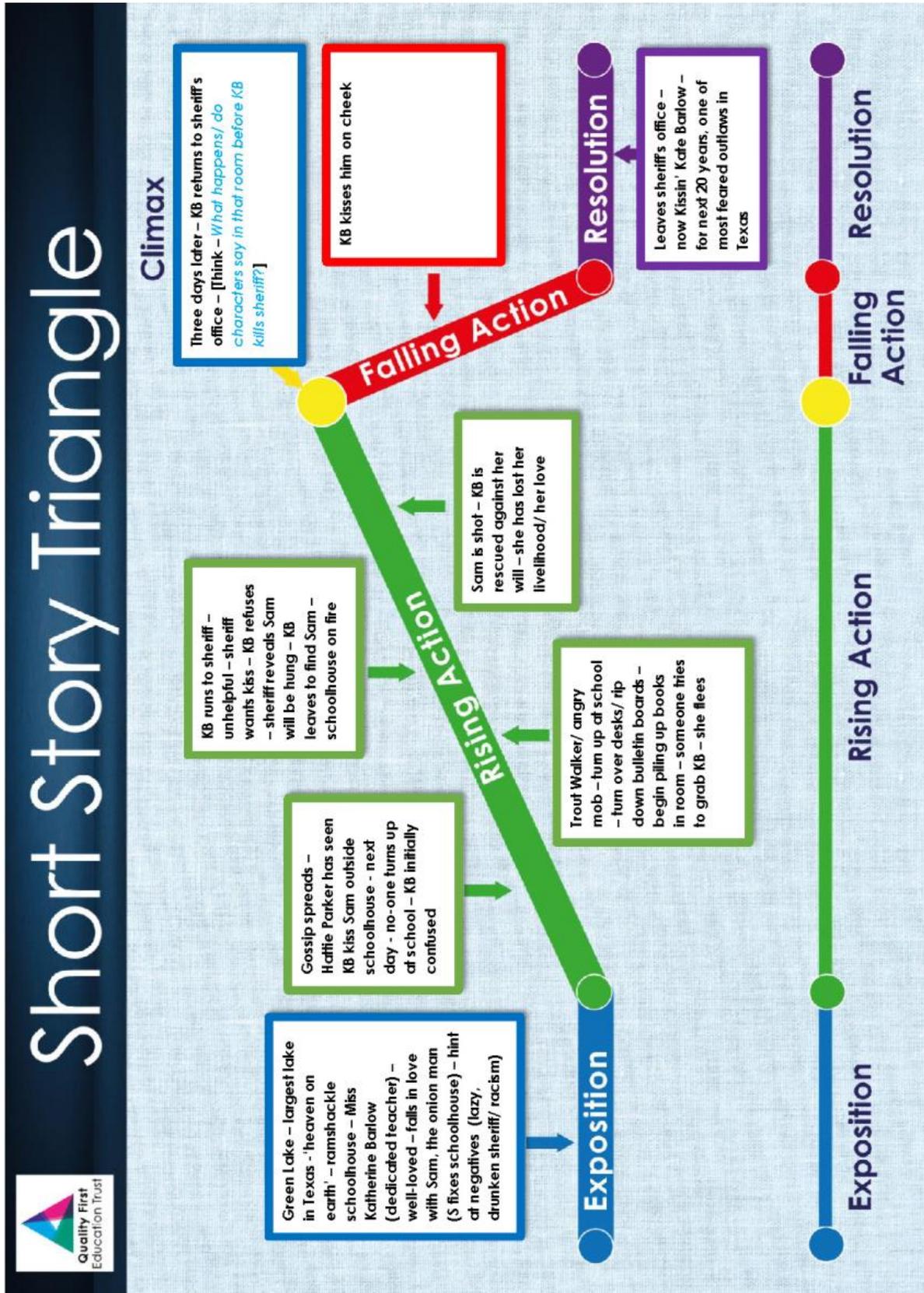
- Three days later – KB returns to sheriff's office – [**Think** – *What happens/ do characters say in that room before KB kills sheriff?*] - shoots him – kisses him on cheek

Falling Action/ Resolution:

- Leaves sheriff's office – now Kissin' Kate Barlow – for next 20 years, one of most feared outlaws in Texas

Click [here](#) to return to **Lesson 2**.

English Resource 2.4: Short Story Structure (Short Story Triangle)



Click [here](#) to return to **Lesson 2**.

English Resource 2.5: Holes
(Extract from Chapter 23 for Exposition)

Exposition

One hundred and ten years ago, Green Lake was the largest lake in Texas. It was full of clear cool water, and it sparkled like a giant emerald in the sun. It was especially beautiful in the spring, when the peach trees, which lined the shore, bloomed with pink and rose-colored blossoms.

...

It was said that Green Lake was “heaven on earth” and that Miss Katherine’s spiced peaches were “food for the angels.”

Katherine Barlow was the town’s only schoolteacher. She taught in an old one-room schoolhouse. It was old even then. The roof leaked. The windows wouldn’t open. The door hung crooked on its bent hinges.

She was a wonderful teacher, full of knowledge and full of life. The children loved her.

She taught classes in the evening for adults, and many of the adults loved her as well. She was very pretty. Her classes were often full of young men, who were a lot more interested in the teacher than they were in getting an education.

But all they ever got was an education.

Click [here](#) to return to **Lesson 2**.

English Resource 2.6: Holes

(Extracts from Chapters 25 and 26 for Rising Action)

Click [here](#) to listen to a teacher read this resource.

He took hold of both of her hands, and kissed her.

Because of the rain, there was nobody else out on the street. Even if there was, Katherine and Sam wouldn't have noticed. They were lost in their own world.

At that moment, however, Hattie Parker stepped out of the general store. They didn't see her, but she saw them. She pointed her quivering finger in their direction and whispered, "God will punish you!"

...

There were no telephones, but word spread quickly through the small town. By the end of the day, everyone in Green Lake had heard that the schoolteacher had kissed the onion picker.

Not one child showed up for school the next morning.

Miss Katherine sat alone in the classroom and wondered if she had lost track of the day of the week. Perhaps it was Saturday. It wouldn't have surprised her. Her brain and heart had been spinning ever since Sam kissed her.

She heard a noise outside the door, then suddenly a mob of men and women came storming into the school building. They were led by Trout Walker.

"There she is!" Trout shouted. "The Devil Woman!"

The mob was turning over desks and ripping down bulletin boards.

"She's been poisoning your children's brains with books," Trout declared.

They began piling all the books in the center of the room.

"Think about what you are doing!" cried Miss Katherine.

Someone made a grab for her, tearing her dress, but she managed to get out of the building. She ran to the sheriff's office.

The sheriff had his feet up on his desk and was drinking from a bottle of whiskey. "Mornin',

Miss Katherine,” he said.

“They’re destroying the schoolhouse,” she said, gasping for breath. “They’ll burn it to the ground if someone doesn’t stop them!”

“Just calm your pretty self down a second,” the sheriff said in a slow drawl. “And tell me what you’re talking about.” He got up from his desk and walked over to her.

“Trout Walker has—”

“Now don’t go saying nothing bad about Charles Walker,” said the sheriff.

“We don’t have much time!” urged Katherine. “You’ve got to stop them.”

“You’re sure pretty,” said the sheriff.

Miss Katherine stared at him in horror.

“Kiss me,” said the sheriff.

She slapped him across the face.

He laughed. “You kissed the onion picker. Why won’t you kiss me?”

She tried to slap him again, but he caught her by the hand.

She tried to wriggle free. “You’re drunk!” she yelled.

“I always get drunk before a hanging.”

“A hanging? Who—”

“We’re all equal under the eyes of God,” she declared.

The sheriff laughed. “Then if Sam and I are equal, why won’t you kiss me?” He laughed again. “I’ll make you a deal. One sweet kiss, and I won’t hang your boyfriend. I’ll just run him out of town.”

Miss Katherine jerked her hand free. As she hurried to the door, she heard the sheriff say, “The law will punish Sam. And God will punish you.”

She stepped back into the street and saw smoke rising from the schoolhouse. She ran down to the lakefront, where Sam was hitching Mary Lou to the onion cart.

“Thank God, I found you,” she sighed, hugging him. “We’ve got to get out of here. Now!”

“What—”

“Someone must have seen us kissing yesterday,” she said. “They set fire to the schoolhouse. The sheriff said he’s going to hang you!”

Sam hesitated for a moment, as if he couldn’t quite believe it. He didn’t want to believe it. “C’mon, Mary Lou.”

“We have to leave Mary Lou behind,” said Katherine.

Sam stared at her a moment. There were tears in his eyes. “Okay.”

Sam’s boat was in the water, tied to a tree by a long rope. He untied it, and they waded through the water and climbed aboard. His powerful arms rowed them away from the shore.

But his powerful arms were no match for Trout Walker’s motorized boat. They were little more than halfway across the lake when Miss Katherine heard the loud roar of the engine. Then she saw the ugly black smoke ...

..

These are the facts:

The Walker boat smashed into Sam’s boat. Sam was shot and killed in the water. Katherine Barlow was rescued against her wishes. When they returned to the shore, she saw Mary Lou’s body lying on the ground. The donkey had been shot in the head.

Click [here](#) to return to **Lesson 2**.

English Resource 3.1: Relative Clauses

A **relative clause** can be used to give additional information about a noun. They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.

Read these two sentences:

The schoolhouse was in flames.

The schoolhouse had been lovingly repaired by Sam.

How could these sentences be combined into one sentence?

The schoolhouse, **which** had been lovingly repaired by Sam, was in flames.

Here, the **relative clause** gives more information about the place (the schoolhouse) in the **main clause**.

Read these two sentences:

The sheriff had little interest in enforcing the law fairly.

The sheriff was a lazy oaf with a liking for whiskey.

How could these sentences be combined into one sentence?

The sheriff, **who** was a lazy oaf with a liking for whiskey, had little interest in enforcing the law fairly.

Here, the **relative clause** gives more information about the person (the sheriff) in the **main clause**.

Click [here](#) to return to **Lesson 5**.

English Resource 3.2A: Relative Clauses Activity

Write these pairs of sentences as **one sentence** using a relative clause.

1. Green Lake was the largest lake in Texas.
Green Lake sparkled like an emerald beneath the desert sun.
2. Trout Walker led the destruction of the schoolhouse.
Trout Walker was jealous of Sam.

Click [here](#) to return to **Lesson 5**.

English Resource 3.2B: Relative Clauses Activity

Write these pairs of sentences as **one sentence** using a relative clause.

1. Green Lake was the largest lake in Texas.

Green Lake sparkled like an emerald beneath the desert sun.

Green Lake, **which** sparkled like an emerald beneath the desert sun, **was** the largest lake in Texas.

2. Trout Walker led the destruction of the schoolhouse.

Trout Walker was jealous of Sam.

Trout Walker, **who** was jealous of Sam, **led** the destruction of the schoolhouse.

Click [here](#) to return to **Lesson 5**.

English Resource 3.3: Writing a Dramatic Start to an Exposition

Although the purpose of your exposition is to describe the world of the story (setting, characters and perhaps the main character's problem), it can still begin dramatically. Your story opening should establish the 'normality' before the chaotic events unfold that lead Katherine Barlow to become Kissin' Kate Barlow.

Green Lake is 'heaven on earth' at the time your narrative starts.

Your exposition could tell the reader/ hint that this will change, though.

Here are some examples:

Green Lake was heaven on earth, particularly if your name happened to be Walker.

Green Lake was heaven on earth, unless you happened to fall in love with the 'wrong' person.

Green Lake, [which was] home to the largest lake in Texas, was a beautiful place as long as you loved the 'right' person.

You might hook the reader with a strong hint at the drama to come:

This is the story of two kisses. And two deaths.

When Katherine Barlow went to the sheriff's office the first time, she wanted help; the second time, she wanted justice.

There was only one way to get justice in Green Lake 110 years ago: this is how.

Deepening: You could start your story just before the climax (the showdown with the sheriff), then tell the reader the events leading up to that moment:

The sheriff was slumped in his chair, a single bullet in his head. On his right cheek, there was lipstick. This is how it happened.

Katherine Barlow entered the sheriff's office for the second time in three days. This time she knew she would get what she came for.

Click [here](#) to return to **Lesson 3**.

English Resource 3.4: Example Exposition

This is the story of a kiss that changed Green Lake forever. Two kisses, actually.

With its emerald lake, lush vegetation and beautiful climate, Green Lake should have been the perfect place for romance. Katherine Barlow, respected schoolteacher, taught children and adults in the town's run-down schoolhouse - her students loved her. As Sam, the local onion seller, spent time fixing the school, he and Katherine fell in love.

Their first kiss happened in the last rain to fall on Green Lake for more than a century.

That was the first kiss in this story. The second was requested by Green Lake's sheriff. When it finally happened, he did not feel a thing.

Click [here](#) to return to **Lesson 3**.

English Resource 4.1: Participle Phrases (Deepening)

Read the following two sentences:

Katherine Barlow was **looking** around.

Katherine Barlow noticed the mob piling up books in a corner of the classroom.

Here, Katherine Barlow is doing two things at the same time. Instead of writing two sentences, it is possible to give this information in one sentence using a participle phrase without the need to include the subject of the sentence twice.

The new sentence could be written like this:

Looking around, Katherine Barlow noticed the mob piling up books in a corner of the classroom.

Key

participle [Here this is the present participle: the -ing form of the verb.]

participle phrase

noun

Participle phrases function like **adjectives**: in this example, the participle phrase modifies (or describes) something about the noun (Katherine Barlow).

Here are two more examples of sentences with participle phrases:

Drinking his coffee, the sheriff smiled at Katherine.

(The participle phrase describes the sheriff.)

Knowing she had to find Sam quickly, Katherine Barlow fled the sheriff's office.

(The participle phrase describes Katherine Barlow.)

Using participle phrases in this way can help you to communicate information in fewer sentences. They can also add variety - an important part of excellent writing - to your work (but do not overuse this technique).

Remember:

- When a participle phrase is at the start of a sentence, a comma should follow it.

- The noun being modified (or described) should come immediately after the comma.

Beware hanging participles:

Be careful when using present participle clauses that the subjects of the clauses are the same.

Read the following sentence:

Running towards the beautiful lake, the schoolhouse was ablaze.

In this sentence, the reader expects the participle clause (**Running** towards the beautiful lake) to have the same subject as the main clause (the schoolhouse was ablaze).

However, the subject of the main clause is **the schoolhouse** and, obviously, the schoolhouse was not running towards the beautiful lake.

This sentence could be structured as follows to communicate its meaning:

Running towards the beautiful lake, Katherine Barlow noticed the schoolhouse was ablaze.

Click [here](#) to return to **Lesson 4**.

English Resource 4.2A: Participle Phrases Activity

Read these two pairs of sentences, and then **write** them as one sentence, using a participle phrase:

1. The angry mob was screaming and shouting.
The angry mob turned over desks and piled up books on the floor.
2. Katherine Barlow was imagining her love being taken from her.
Katherine Barlow quickened her step.

Click [here](#) to return to **Lesson 4**.

English Resource 4.2B: Participle Phrases Activity (Answers)

Read these two pairs of sentences, and then **write** them as one sentence, using a participle phrase:

1. The angry mob was screaming and shouting.
The angry mob turned over desks and piled up books on the floor.

Screaming and shouting, the **angry mob** turned over desks and piled up books on the floor.

2. Katherine Barlow was imagining her love being taken from her.
Katherine Barlow quickened her step.

Imagining her love being taken from her, Katherine Barlow quickened her step.

Key

participle

participle phrase

noun

Click [here](#) to return to **Lesson 4**.

English Resource 5.1: Using Dialogue to Reveal Character/ Move the Story Along

Read the following extract from Chapter 26 of *Holes*:

The sheriff had his feet up on his desk and was drinking from a bottle of whiskey. “Mornin’, Miss Katherine,” he said.

“They’re destroying the schoolhouse,” she said, gasping for breath. “They’ll burn it to the ground if someone doesn’t stop them!”

“Just calm your pretty self down a second,” the sheriff said in a slow drawl. “And tell me what you’re talking about.” He got up from his desk and walked over to her.

“Trout Walker has—”

“Now don’t go saying nothing bad about Charles Walker,” said the sheriff.

“We don’t have much time!” urged Katherine. “You’ve got to stop them.”

“You’re sure pretty,” said the sheriff.

Miss Katherine stared at him in horror.

“Kiss me,” said the sheriff.

She slapped him across the face.

He laughed. “You kissed the onion picker. Why won’t you kiss me?”

She tried to slap him again, but he caught her by the hand.

She tried to wriggle free. “You’re drunk!” she yelled.

“I always get drunk before a hanging.”

“A hanging? Who—”

“We’re all equal under the eyes of God,” she declared.

The sheriff laughed. “Then if Sam and I are equal, why won’t you kiss me?” He laughed again. “I’ll make you a deal. One sweet kiss, and I won’t hang your boyfriend. I’ll just run him out

Miss Katherine jerked her hand free. As she hurried to the door, she heard the sheriff say, “The law will punish Sam. And God will punish you.”

What does the dialogue (speech) reveal about character?

How does it move the action along in the story?

Click [here](#) to return to Lesson 5.

English Resource 5.2: Planning the Climax of the Narrative

Read this extract from page 115 of *Holes*:

Three days after Sam's death, Miss Katherine shot the sheriff while he was sitting in his chair drinking a cup of coffee. Then she carefully applied a fresh coat of red lipstick and gave him the kiss he had asked for.

This is all that Louis Sachar wrote about Katherine Barlow's second meeting with the sheriff. We know that when she entered his office, she did so as Katherine Barlow, heartbroken schoolteacher; when she left, she had transformed into Kissin' Kate Barlow, outlaw.

Think - *What might have been said when Katherine Barlow returned to the sheriff's office?*

Think - *What might you mention in this scene (the climax of your story)?*

- Brief description of sheriff's office - papers scattered/ empties/ dirty cups/ dingy/ broken ceiling fan/ stench - whiskey and tobacco
- Sheriff's position/ posture
- Who speaks first?
- S might arrogantly refer to kiss/ K might refer to the kiss, speaking first
- At some point, the gun comes out - this will change how the characters act

Click [here](#) to return to **Lesson 5**.

English Resource 5.3: *Holes* (Extract from Chapter 26)

Resolution

For the next twenty years Kissin' Kate Barlow was one of the most feared outlaws in all the West.

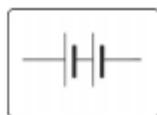
Click [here](#) to return to **Lesson 5**.

Science

Electricity assessment

1. Join these symbols to their labels.

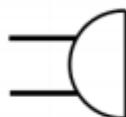
lamp/bulb



cell



open switch



closed switch



buzzer



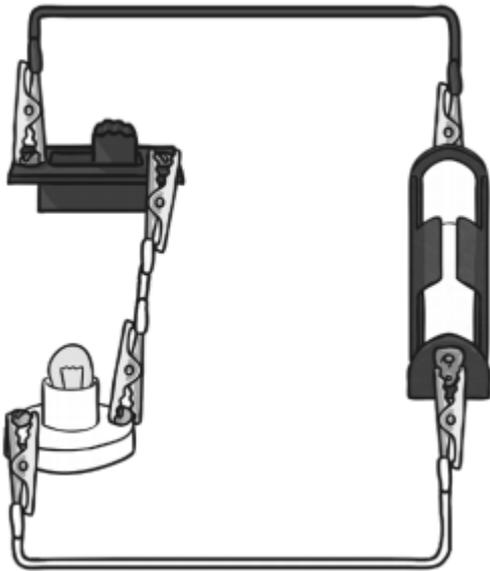
battery



voltmeter



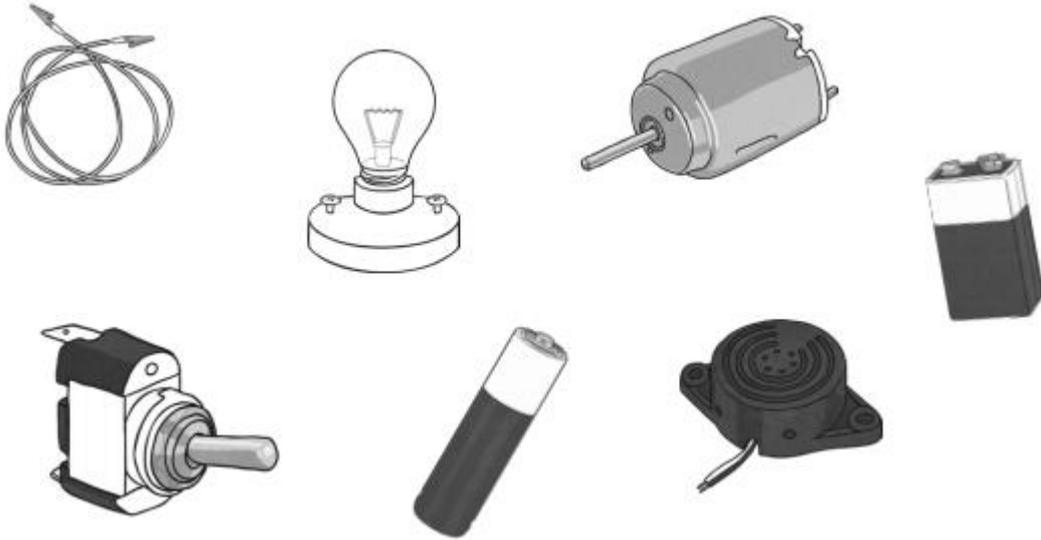
2. Draw a circuit diagram (using symbols) of the circuit below with an unlit bulb.



3. Fill in the table to say what will happen to the bulb in each of these circuits:

	Bulb Lights	Bulb does not light	Bulb is dimmer than normal	Bulb is brighter than normal
A circuit with a battery, a bulb and an open switch.				
A circuit with two batteries, a closed switch and a bulb.				
A circuit with a closed switch, a buzzer, a battery and a bulb				
A circuit with a motor, a bulb and a closed switch.				
A circuit with a closed switch, a battery, a motor, a buzzer and a bulb.				

4. You are planning an investigation on how the amount of voltage affects the volume of the buzzer. Which of the items below would you need to carry out that investigation?



5. When you carry out the test, what one variable would you change (the independent variable)?
6. What variables would stay the same (the dependent variables)?
7. Looking at the results table below, what is the missing column heading?

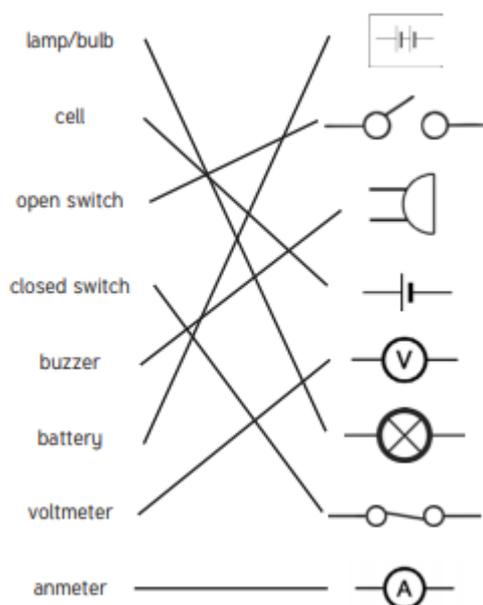
Test Number		Volume 1	Volume 2	Volume 3
1	3V	51db	49db	52db
2	6V	60db	58db	61db
3	9V	33db	70db	71db

8. Why has the volume been tested three times for each voltage?
9. Which result looks like an anomaly (an unexpected result)?
10. What is a possible reason for the anomaly?
11. What conclusions could you draw from the results in the table?

[Back to plan](#)

Answers to Science assessment

1.



2. You should have an open switch, bulb and a battery symbol (not a cell).

3.

	Bulb Lights	Bulb does not light	Bulb is dimmer than normal	Bulb is brighter than normal
A circuit with a battery, a bulb and an open switch .		✓		
A circuit with two batteries , a closed switch and a bulb.	✓			✓
A circuit with a closed switch , a buzzer , a battery and a bulb	✓		✓	
A circuit with a motor, a bulb and a closed switch (no battery).		✓		
A circuit with a closed switch , a battery, a motor , a buzzer and a bulb.	✓		✓	

4. You should have chosen: wires with crocodile clips, a buzzer, the two different batteries.

5. The variable you could change is the voltage or the amount of batteries/cells.

6. The variables that would stay the same are: length of wires, types of buzzer, distance of sound monitor from buzzer, batteries (the number and type).
7. The missing label is voltage or amount of voltage.
8. This is to improve accuracy, check results or to work out a mean or average.
9. 33dB
10. The reading was taken incorrectly; the result was written down incorrectly; the buzzer didn't work correctly; the batteries started to lose power.
11. The higher the voltage, the louder the buzzer. The lower the voltage, the quieter the buzzer.

[Back to plan](#)

Universal Declaration of Human Rights, 1948

1. We are all born free with equal rights	2. We have a right to be free from discrimination	3. We have a right to live in freedom and safety	4. We have a right to be free from slavery	5. We have a right to be free from torture or degrading treatment	6. We have a right to be treated fairly by the law
7. We have a right to equal protection under the law	8. We have a right to seek justice when our rights are	9. We have a right to be free from unfair imprisonment or exile	10. We have a right to fair public hearings	11. We have a right to be considered innocent until proven guilty	12. We have a right to privacy & freedom from attacks against our reputation
13. We have a right to free	14. We have a right to protection in other countries from persecution	15. We have a right to belong to a country	16. We have a right to get married	17. We have a right to own things	18. We have a right to our own thoughts and religion
19. We have a right to think and say what we want	20. We have a right to gather peacefully	21. We have a right to take part in government and elections	22. We have a right to a social safety net	23. We have a right to work and join trade unions	24. We have a right to rest and play
25. We have a right to health, food, clothing, and housing	26. We have a right to education	27. We have a right to enjoy the arts and sciences	28. We have a right to enjoy a free and fair	29. We have a responsibility to our COMMUNITY	30. No one can take away our human rights

Sentence frame for activity. Choose 3 or more rights to answer these questions.

Right number _____, "We have a right to _____".

I believe this human right is important because _____.

If I didn't have this right, or if this right was denied, I think life would be _____.

I think people who _____ may not be allowed this right. It must be affecting their lives by _____.

[Back to plan](#)

Example Answers

What is digital drama?

- When people use devices, apps, or websites to start or carry on a conflict or argument between people.

Why does digital drama happen?

- People feel more free to say things they wouldn't say face to face.
- It's easy to misinterpret what is said online when you don't see the facial reactions or hear tone of voice.
- People can be anonymous online, making it more likely that they will say mean things.

What are some ways to deal with digital drama?

- Ignore the comments and not respond.
- Talk things out in person.
- Tell a trusted adult what's happening.
- Report or flag the comments on the app or website.

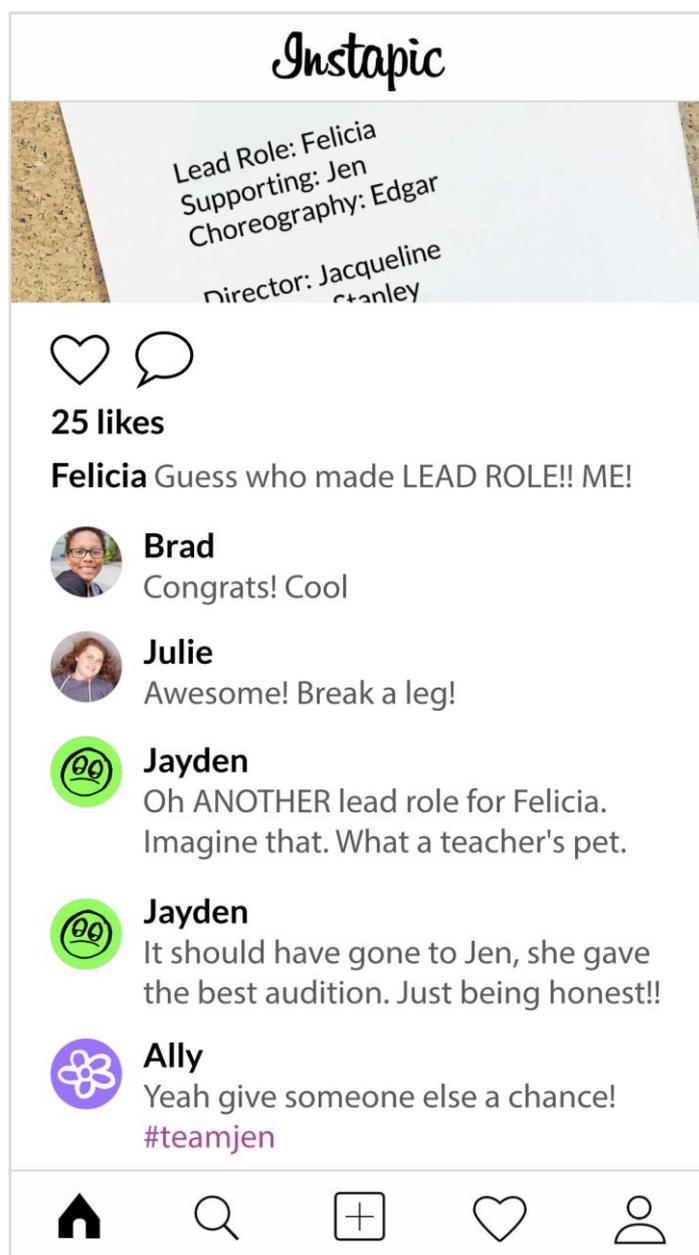
[Back to plan](#)

PSCHE Scenario

Read the scenario below.

Felicia and Jen are friends from school. They both audition for the lead role in the school play. The next day, the drama teacher, Mr. Adler, posts the final cast list, showing that Felicia was selected for the role. Felicia posts a photo of the list on social media with the caption "Guess who made LEAD ROLE!! ME!" Other students at her school see the post and make comments.

The comments continue to come in. People start responding with #teamjen and #teamfelicia hashtags. Later, in response to Jayden's comments, Felicia posts an embarrassing picture of Jayden and calls him out for failing Mr. Adler's class.



[Back to plan](#)

PSCHE Table

I am taking the viewpoint of _____

<i>I acted the way I did because ...</i>	<i>One thing I could've done differently was ...</i>	<i>Something that might've stopped me from doing something differently was ...</i>

I am taking the viewpoint of _____

<i>I acted the way I did because ...</i>	<i>One thing I could've done differently was ...</i>	<i>Something that might've stopped me from doing something differently was ...</i>

[Back to plan](#)

French

Mots clés/ Key words

Qu'est-ce que **tu vas faire demain**? What are you going to do tomorrow?

Demain, je vais.....= Tomorrow, I am going...

Qu'est-ce **qu'il / elle va faire** demain? What is he / she going to do tomorrow?

Demain, **il / elle va**= Tomorrow, he /she is going

aller à l'école = to go to school

jouer dans la cour = to play in the playground

aller au cours de français = to go to French class

faire mes devoirs = to do my homework

regarder la télévision = to watch télévision

manger dans la cuisine = to eat in the kitchen



Activity 1: Answer the questions in French.

Demain / Tomorrow

Q1 Fill in the blanks to complete the French question below.

Qu'est-ce que tu _a_ f_i_e _e_a_n?

Q2 There is a spelling mistake in each of these sentences.
Rewrite each sentence correctly, in French.

Je vais faire mes devurs.

Je vais faire mes devoirs.

.....



Je vais jouer dins la cour.

.....



Je vais aller au corrz de français.

.....



Je vais mernger dans la cuisine.

.....



Activity 2: Write a sentence next to each picture by using the first person singular (je).

	<p>Demain, je vais aller à l'école.</p>
	<p>Demain, je vais</p>
	<p>Demain,</p>
	<p>.....</p>
	<p>.....</p>
	<p>.....</p>
	<p>.....</p>

[Back to plan](#)

P.E.

Boxing resource

Now that you are warmed up play the game using different shapes to show which sport you are playing such as; Football, boxing, tennis, running, basketball etc.

Try holding each shape for 8 counts. Repeat changing shape every 4 counts and finally can you change shape every 2 counts? Maybe you can find some music with a strong beat to help you.



We are going to explore boxing movements. Perform the following 4 key movements one at a time;

- Punches
- Jumps, high and low intensity
- Sumo
- Knee crunches

Remember to perform the movement with lots of energy. Which movement is the jerkiest? How could you make the punches sharper? (Make sure you fully straighten the arms). Which movements were easy/hardest to fit with the beat/rhythm?

Why not create your own boxing dance using our 4 key movements. Remember your facial expressions and to use different dynamics. Teach your dance to someone at home and perform it together.



Golf: Rolling PE Home Learning



Can you be honest and keep the score?

Time to Learn:

- Place five targets in different places on the floor (garden or in a room). Decide on a starting point and mark it out.
- The aim of the game is for pupils to roll a ball, making it rest against one of the targets in the least amount of rolls possible.
- If you are playing against someone, the winner is the player who rests their ball against a target with the fewest rolls. Repeat with all of the different targets.
- If you are playing on your own, can you keep trying to beat your score?



Use a bigger target!

Once you feel confident make the target smaller.



Place obstacles in the way to increase the challenge. E.g. a chair could be something to roll under or around.



Set up courses in different rooms and compete against different family members.

Top Tips

Roll Underarm

- Step forwards with one foot, bending the knee releasing the ball along the ground using your opposite hand.

Let's Reflect

When did you need to increase the power of your rolls?

How did you ensure you used the correct rolling technique?

[Back to plan](#)



Quality First Education Trust