

## Year 6 Home Learning Pack (w/b 04.05.2020)

### Good Morning Year 6!

Hello everybody! I wonder which number day of lockdown it is today...is anyone keeping count? It seems like a very long time since we last saw you all. I hope you are all staying safe and looking after your families. I am still counting rainbows on my daily walk, so make sure that you have them up in your windows, and I'm sure that I can hear you all clapping on a Thursday night for the NHS and keyworkers! Here is another week's worth of learning for you to get started on. Make sure you are getting your families involved too. I hope you're writing the date neatly and underlining it with a ruler...just joking! I'm sure your work is beautiful as always! We are looking forward to seeing you all soon! Stay safe and keep smiling!

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### Maths

In addition to your Power Maths books, White Rose Maths are sharing a maths lesson a day. Just follow the link: <https://whiterosemaths.com/homelearning/year-6/>

# SPECIAL REQUEST! SPECIAL DELIVERY!

We have been asked to do a very special job! Mrs Poole has requested some letters to send to the parents of children who will be starting in Reception at St James's in September. Could you write a letter to a family telling them how fantastic and fabulous our school is?

Have a think about including some of these ideas...

- How much we are looking forward to welcoming them to our school
- Our school values
- Why you think our school is so special
- What the usual school day is like
- What are the 'highlights' of St James's life?
- Which trips might the children most look forward to?
- How could you reassure them if their child is nervous about starting school?

You can either type or handwrite your letter, but remember that they will be going to new parents and that you are representing St James's! Please make sure that your spelling, grammar and punctuation is perfect and that you have beautiful handwriting. It might be a good idea to write a draft version first, then to get an adult to help you to edit it with a purple pen before creating your final copy.

Your letters can either be emailed to [info@st-james.dudley.sch.uk](mailto:info@st-james.dudley.sch.uk)

Or you can post them to  
Mrs Mason  
St James's CE Primary School  
Kingsway  
Wollaston  
DY84RU

Start your letter with.....

Dear family,

Finish your letter with....

From (please only use your **first** name!)



## Writing – A Giant’s Game



### Did You Know?



1 = die



More  
than 1 =



dice

The enormous die crashed into the sand with a thud, but what number would it land on?

The giants ran after it, craning their necks, jostling with one another to see what the outcome would be. As they moved across the beach the ground shook violently, barely able to contain their mighty weight and size.

Finally, the die came to rest. One of the giants let out an almighty roar of delight that reverberated for miles around...

### Task 1 – What would you hear?

**Challenge 1:** Can you make a list of sounds (onomatopoeia) that the die might make as it is thrown on the beach? Try to think of as many as possible. You could use a thesaurus to find some synonyms to help you.

E.g. thump, thud

Onomatopoeia

**Challenge 2:** Use each of your examples of onomatopoeia to start a sentence about the picture.

Thump! The die landed on the beach.

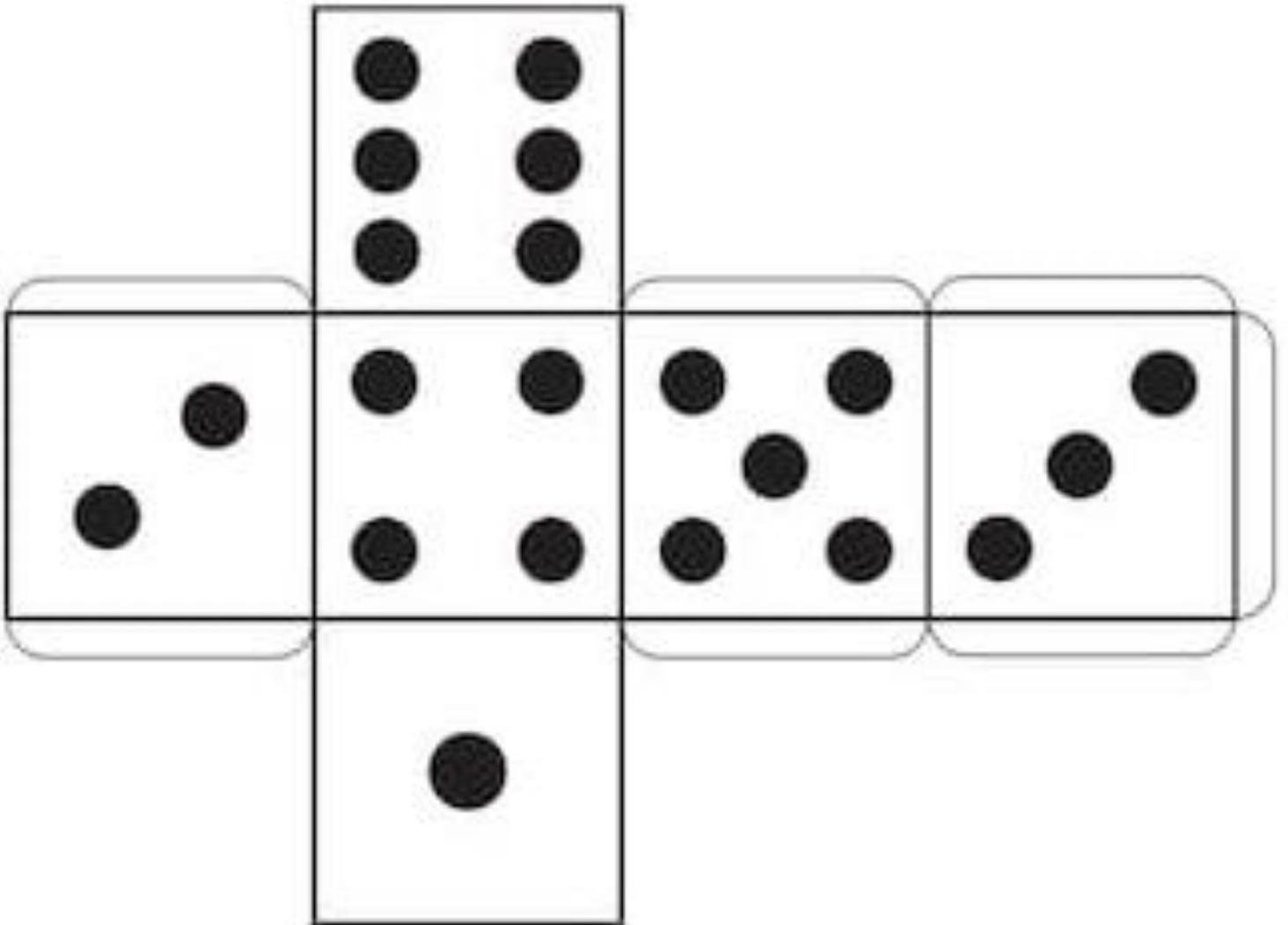
Thud... The die rolled over one final time.

## Task 2 – A Giant’s Game Instructions

**Challenge 1:** Design a game that the giants could have been playing with the die.

- You can use as many dice as you choose
- You can design a game board if you need one
- You must think about how to decide who starts
- You must think about how you can win the game

**Challenge 2:** Make your game and have a go at playing it with your family. If you don’t have a die, then use the following template to make one. You could even have a go at drawing your own dice template but remember to use a ruler and to measure the sides accurately.



**Challenge 3:** After you have played the game with your family, your challenge is to write down a set of instructions for another person to play. Make your instructions clear and simple to understand.

Remember to include:

- A list of equipment needed
- The rules
- Numbered instructions on how to play
- How to win

Maybe you could send a copy of your instructions to a family member or one of your friends in year 6 so that they can play your game too! (This could be tricky if your game requires a game board!)

### Task 3 – A Giant’s Game Witness Report

Games have been banned in Giant Land and it is now a crime to play games! Imagine that you are a detective who has been sent to spy secretly on the giants to find out what they are doing. When you return to the office, you are asked to fill in a report on what you have witnessed. Remember that you will need to use past tense, alongside writing in a formal tone. There will be no description – just facts. In your report, you must include a drawing of at least one of the giants that you saw. Try to make sure that your report is as accurate as possible. You may use your imagination to add some extra details to the paragraph given above.



You may want to think about these questions:

- What number did the die land on?
- Who was playing the game?
- How many giants were there?
- What game might they be playing?
- What happened after the die had stopped?
- Was there anybody else nearby who witnessed the game?
- Where did the giants come from? Was this their home?



**Don't forget to include a signed witness declaration!**

### **Witness Declaration**

I believe that what I have stated in this witness statement is the whole truth.

Signed

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Date

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## Reading

Remember that you have 2 home reader books as well as your library book. As well as completing these activities, you should be reading independently regularly and recording it in your reading record. Try to write an interesting and detailed comment about your opinion of what you have read. Don't forget that you can also write down any other books that you have been reading as well as your school books.

### Task 1 – I Spy!

While you are reading your home reader, library book or a book of your choice and recording it in your reading record, see if you can spot (and make a note of) these things...

- A sentence including a relative clause
- 10 words using apostrophes then sort them into apostrophes for omission (contraction) and apostrophes for possession
- 2 words using a hyphen
- 10 adjectives
- 10 verbs
- 20 nouns
- 10 proper nouns (need a capital letter)
- A sentence using a subordinate clause
- An example of parenthesis
- 5 fronted adverbials
- A semicolon



Then, create revision poster explaining what each of these are and using the ones you have found as examples. Make it as bright and colourful as possible.

**Challenge:** Try writing your own examples for each one.

Remember...use your revision guide to help you if you are stuck!

Maybe you can spot some other year 6 techniques to add to your poster.

**Scavenger Hunt** – Why not have a go at making your own 'I Spy' game? You could find these objects either around your house and garden, or when you go on your daily walk. You could create one for someone else in your family with different categories. You could turn it into a race!

Something blue	Something that rolls	Something that makes a loud noise	Something that smells nice	Something that makes a scratchy noise	Something multi-coloured
Something light	Something that makes me feel happy	Something smaller than my thumb	Something that makes a quiet noise	Something green	Something bigger than my hand

## Task 2 – 60 Second Read on ‘Unicorn Valley’

### Unicorn Valley

10 Without warning, Zaina woke to find herself floating up from  
21 her bed towards a dazzling star which had appeared on her  
27 ceiling; she was pulled through it.

36 Within seconds, Zaina found herself landing in a dazzling  
45 land. She was standing in a supernatural meadow surrounded  
54 by mystical wild flowers and towering willow trees. Zania  
63 was awestruck by this enchanting setting, but was most  
72 astonished by the majestic unicorns trotting towards her. She  
81 gazed around in astonishment. She had always believed that  
89 unicorns were real - her brother was clearly wrong.

101 Zaina could hear a voice in her head telling her that she  
110 had been chosen to save the enchanted valley. Overhead,  
117 ferocious dragons menacingly circled the dreamy wonderland  
127 desperately trying to get close enough to attack. How would  
132 she be able to help?



### Answers

### Unicorn Valley

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127 desperately trying to get close enough to attack. How would  
132 she be able to help?



### Quick Questions



1. What unusual event occurred at the beginning of the story?

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2. Find and copy two adjectives which describe the setting.

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3. What does the word 'astonishment' tell us about the way Zaina is feeling?

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4. Will Zaina be able to help the unicorns? Why do you think this?

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### Answers



1. What unusual event occurred at the beginning of the story?

**Accept: Zaina woke to find herself floating towards a dazzling star on her ceiling and being pulled through it.**



2. Find and copy two adjectives which describe the setting.

**Accept: dazzling, supernatural, mystical, enchanting and dreamy.**



3. What does the word 'astonishment' tell us about the way Zaina is feeling?

**Accept a response that shows Zaina couldn't believe what she was seeing, that she was shocked and impressed.**



4. Will Zaina be able to help the unicorns? Why do you think this?

**Accept any reasonable explanation that links to the text – yes because she had been chosen so must be able to help / no because the dragons were ferocious and ready to attack and she was just a girl.**

## Task 3 – Reading Comprehension on ‘Titanic’

# Titanic

Titanic was a passenger liner and the largest ship of its time. It carried over 2000 passengers and crew. Its first voyage was from Southampton to New York but the ship never reached its destination.

### **Building Work**

Titanic was built in Belfast, Ireland. It took three years to build and cost millions of dollars.

The ship was constructed so that it had 16 watertight compartments. To keep the ship and passengers safe, these compartments included heavy metal doors which closed in around 30 seconds if any water seeped in. The doors closed slowly to give escaping crew members time to pass through.

Titanic had four funnels. Only three of these funnels worked; the other was to make the ship look more powerful.



### **Facilities**

The boat deck was the highest deck on Titanic. It was called the boat deck as this is where lifeboats were kept. It was a large open space where first and second class passengers could stroll, rest on benches and play games.

The grand staircase was covered by a beautiful glass dome. The centrepiece of the staircase contained a clock.

There was an A La Carte Restaurant for first class passengers, a Parisian-style restaurant and also first, second and third class dining saloons. In addition, there was a pool, two barber shops, two libraries, a gym, Turkish baths, a squash court and lifts. However, the use of these facilities depended on your ticket class.

### **First Class**

Titanic's first class passengers were very rich. They travelled with several suitcases and trunks; some even brought their butlers, maids, dogs or car. The most expensive suites included two bedrooms, two dressing rooms, a sitting room, a bathroom and a private deck, or there were 350 cheaper first class cabins. All the rooms were beautifully decorated.

First class, one way tickets started at roughly £25 (thousands of pounds in today's money) with a suite costing near to £900.

## Second Class

There was a grand dining room for second class passengers. The room was beautifully decorated. Second class rooms slept between two to four people, with a shared bathroom. Second class on Titanic was equal to first class standard on any other ship at the time.

## Third Class

Third class travel was much less comfortable and known as 'steerage'. These passengers were not allowed to go to the first and second class areas of the ship and use facilities such as the swimming pool or squash court.

Cabins slept between two and ten people and there were only two bathtubs for all of the 712 third class passengers on board.

Third class tickets cost between £3 and £8. An £8 ticket would be worth around £550 today. This class offered transportation rather than luxury.



### Why Didn't She Reach Her Destination?

The Titanic sank in the North Atlantic Ocean on 15th April, 1912 after hitting an iceberg.

## Who Was to Blame?

Here a few theories about who was to blame:

Captain Smith was the ship's captain. Many people blamed him for continuing at speed into an unknown area of ice.

There were not enough lifeboats on board to hold all of the passengers and crew. There were only enough lifeboat spaces for 1,178 people when the ship's total capacity was 3,547. Tragically, when the lifeboats were launched, they were not even full.



Captain Lord was the captain of another ship called the Californian. His crew saw rockets being fired into the sky from the Titanic. Captain Lord was informed, but he didn't realise they were warning signals, therefore the ship didn't assist immediately. Also, the Californian's radio operator had finished work for the night meaning the ship didn't pick up the Titanic's distress signals in time to help.

The inquiries into the tragedy concluded that ships must always slow down when entering icy areas, all ships must carry enough lifeboats for everyone onboard and wireless rooms were to be manned around the clock.

1. Where was Titanic sailing to?

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2. How many years did it take to build?

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3. What was the purpose of fitting heavy metal doors, which closed slowly, in the watertight compartment areas of the ship?

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4. Where were the lifeboats kept?

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5. Why do you think third class passengers were not allowed to go up to the first or second class areas of the ship?

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6. Can you explain why a second class passenger would have been impressed with their facilities?

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7. What was the problem with the lifeboats? Give a detailed response.

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8. Which ticket class would you have preferred and why?

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9. What or who do you think was to blame for the disaster? Explain your reasoning.

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## Answers

1. Where was Titanic sailing to?  
**The Titanic was sailing to New York.**
2. How many years did it take to build?  
**It took three years to build.**
3. What was the purpose of fitting heavy metal doors, which closed slowly, in the watertight compartment areas of the ship?  
**Heavy metal doors were fitted to trap the water inside the watertight compartments if water entered these areas. The doors closed slowly to give escaping crew members time to pass through.**
4. Where were the lifeboats kept?  
**The lifeboats were kept on the boat deck.**
5. Why do you think third class passengers were not allowed to go up to the first or second class areas of the ship?  
**Various answers.**
6. Can you explain why a second class passenger would have been impressed with their facilities?  
**Second class passengers would have been impressed with the facilities because second class on Titanic was equal to first class standard on any other ship at the time.**
7. What was the problem with the lifeboats? Give a detailed response.  
**There were not enough lifeboats on board to hold all of the passengers and crew. There were only enough lifeboat spaces for 1,178 people when the ship's total capacity was 3,547. Tragically, when the lifeboats were launched, they were not even full.**
8. Which ticket class would you have preferred and why?  
**Various answers and reasoning. For example, first class because it was very luxurious.**
9. What or who do you think was to blame for the disaster? Explain your reasoning.  
**Various answers and reasoning. For example, Captain Lord was responsible because he ignored Titanic's distress flares.**

## Grammar Hammer

1. Underline the <b>suffix</b> that can change this <b>adjective</b> into an <b>adverb</b> .				
<b>emotional</b>	<b>ify</b>	<b>ly</b>	<b>ous</b>	<b>ate</b>
2. Underline the correct word to use in this sentence. Use a dictionary if it helps.				
<i>The material was ( course / coarse ) and uncomfortable to wear.</i>				
3. Underline the <b>prefix</b> which means 'favouring'. Use a dictionary if it helps you.			4. Underline the <b>prefix</b> which means 'two'. Use a dictionary if it helps you.	
<b>pro</b>	<b>circum</b>	<b>syn</b>	<b>di</b>	<b>bi</b>
5. Use a dictionary to find the meaning of this word.				
<b>gregarious</b>				
6-7. Use a thesaurus to find three synonyms for this word as an <b>adjective</b> .				
<b>catching</b>				

8-9. Précis this sentence. Cross out any adjectives and adverbs.				
<i>The battered, old, cardboard box finally arrived in the post.</i>				
10-11. Underline two <b>adverbials</b> that can be used for <b>dramatic effect</b> in a piece of writing.				
<b>tragically</b>	<b>including</b>	<b>for instance</b>	<b>remarkably</b>	<b>to begin with</b>
12. Underline the correct <b>verb</b> to <b>agree</b> with the <b>subject</b> .			13. Underline the <b>object</b> in this sentence.	
<i>The books ( was / were ) on the shelf.</i>			<i>Laura cut her knee when she fell.</i>	

This sentence uses a <b>formal</b> style of writing.		14. Re-write it using an <b>informal</b> style.		
<i>Please respond swiftly.</i>				
15. Underline the verb in this sentence.			16. Underline to show if it is <b>active</b> or <b>passive</b> .	
<i>The boys <u>ate</u> the sausages for tea.</i>			<b>active</b>	<b>passive</b>

17-18. Use <b>hyphens</b> to punctuate these phrases and make the meaning clear.				
<i>a short term contract</i>		<i>an all inclusive holiday</i>		
19. Use a <b>semicolon</b> to punctuate this sentence.		20. Use a <b>dash</b> to punctuate this sentence.		
<i>I wasn't good enough I lost the game.</i>		<i>There is only one thing I will eat pizza.</i>		

21-20. Use a <b>colon</b> and <b>commas</b> to punctuate this sentence.				
<i>She had many favourite colours red pink blue and purple.</i>				
23. Use an <b>ellipsis</b> to punctuate this sentence.				
<i>He edged towards the end of the diving board then jumped.</i>				
24-25. Underline <b>synonyms</b> of the adjective in bold and circle the <b>antonyms</b> . Use a dictionary if it helps.				
<b>bedraggled</b>	<b>untidy</b>	<b>clean</b>	<b>neat</b>	<b>messy</b>

<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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## Answers

1. (W6:1) A suffix can be added to a root word to change its meaning. The suffix 'ly' can be added to change an adjective into an adverb.				
<b>emotional</b>	<b>ify</b>	<b>ly</b>	<b>ous</b>	<b>ate</b>
2. (W6:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).				
<b>The material was ( course / <u>coarse</u> ) and uncomfortable to wear.</b>				
3. (W6:3) Recognising prefixes (W6:4) Using a dictionary			4. (W6:3. Sp 6:7) Recognising prefixes. The prefix 'by' means 'two'. (W6:4) Using a dictionary	
<b>pro</b>	<b>circum</b>	<b>sym</b>	<b>di</b>	<b>bi</b> <b>non</b>
5. (W6:4) Check the definition with that in the dictionary available.				
<b>gregarious</b>	<b>Either, Fond of company and/or Living in flocks or communities.</b>			
6-7. (W6:5) Check the synonyms with those in the thesaurus available.				
<b>catching</b>	<b>infectious, contagious</b>	<b>communicable, spreading</b>	<b>transmittable</b>	
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.				
<b>The <del>battered, old, cardboard</del> box finally arrived (in the post).</b>				
10-11. (W6:13) Using a wider range of <b>adverbials</b> can help build cohesion within and across paragraphs.				
<b>tragically</b>	<b>including</b>	<b>for instance</b>	<b>remarkably</b>	<b>to begin with</b>
12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.			13. (W6:24) The <b>object</b> is acted upon by the subject. i.e. The striker ( <b>subject</b> ) kicked ( <b>verb</b> ) the football ( <b>object</b> ). A direct object is usually a noun, pro noun or noun phrase.	
<b>The books ( was / were ) on the shelf.</b>			<b>Laura cut <u>her knee</u> when she fell.</b>	
14. (W6:18,24) <b>Formal</b> language is used for official, legal or professional writing such as job applications and letters of complaint. <b>Informal</b> writing is more like how we speak and is used for letters to friends, emails etc.				
<b>Please respond swiftly.</b>			<b>Write/call back soon or Let me know soon.</b>	
15-16. (W6:19) A verb is <b>active</b> when the subject of the sentence does the action. It is <b>passive</b> if the action is done to it.				
<b>The boys <u>ate</u> the sausages for tea.</b>			<b>active</b>	<b>passive</b>
17-18. (W6:10,20) <b>Hyphens</b> link two or three words together to show that together they make a <b>compound adjective</b> describing the noun.				
<b>a short-term contract</b>			<b>an all-inclusive holiday</b>	
19. (W6:10,21) A <b>semicolon</b> links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.			20. (W6:10,21) A <b>dash</b> shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.	
<b>I wasn't good enough; I lost the game.</b>			<b>There is only one thing I will eat – pizza.</b>	
21-22. (W6:21) <b>Colons</b> are commonly used to introduce lists. <b>Commas</b> separate items in a list. It is not used before the last item which has 'and' in front of it.				
<b>She had many favourite colours: red, pink, blue and purple.</b>				
23. (W6:23) An <b>ellipsis</b> is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.				
<b>He edged towards the end of the diving board then ... jumped.</b>				
24-25. (W6:24) <b>Synonyms</b> are words with a similar (but not exact) meaning. <b>Antonyms</b> have the opposite meaning.				
<b>bedraggled</b>	<b>untidy</b>	<b>clean</b>	<b>neat</b>	<b>messy</b>

## Spellings

Use your spelling homework book to learn your spellings in the usual ways (look at the sheets at the front of your book to remind you!). Remember that you have the whole list of Year 6 spellings in the front of your spelling homework book and also some extras in the middle of your reading record if you want to practise additional words. Choose any of these spoodles to help you to learn these words. You may even design some of your own spoodles. Ask a member of your family to test you on Monday and then re-test you on Friday. How much have you improved by?

### Pyramid Writing

"Pyramid write" your spelling words.  
You must write neatly!

\*Example: home h  
ho  
hom  
home

### Three Times!

Write each spelling word three times.  
**First**, write each word in pencil.  
**Second** write each word in coloured pencil.  
**Third**, write each word in pens.  
You **MUST** write neatly!

### Choo-Choo Words

Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.

Ex.  
hopmopestopdrop

### Across and Down

Write each of your spelling words across and then down (starting with the first letter).

\*Examples- when four  
h o  
e u  
n r

### UPPER and Lower

Write your spelling words two times each.

**First**, write each word in UPPERCASE letters. **Second**, write each word in lowercase letters.

\*Example- SLIDE slide

### Squiggly Spelling Words

You are going to write your spelling words two times. First write in regular letters. Then write the words again in squiggly letters!

### Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

### Word Search

Make a word search puzzle using your spelling words.

Use the **Discovery School's** online **Puzzle Maker**

<http://www.puzzlemaker.com>.

Then find your words!

### Consonant Circle

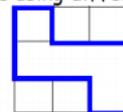
Write each of your spelling words.

Then go back and circle all of the consonants in your words!

Don't forget to write neatly!

### Surround Words

Write your words on graph paper. Write "middle" letters, one letter in each box. Use two boxes for "tall" letters like t and l and "low" letters like j and g. Then outline the words using different colours.



1 slowly

2 quickly

3 gingerly

4 easily

5 responsibly

6 importantly

7 physically

8 immediately

9 enthusiastically

10 frequently

Remember...spoodles should be BRIGHT and COLOURFUL to help you to learn your spellings!

## Science – Scientists and Inventors

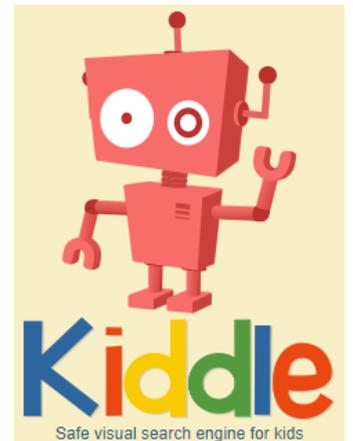
Choose a scientist or an inventor that you are interested in. Use books or the internet to research their life, their work and any other interesting facts about them. Decide how you are going to present your research to most effectively tell your family and friends about your chosen person. Try to be as creative as you can.

You could:

- Make a poster
- Make an information leaflet
- Create a multiple choice quiz with questions and answers
- Make a PowerPoint presentation
- Design an imaginary web page
- Create a short film that could be used on News Round
- Create a fact file (see template below)

Here are some scientists and inventors that you may wish to choose from:

- Tim Berners-Lee – Invented the World Wide Web (Internet)
- Rosalind Franklin – Contributed to the discovery of DNA
- Michael Faraday – Invented the electric motor
- Alexander Graham Bell – Invented the telephone
- Mae Jemison – The first black woman in space
- Isaac Newton – Discovered gravity
- Anders Celsius – Created to temperature scale known as celsius
- Grace Hopper – Invented computer programming
- Wilbur and Orville Wright – Invented the first fixed-wing aircraft
- Thomas Newcomen – Invented the first steam engine
- Marie Curie – First woman to win a Nobel Prize
- Thomas Edison – Developed one of the first light bulbs



You may also have a particular scientist that you are interested in that is not on the list that you would like to research. Remember that **Kiddle** is a really good alternative to Google because it produces child friendly information. Try to write the information that you find in your own words rather than copy and pasting from the internet.

**Here are some questions you may wish to consider:**

- When were they born?
- Where were they born?
- Are they still alive? If not, what was the date of their death and where or why did they die?
- Who was in their family? Did they have a wife or husband or any children?
- Where did they grow up?
- Did they have particular hobbies or interests?
- Where were they educated?
- Why are they a famous scientist or inventor?
- Did they win any prizes?

## Topic – Task 1 – Titanic Diary Entry

Imagine that you are a passenger on the Titanic who survived. Write a diary entry from the day that the Titanic sank. Think carefully about the following questions:

- Were you first class, second class or third class?
- What was your cabin like?
- What kinds of things had you been doing on the ship?
- What was the food like?
- Was the ship like you had expected?
- Who did you go on the Titanic with?
- Did they survive?
- How did it feel? Think about before the ship began to sink. Did you feel differently?
- What is your plan now? Are you in hospital? How are you going to return home?

Write in 1<sup>st</sup> person (I, me, my, we, our, us) and past tense. Try to include lots of information about your emotions and write in chronological order. If you are not sure how to start, then you could begin like this...

Dear diary,

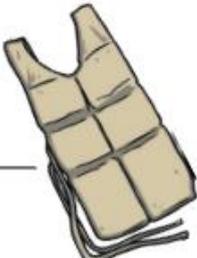
Today has been eventful. At one point I didn't think that I would still be here to tell you about it. You won't believe what happened...

## Topic – Task 2 – Titanic Story Board

**Challenge 1:** Think about everything that you have learnt about the Titanic so far. Can you summarise the events that happened in 6 bullet points? Write them down and check that you have included the important details in chronological order.

**Challenge 2:** Now use your 6 bullet points to create a story board. Remember to write in full sentences using your best handwriting. Also, spend some time imagining that you are an illustrator and drawing some pictures. Colouring them in carefully will make your story board look more effective. You could use the template below, or have a go at drawing your own.

**Challenge 3:** Can you include all of these pieces of technical vocabulary?

Key Words	Titanic	unsinkable	first class	Captain
	iceberg	survivors	second class	Atlantic
	passengers	sinking	third class	distress
	collision	lifeboats	maiden voyage	



## RE Task 1 - Immortality

Before you start today's work, you will need to understand the word 'immortal'. Look it up in your dictionary and write a definition in your own words here...

**Immortal**

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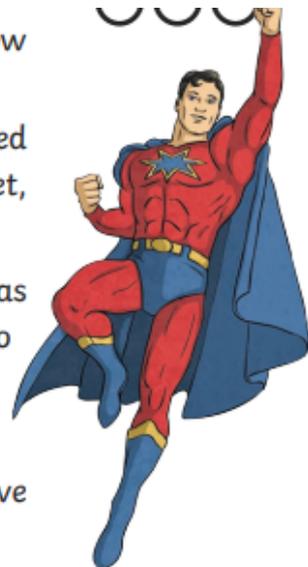
Read the superhero information, then answer the questions below

### **Superman** (Modern Superhero Story)

Superman was born on the planet, Krypton. However, his parents were forced to send him away due to a war that was raging. He landed on the planet, Earth and was adopted by the couple who found him.

His extraordinary powers include super strength, speed and breath. He has x-ray vision and can fly. He is able to withstand most attacks as he is so incredibly strong. The Earth's sun enables him to have these powers and he doesn't age while he is in its presence.

His weakness is that a rock called Kryptonite from his birth planet can leave him weak and helpless.



### **Achilles** (Ancient Greek Myths)

Achilles was born mortal but his mother dipped him into the river Styx. This resulted in part of him being dipped in immortality.

His mother had to hold onto him. The part she held, his ankle, remained vulnerable.

He grew up to be a fierce warrior and fought in the famous Trojan battle.

It was during this battle that his ankle was pierced with an arrow which led to his death.

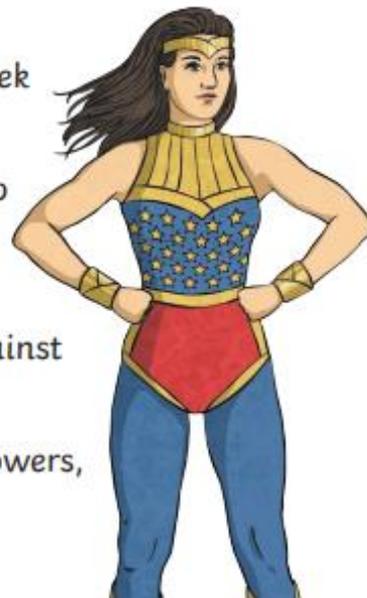
### **Wonder Woman** (Modern Superhero Story)

Wonder Woman was born in the Amazon and given powers by the Greek gods and goddesses. She has superior strength, speed and can fly.

She had to train and learn how to channel mentally in order to be able to use her powers.

She rescued a Second World War pilot who crashed on the Amazon island where she lived, and she returned to the United States with him to fight against evil.

She took on the identity of Wonder Woman and although she had other powers, she had to renounce her immortality.



Were these superheroes immortal?

Give reasons for each section of the table:

	<b>Yes</b>	<b>No</b>
<b>Wonder Woman</b>		
<b>Achilles</b>		
<b>Superman</b>		

Could a human being achieve the kind of immortality they had in the same way?

Why/Why not?

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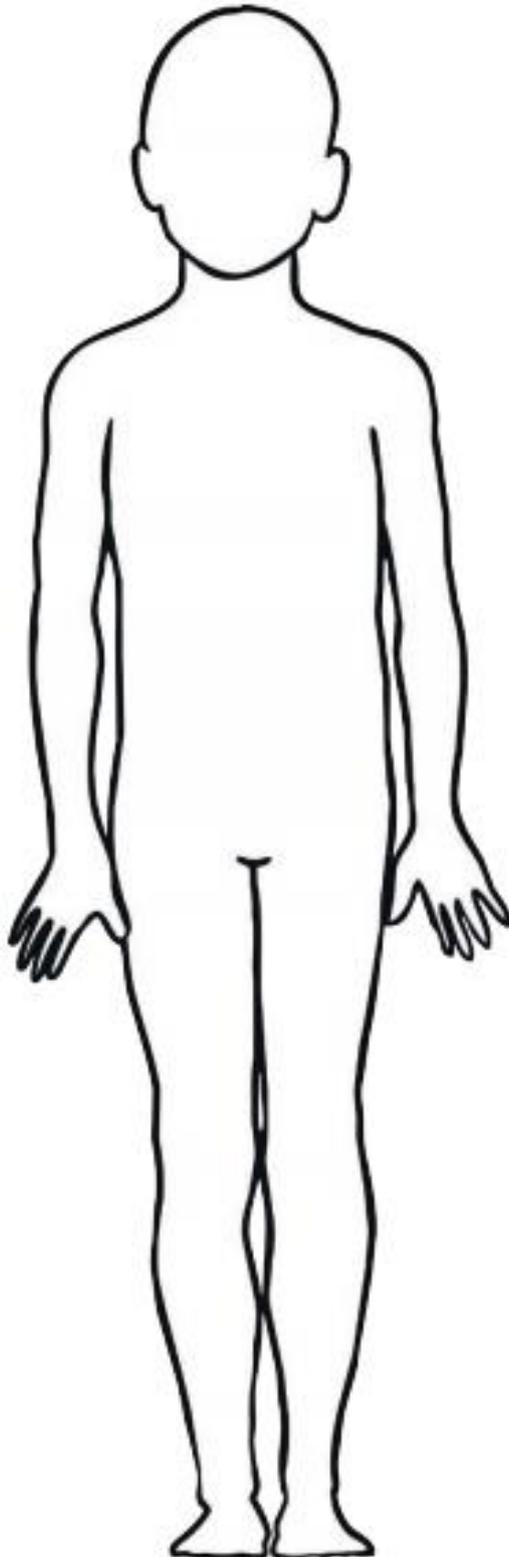
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## RE Task 2 – Design an Immortal Superhero

**Challenge 1:** Design your own immortal superhero. You will need to think about what they will look like, what they will wear, what they will be called and whether they have any additional powers alongside being immortal. You may choose to use the template below or you may prefer to draw your own. You might even come up with a whole superhero family!

**Challenge 2:** Write a paragraph describing your character. You **MUST** include an explanation of how they became immortal.



## **Staying Active**

Tokyo Ten Activities <https://www.getset.co.uk/resources/travel-to-tokyo/tokyo-ten>

BBC super movers <https://www.bbc.co.uk/teach/supermovers>

Joe Wicks <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

KidzBop <https://www.youtube.com/user/KidzBopKids>

## **Additional Learning Activities**

Education City <https://www.educationcity.com/>

TTRockstars <https://trockstars.com/>

Numbots (same log-in as TTRockstars) <https://play.numbots.com/#/account/school-login-type>

Sumdog [https://www.sumdog.com/user/sign\\_in](https://www.sumdog.com/user/sign_in)

If you do not have your password for any of the websites listed please contact Miss Mason at [info@st-james.dudley.sch.uk](mailto:info@st-james.dudley.sch.uk)

The home learning page on the website also has links to a range of resources.