

Year Six Home Learning Pack Spring Two Park 6

This packs reading is a new story on Purple Mash. I had some wonderful work completed on last packs story 'Seprents of Nebula' See what you think about this story. It has some similar themes to our Bookfest Book Dangerous Reality.



I know some of you are reading the Bookfest titles, when you are ready for the questions let me know and I will send them to you, and put your spine on the wall.

Chapter 1:

- Chapter 1: Nightmare Machine
- Chapter 1: Online Multiple Choice
- Chapter 1: Multiple Choice
- Chapter 1: Open Ended Questions
- Chapter 1: Sequencing
- Chapter 1: SPaG
- Radio News Report

Chapter 2:

- Chapter 2: Nightmare Machine
- Chapter 2: Online Multiple Choice
- Chapter 2: Multiple Choice
- Chapter 2: Open Ended Questions
- Chapter 2: Sequencing
- Chapter 2: SPaG
- Daniel's Thoughts

Chapter 3:

- Chapter 3: Nightmare Machine
- Chapter 3: Online Multiple Choice
- Chapter 3: Multiple Choice
- Chapter 3: Open Ended Questions
- Chapter 3: Sequencing
- Chapter 3: SPaG
- Mind over Matter

Chapter 4:

- Chapter 4: Nightmare Machine
- Chapter 4: Online Multiple Choice
- Chapter 4: Multiple Choice
- Chapter 4: Open Ended Questions
- Chapter 4: Sequencing
- Chapter 4: SPaG
- Should children's minds be used?

Chapter 5:

- Chapter 5: Nightmare Machine
- Chapter 5: Online Multiple Choice
- Chapter 5: Multiple Choice
- Chapter 5: Open Ended Questions
- Chapter 5: Sequencing
- Chapter 5: SPaG
- The Story Continues

Chapter 6:

- Chapter 6: Nightmare Machine
- Chapter 6: Online Multiple Choice
- Chapter 6: Multiple Choice
- Chapter 6: Open Ended Questions
- Chapter 6: Sequencing
- Chapter 6: SPaG
- Comparing Characters

Chapter 7:

- Chapter 7: Nightmare Machine
- Chapter 7: Online Multiple Choice
- Chapter 7: Multiple Choice
- Chapter 7: Open Ended Questions
- Chapter 7: Sequencing
- Chapter 7: SPaG
- Book Review

WRITING

Biogrpahy

There are a few features of a biogrpahy I want you to practice before you plan and write your own. In this section I will give you what a good one looks like, how to create and introduction and conclusion. To practice writing in third person, past tense, past progressive tense and using

a variety of sentences. Last time you practice using speech correctly to include as a quote.
THINGS TO REMEMBER the Earth and the Moon are proper nouns and need CAPITALS LETTERS each time you write them in relation to our planet and where Neil Armstrong landed.



1) These sentences are written in the first and second person. Re-write them in the third person.

- a) I am going to the fair tonight and I am extremely excited to go on the dodgems.
- b) I can't wait to go on holiday to Greece this summer and relax in the sun.
- c) You need to deliver the letter to Mrs Hawkins in the school office.
- d) We should meet after tea tonight to work on the project.
- e) You don't want to go in there! You'll get a fright!
- f) I am really late for my important meeting as my car broke down.
- g) We should invite Cara to come to the cinema with us.

Highlight which word in each sentences indication the person it is written in. Be careful some of the sentences have both first and third person words in them. You have to decide who is the author of the sentence.

For example: **I** wonder why **they** didn't come to the meet.

I= first person They = third person this sentences is First Person because the author is I.

3) Identify whether these sentences are written in the first, second or third person.

- a) I want to go shopping.
- b) They were very tired.
- c) We did not go to the park.
- d) You can use my calculator.
- e) Jane watched a movie last night.
- f) It is going to be a nice day.
- g) You are so funny!
- h) I thought he was joking.
- i) I wonder why they didn't come to the meeting.
- j) Olivia knew John was in trouble.
- k) "You are nice," Mark said.
- l) If one were to break the law, he should go to jail.
- m) "I'm leaving!" she yelled.
- n) "Are y'all coming to the football game?" I asked.

2) Write 5 sentences of your own in the third person. Make them interesting

One has to have an embedded clause,

one with speech,

one with a fronted adverbial phrase,

one with a ,FANBOYS (coordinating conjunction)

One with a subordinating conjunction

The Possessive Apostrophe

An apostrophe is used with an s at the end of a noun.

It shows that something or someone belongs to that noun.

e.g. the girl's ball

the boy's bike

A. Put the apostrophe into the words below:

- | | |
|----------------------------|--------------------------|
| 1. <u>the</u> horses head | 8. the teams mascot |
| 2. <u>the</u> sharks fin | 9. Jennys bag |
| 3. <u>the</u> cats owner | 10. the swimmers trunks |
| 4. <u>the</u> lorrys tyres | 11. the girls dress |
| 5. <u>the</u> babys rattle | 12. the rats tail |
| 6. Williams uncle | 13. the dogs dinner |
| 7. <u>my</u> dads job | 14. the boys cricket bat |

Here is an example of a biography, each of the parts of the sentence are coloured in with the explanation about the Year 6 features they represents.

Tom Daley

Wow!⁷ Who is that figure twirling through the air high above the swimming pool⁹, and what is he all about? Read on and find out...

Introduction

British diver Tom Daley has represented his country in many competitions¹⁸ worldwide, including three Olympic Games. He specialises in platform dives – both as a solo athlete and in synchronised events⁹.



Family and Early Life

Thomas Robert Daley was born⁴ in Plymouth on 21st May, 1994. His father, Rob,¹⁵ trained as an electrician¹⁰ while³ his mother (Debbie)¹⁵ was a housewife. Tom is their eldest child:¹⁶ his two brothers, William and Ben,¹⁵ are three and five years younger than him. Tom attended local schools and, despite his education being interrupted^{2,8,3} by competitions, he still achieved great exam results at his secondary school⁹.

Sporting Beginnings

Having learned to swim³ at the age of four,¹³ Tom then began diving lessons at his local pool aged seven. Although³, he was also keen on other sports⁹ including judo. He was soon spotted⁴ by diving coach Andy Banks, who became his trainer when Tom was eight years old⁹. From that age onwards^{3,8,9}, Tom was part of an increasingly intensive training regime¹¹ – including regular lessons and training camps in other cities. He has admitted that he found being away from home⁹ very¹⁰ difficult as a young child, and when Tom was placed⁴ in a competitive squad and began travelling to diving events, his father decided he would⁵ give up his job and accompany¹⁸ Tom on the road,¹⁶ had he not been there, Tom might not have become² so successful.⁶

First Signs of a Star

Only one month after⁹ his tenth birthday³, Tom became the youngest-ever¹⁷ winner of the under-18 platform competition¹¹ in the National Junior Championships⁹. Unfortunately¹⁰, despite the fact he had met² the tough qualification standard for the 2006 Commonwealth Games, Tom couldn't⁵ be selected for the England team⁹ at that time since³ he wasn't old enough. However^{3,13} later in 2005 at the British Championships,¹³ he did become the under-18 champion in 10m platform and 3m springboard.

All text: Accurate spelling, punctuation and grammar taught in previous years is demonstrated throughout the text.

² formal vocabulary and sentence structure that matches the formality of the text

³ a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

⁴ passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

⁵ modal verbs (e.g. can, could, should, would, etc.) could, should, would, etc.)

⁶ multi-clause sentences

⁷ single clause sentence for effect - short and snappy sentence

⁸ relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

⁹ preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

¹⁰ adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

¹¹ expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

¹² inverted commas

¹³ commas for clarity

¹⁴ apostrophes for possession

¹⁵ brackets, dashes and commas for parenthesis

¹⁶ semi-colons, dashes and colons to separate clauses

¹⁷ hyphens to avoid ambiguity

¹⁸ y3/y6 statutory spelling words

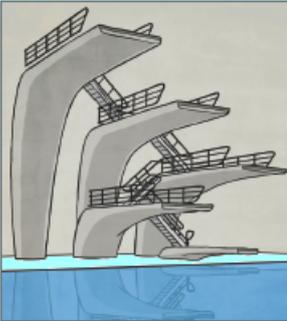
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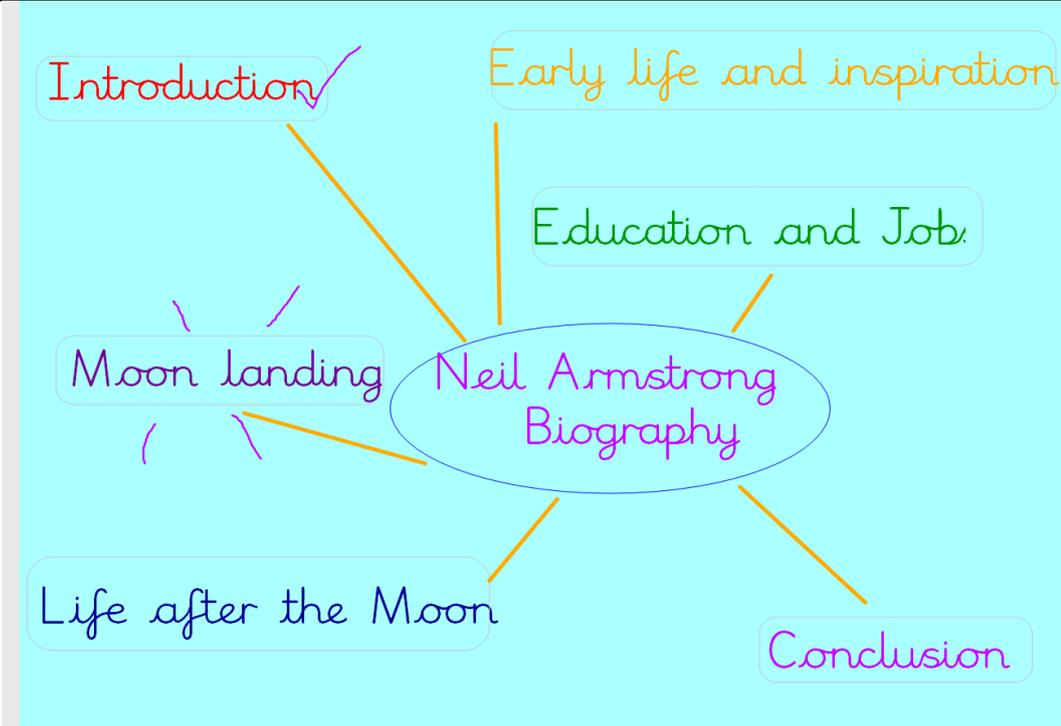
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	<p>linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis</p> <p>passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)</p> <p>modal verbs (e.g. can, could, should, would, etc.)</p> <p>multi-clause sentences</p> <p>single clause sentence for effect - short and snappy sentence</p> <p>relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)</p>	<h3>Continued Success</h3> <p>Progress, achievements and awards came thick and fast after that³ for Tom: he was junior 10m champion at the British Championships⁹ in 2005, 2006 and 2007; BBC Young Sports Personality of the Year¹² award winner three times and by the age of 14³, he was Britain's youngest competitor at the 2008 Beijing Olympics⁹. There³, he reached the final with his dive partner⁹, Blake Aldridge, as well as³ competing in the individual¹⁸ 10m event. At 16^{3&9}, he was a double-gold winner¹¹ at the Commonwealth Games.</p> <h3>Family Tragedy</h3> <p>Sadly¹⁰, Tom's¹⁴ biggest supporter -¹⁵ his father -¹⁵ was diagnosed⁴ with a brain tumour when Tom was only 12³. He died in 2011⁷. Tom was devastated by the loss⁹ and has credited his dad² with making him the person that he is today.</p>  <h3>Poster Boy</h3> <p>In the lead-up¹⁷ to the London 2012 Olympic Games, Tom was one of the British athletes promoting the Games around the country⁹. He won a bronze medal in the individual 10m dive (which he dedicated to his late father⁶) but unfortunately¹⁰ finished 4th in the synchronised event.</p>	<p>expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)</p> <p>inverted commas</p> <p>commas for clarity</p> <p>apostrophes for possession</p> <p>brackets, dashes and commas for parenthesis</p> <p>semi-colons, dashes and colons to separate clauses</p> <p>hyphens to avoid ambiguity</p> <p>YS/Y6 statutory spelling words</p>
	<p>All text: Accurate spelling, punctuation and grammar taught in previous years is demonstrated throughout the text.</p> <p>formal vocabulary and sentence structure that matches the formality of the text</p> <p>a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis</p> <p>passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)</p> <p>modal verbs (e.g. can, could, should, would, etc.)</p>	<p>After the success of the 2012 Games^{3&9}, Tom returned to training and school,¹³ studying hard for his exams. He became a celebrity supporter of ChildLine, a children's helpline run by the NSPCC,¹⁵ and revealed that he² had been bullied⁴ earlier in his schooldays. Because of this,^{3&9} Tom's parents moved him to a new school⁹;¹⁶ he was much happier there.</p> <p>Competition success continued meanwhile², and in 2016, Tom was selected for the Rio Olympics. He was hugely¹⁰ disappointed not to win a medal in the individual event but that was partly¹⁰ forgotten when he and partner Daniel Goodfellow won bronze⁸ in the synchronised 10m dive¹¹.</p> <h3>Dedicated Sportsman</h3> <p>Even at that point, aged only 22,¹⁵ Tom was already regarded⁴ as a 'veteran'¹² athlete, and is seen⁴ as an inspiration for young sports fans across the United Kingdom¹⁰. His determination¹⁸ and willingness to train incredibly¹⁰ hard make him an excellent role model. As Tom says, "Oh, you have to want it more than anything¹⁰. It has to be the biggest thing in your life - otherwise why would⁵ you do it?"¹²</p>	<p>preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)</p> <p>adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)</p> <p>expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)</p> <p>inverted commas</p> <p>commas for clarity</p> <p>apostrophes for possession</p> <p>brackets, dashes and commas for parenthesis</p>

To create your plan take the facts you have learnt and the bullet points you have made and group them into sections. Create your own headings for each section like the Tom Daley one above, you can use my subheading if you like, or create some of your own.



Features of Biography Checklist

Have I...

✓ Teacher Peer

used a question or interesting opening statement to hook the reader?			
summarised the main events of the person's life in the first paragraph?			
written in the past tense?			
used third person pronouns?			
written about key events in the person's life?			
written about key influences in the person's life?			
used the passive voice?			
linked sentences and paragraphs using:			
• ellipsis?			
• repetition?			
• adverbials?			
summarised the person's life by mentioning:			
• their main achievements?			
• personality?			
• how he or she will be remembered?			

Introduction

You need to draw your reader in a Biography the events are in chronological order, except for on the introduction and the conclusion, where you will want to draw attention to the most significant events in a persons life (the Moon Landing for Neil)
Here are some ideas of how to start.

	<p>You should avoid starting out with a standard but boring line like:</p> <p><i>"Meriwether Lewis was born in Virginia in 1774."</i></p> <p>Instead, try starting with something like this:</p> <p><i>"Late one afternoon in October, 1809, Meriwether Lewis arrived at a small log cabin nestled deep in the Tennessee Mountains. By sunrise on the following day, he was dead, having suffered gunshot wounds to the head and chest."</i></p> <p>Basic details include:</p> <ul style="list-style-type: none"> • Date and place of birth and death • Family information • Lifetime accomplishments • Major events of life • Effects/impact on society, historical significance <p>Starting your book report with a question is a good way to grab your reader's interest because you're addressing them directly. Consider the following sentence:</p> <ul style="list-style-type: none"> • Do you believe in happy endings? • Have you ever felt like a total outsider? • Do you love a good mystery? • What would you do if you discovered a secret that changed everything? <p>You'll want to start off with great first sentence.</p> <p>It's a good idea to begin with a really interesting statement, a little known fact, or really intriguing event.</p> <p>You should avoid starting out with a standard but boring line like:</p> <p><i>"Meriwether Lewis was born in Virginia in 1774."</i></p> <p>Instead, try starting with something like this:</p> <p><i>"Late one afternoon in October, 1809, Meriwether Lewis arrived at a small log cabin nestled deep in the Tennessee Mountains. By sunrise on the following day, he was dead, having suffered gunshot wounds to the head and chest."</i></p> <p>You'll have to make sure your beginning is motivating, but it should also be relevant. The next sentence or two should lead in to your thesis statement, or main message of your biography.</p> <p><i>"It was a tragic end to a life that had so deeply affected the course of history in the United States. Meriwether Lewis, a driven and often tormented soul, led an expedition of discovery that expanded a young nation's economic potential, increased its scientific understanding, and enhanced its worldwide reputation."</i></p>
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Here are some examples of an introduction, some better than others, Choose the style you like the best and then write your own in that style. Remember to keep it interesting

Have you ever looked at the Moon and wondered what it must be like to visit it?

"Can you hear that Daddy, can you hear the roar of that engine-how exciting?" It was the first time six year old Neil Armstrong had ever seen an airplane and he was hooked. His love of flying was born that day at the county airshow. Little did that six year old boy know where his love of flying would take him. Neil Armstrong was going to be break all mans expectations by becoming the first man to step on the Moon.

Neil Armstrong was born on August the 5th of August 1930.

As the roar of the plane flew over their heads, one sunny afternoon in 1936, Niel Armstrong knew he wanted to fly. He had no idea then that not only would he fly, but his adventers would take him far away from this planet- he was destined to be the first man on the Moon!

Include Introduction Paragraph flying in the Airforce test pilot calm under pressure when in tragedy chosen to by NASA

Paragraph THE MOON

Paragraph

Questions to consider in your biography:

- Was there something in your subject's childhood that shaped his/her personality?
- Was there a personality trait that drove him/her to succeed or impeded his progress?
- What adjectives would you use to describe him/her?
- What were some turning points in this life?
- What was his/her impact on history?

after the Moon awards sitting on different panels signing autographs

CONCLUSION

Be sure to use [transitional phrases and words](#) to link your paragraphs and make your composition [paragraphs flow](#).

It is normal for [good writers](#) to re-arrange their sentences to create a better paper.

The final paragraph will summarize your main points and re-assert your main claim about your subject. It should point out your main points, re-name the person you're writing about, but it should not repeat specific examples.

As always, [proofread](#) your paper and check for errors. Create a [bibliography](#) and title page according to your teacher's instructions. Consult a style guide for proper documentation.

Conclusion

This is for your self assessment. Look at the Year 6 writing ladder, the Success Criteria and highlight your own work. Then before you send it to me fill in this self assessment form. Send me a picture of this too.



I now know/I need to know:

I did well today because...

What I don't feel I'm doing well enough yet is...



What went well:

I am very proud of...

The best part of my work is...



Even better if:

Next time I write a piece of fiction I need to...

My next step is...

Intersting facts you might want to include!

Flies in Space

06.26.06

How are fruit flies like astronauts? For one thing, both will fly on the next space shuttle mission. For another, both have immune systems to keep them healthy.

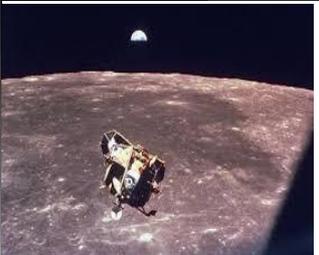
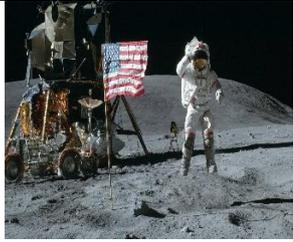


Image to right: The fruit fly's short lifespan makes it ideal for this experiment. Credit: NASA

Here's another question: How are middle school students like astronauts? Thanks to NASA, they can both use fruit flies to learn more about the immune system.

On the next space shuttle flight, NASA will be including a *Drosophila melanogaster* (fruit fly) research payload. The experiment will use flies to study how the conditions in orbit affect their immune systems. Scientists hope that observing the changes in the flies' immune systems will help NASA better understand how spaceflight affects humans, as well.

But scientists aren't the only ones who can use flies to learn about the immune system. NASA's "Flies in Space" Web site lets students learn more about fruit flies, the fly immune system and its similarity to the human system, space biology at NASA and the scientific method. The site also features a section for educators, with hands-on activities related to the fruit fly experiment. In addition, the educator section includes information about how the activities on the site are aligned with national standards and a worksheet that students can complete as they explore the site.



The Conclusion

Features of a conclusion	
Summary of main events in person's life	
No new information	
Remind reader of main achievements - contribution	
Explain what they learnt or taught us	
Explain their legacy - why we remember them	

Summarize the subject's most memorable actions. The **conclusion** of a **biography** should remind the reader of the subject's achievements or actions. Briefly describe their greatest achievements so that the reader can remember why it is important or enlightening to learn about their life.

THE CONCLUSION

Here is an example of a conclusion for your Biography. Read through it and see if you can use some of the techniques to complete your own.



Unsurprisingly, after spending his life being courageous and brave, Neil Armstrong took his last chance to be a pioneer (the first at something). He had, **at the age of 82**, an issue with his heart that could not be **cured**. Without a doubt, his only chance **was** to be the first to try something ground breaking: **new surgery**. **Being ground breaking**, was something that Neil **thrived** on throughout his life, from: learning to fly at 16, being a test pilot for new and speedy aircraft, flying the FX-13 out of the Earth's atmosphere, to being the first man on the Moon. **However**, this time Neil would not win the challenge. **Sadly**, On August the 25th, 2012, Neil said his last farewell to the universe. **Not before**, it could be said, he **had changed** our world forever. Neil once said "I believe every human has a finite number of heartbeats. I don't intend to waste any of mine." **It is true to say that** Neil absolutely did not waste any of his time on Earth. **No one could argue with this fact**, Neil Armstrong will forever be remembered as the first man to step foot on any ground outside of our own Earth, and developed our ability to travel in space. **Watched and remembered by millions; his legacy to the world is truly unique and inspirational.**

	Don't forget to complete your Moon Diary for this Month
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