



# The Avenue Primary School

## Work from home - Year 6

### Suggested activities to fill your daily timetable

Reading and Writing	Spellings
As with last week, we would like you to do similar English learning at home, as Y6 will be doing in school. Therefore, there is a detailed sequence for you to follow at the end of this document. The SPaG that we will be using for the unit is also detailed in the SPaG section below, so you can revise if needed.	Spelling Shed and Purple Mash. Practice, practice, practice 😊
SPaG	Tables
<ul style="list-style-type: none"><li>Phrases of debate</li><li>Passive Voice</li><li>Formal writing and vocabulary</li><li>Modal Verbs</li></ul>	Please continue practising all times tables up to 12 x 12, along with related division facts
Home Reading	Handwriting
Please also continue to read 4x a week. Lots of you in Y6 enjoy reading Harry Potter. Did you know that JK Rowling is releasing a new book <b>-The Ickabog</b> - chapter-by-chapter, free? Access it here <a href="https://www.theickabog.com/">https://www.theickabog.com/</a>	Please always use your <b>best, joined handwriting</b> when completing your writing.
DT Project	Summer Reading Challenge
Continue with your board game design from last week. Remember to be as creative as you want. It would be a good idea to think about board games that you like to play and take elements from them. Perhaps you could make it all about transition – Transition Snakes and Ladders anyone?	This year's challenge is up and running and is being run entirely online! See the link for details <a href="https://summerreadingchallenge.org.uk/about-the-challenge">https://summerreadingchallenge.org.uk/about-the-challenge</a>
Would you like a chance to see your artwork in print?	Spanish
Following on from the brilliant collaborative story 'Parmo to the Rescue' written by Rachael Wong and the children of Middlesbrough, capturing life during lockdown, Rachael is going to get the story published as a hard copy illustrated book for us! (The story is available to read/download <a href="#">here</a> ) Please ask an adult to email your illustrations to <a href="mailto:bororeads@literacytrust.org.uk">bororeads@literacytrust.org.uk</a> by 5pm on Friday 10 <sup>th</sup> July, including your name, age and school Those whose illustrations are used in the published book will receive a copy, signed by Rachael.	Carry on learning Spanish at The Oak National Academy, using the link below. <a href="https://www.thenational.academy/year-6/foundation/el-alfabeto-y-los-numeros-year-6-wk1-2">https://www.thenational.academy/year-6/foundation/el-alfabeto-y-los-numeros-year-6-wk1-2</a>
Transition	ICT
Carry on working your way through the <b>Transition Booklet and Top Tips for Secondary Booklet</b> on the Y6 Working From Home page.	Use Purple Mash to access a range of activities at your leisure.
PE	
Follow along with any of Les Mills' classes <a href="https://www.youtube.com/watch?v=9WgkiB-GQMl">https://www.youtube.com/watch?v=9WgkiB-GQMl</a>	

**Always remember to ask for adult supervision when using the internet**

## **Maths Suggested activities**

### **Maths**

Visit the White Rose website using this link:

<https://whiterosemaths.com/homelearning/year-6/>

**Visit White rose website for week commencing 22<sup>ND</sup> June and look at area , perimeter and volume. Summer term week 9**

Lesson 1

Area and perimeter

Lesson 2

Area of triangles

Lesson 3

Area of parallelograms

Lesson 4

Volume of cuboids

Lesson 5

Friday challenge.

- You can still work your way through the Y6 Maths Revision Workbooks. Although KS2 SATs have been cancelled, these are still relevant.
- You can still work your way through the Y6 Maths Homework Workbooks.
- Please refer to the website list we sent out within your revision pack to find relevant Maths websites and games.
- Maths Shed can be accessed through your Spelling Shed login.
- Go to [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) to access free home learning pack

## The 3 Little Pigs Week 4 – Writing a balanced argument/discussion text

### Learning and tasks

#### **Session 1: Feature Spotting**

This week, we are writing to discuss both sides of an argument. This video may help if you find this idea tricky  
<https://www.youtube.com/watch?v=kFyM0A6Exp4>

Today, you will be using the **Model Text**. Read the text and discuss any unfamiliar language with an adult, to ensure that you understand it. Then, use the table to highlight the features of the text. If you do not have any highlighters at home, you can use pencils (just as we do in school).

Then, can you spot how the arguments in paragraph 2 and 3 link up? Using the Model Text, record the arguments on **the** sheet with the title **Matching Arguments**. Discuss your findings with an adult.

#### **Session 2: The 3 Little Pigs**

Think back to your recent learning about the 3 Little Pigs. We know that the Big Bad Wolf has blown the first two houses down and then has been boiled alive by the pigs in the third (brick) house.

What is your view of the incident - who was in the right and who was in the wrong? Have a think about this and decide what your opinion is.

Look at the **Opinions Sheet**. Which opinions do you agree with the most? Select three opinions that are against the pigs being punished (which think that the pigs were right) and create three arguments back which are for the pigs being punished (which think that the pigs are wrong). Use the **Planning Sheet** to organise your ideas.

TIP: make sure that your arguments are linked, just like the ones we looked at yesterday. This will make your writing clearer and more effective.

#### **Session 3: Writing an introduction**

Look at the **Model Text with notes - introduction**. Using the notes, create your own introduction for your discussion text. Your title/question is: The Three Little Pigs and the Big Bad Wolf: Should the pigs be punished?

Use the **Handy Vocabulary Sheet** to help you include some key vocabulary, and keep your writing well-organised and more formal.

After you have written this, read back over and make any improvements that you may need.

#### **Session 4: Writing the main body of the text**

Look at the **Model Text with notes - main body**. Using the notes, create your own two main body paragraphs for your discussion text

- The first paragraph will be AGAINST the pigs being punished
- The second paragraph will be FOR
- Use your planning sheet, the models and the Handy Vocabulary Sheet to help.

#### **Session 5: Conclusion and publishing**

Look at the **Model Text** from day one and think about how the conclusion is structured. Remember, the conclusion is where you sum up and give your opinion. Use the model to help you to write your own conclusion.

Once finished, proofread your writing and make improvements where you think you need them. Then, you could publish it as a final, polished piece! If you'd like us to see it, email [year6@theavenueprimaryschool.co.uk](mailto:year6@theavenueprimaryschool.co.uk)

## **Model Text**

### Should SATs be abolished?

Recently, there has been much controversy surrounding the Key Stage Two Statutory Assessment Tests (SATs). Currently, all Year Six children are obliged to sit these silent tests in Maths and English each year; the assessments take place over a week during the Summer Term and last an hour on average. Some people believe these compulsory tests beneficial; others do not. Thus, this leads to the question: Should Year Six SATs be abolished?

Firstly, some experts have argued against SATs because increasing numbers of children in England are suffering from mental health problems: it has been suggested that SATs could be making this worse due to the pressure they place upon pupils. In addition, as SATs are only taken in English and Maths, it has been argued that students are not given the opportunity to show their talents in other areas such as history, art, sport, or music; thus this could lead to a lack of self-belief and promote low self-esteem. Furthermore, it has been said that SATs do not help children learn and a child's existing knowledge cannot be shown in five hours' worth of tests, since Key Stage Two learning occurs over four years.

On the other hand, there are many supporters of SATs. Some researchers suggest that because children are given the chance to take the tests, they encourage them to thrive and reach their full potential; thus, improving their self-esteem and mental health. Additionally, teachers have claimed that self-directed learning is promoted by tests: they state that this improves knowledge and understanding. Furthermore, it has been argued that SATs can give a good indication of children's knowledge; some experts have pointed out that the assessments are considered valuable by secondary schools, since they give them information of the standard pupils are at and prepare children for their transition to Year 7.

In conclusion, there are several arguments for and against the abolishment of SATs. Having considered both sides of the debate, there are valid reasons why they should not take place. However, I personally believe that SATs should not be removed completely: they not only promote hard work and dedication in young people (which is extremely important), but they also test exactly what pupils know. Therefore, this ensures that they are well prepared for secondary school, which gives them the best chance of success in their life.

<b>Feature</b>	<b>Colour</b>
Arguments for SATs	
Arguments against SATs	
Writer's own opinion	
Conjunctive adverbs & conjunctions	
Phrases of debate	
Formal language	
Passive voice	
Modal Verbs	
Anything else you notice.....	

## Matching Up Arguments

Find the arguments that match up with each other in paragraph 2 and 3. I have done one for you to start you off. Paragraph 2 contains three points/arguments against SATs and paragraph 3 contains three points/arguments for SATs.

Argument	Against SATs	For SATs
1	Some experts have argued against SATs because increasing numbers of children in England are suffering from mental health problems  Not given the opportunity to show their talents in other areas could lead to a lack of self-belief and promote low self-esteem	Tests encourage them to thrive reach their full potential; thus, improving their self-esteem and mental health.
2		
3		

Can you see how each paragraph is 'arguing' with the other one?

What information does the introduction give?	What information does the conclusion give?

## Opinions Sheet

### **The Three Little Pigs and the Big, Bad Wolf: Should the pigs be punished?**

**This question is basically asking – Were the pigs in the right? Did they have good reason to do what they did (was it *justified*)?**

Below, are different arguments which are **against** the pigs being punished (these opinions think the pigs were in the right).

The pigs had the right to defend themselves if their home was being attacked.

The wolf has bullied the pigs for years, so they have a right to retaliate.

The pigs feared for their lives when the wolf was on the roof, and they were acting out of desperation because they were in danger.

The pigs did not have time to call the police because the wolf was about to come down the chimney.

If the wolf had come down the chimney, then the pigs would have certainly died because the wolf is much stronger than they are.

If the pigs had died, their elderly mother would have been left all alone – they were afraid for her safety.

The pigs were in shock: the wolf had already blown down two of their houses.

Which three arguments will you choose for your planning sheet? Perhaps you can think up another argument of your own and that is fine too!

### **Planning Sheet**

In the table below, add your three arguments **against** the pigs being punished.  
Then, think of three arguments back which are **for** the pigs being punished.

Argument	Against being punished	For being punished
1		
2		
3		

**Model Text with notes - Introduction**

Recently, there has been much controversy surrounding the Key Stage Two Statutory Assessment Tests (SATs). Currently, all Year Six children are obliged to sit these silent tests in Maths and English each year; the assessments take place over a week during the Summer Term and last an hour on average. Some people believe these compulsory tests beneficial; others do not. Thus, this leads to the question: Should Year Six SATs be abolished?

The first sentence introduces the topic.

The next sentence gives more detail about what the topic is.

The third sentence explains that people's opinions differ.

The final sentence introduces the question discussed in the text.

## **TASK**

Using the same structure, create your own introduction for your discussion text. Your title/question is

**The Three Little Pigs and the Big, Bad Wolf: Should the pigs be punished?**

**Model Text with notes – main body**



Firstly, some experts have argued against SATs because increasing numbers of children in England are suffering from mental health problems: it has been suggested that SATs could be making this worse due to the pressure they place upon pupils. In addition, as SATs are only taken in English and Maths, it has been argued that students are not given the opportunity to show their talents in other areas such as history acting, sport, or music; thus this could lead to a lack of self-belief and promote low self-esteem. Furthermore, it has been said that SATs do not help children learn and a child's existing knowledge cannot be shown in five hours' worth of tests, since Key Stage Two learning occurs over four years.

**The paragraph above is all against SATs. The colours show how three arguments have been included.**

**Notice how each argument begins with a conjunctive adverb or other opener, so ideas link together.**

### **TASK**

Now, create your two main paragraphs

- The first will be AGAINST the pigs being punished
- The second paragraph will be FOR.
- Use your planning sheet, the models and the Handy Vocabulary Sheet to help.

## **Handy Vocabulary**

# Writing a Balanced Argument

## Connectives

Firstly  
Secondly  
Finally  
In addition  
Moreover  
Furthermore  
On the other hand  
On the contrary  
However  
Although  
Nevertheless  
Consequently  
As a result  
Alternatively  
Yet  
But

## Phrases of debate

No one can deny  
There is no doubt  
It could be argued that  
Some people fear  
Some scientists believe  
Some doctors claim  
Some experts argue that  
Schools point out  
Supporters of  
They further claim  
Those in favour of  
Scientists confirm  
They cite  
A major cause of  
There is a lot of debate  
Others think that

## Things to include

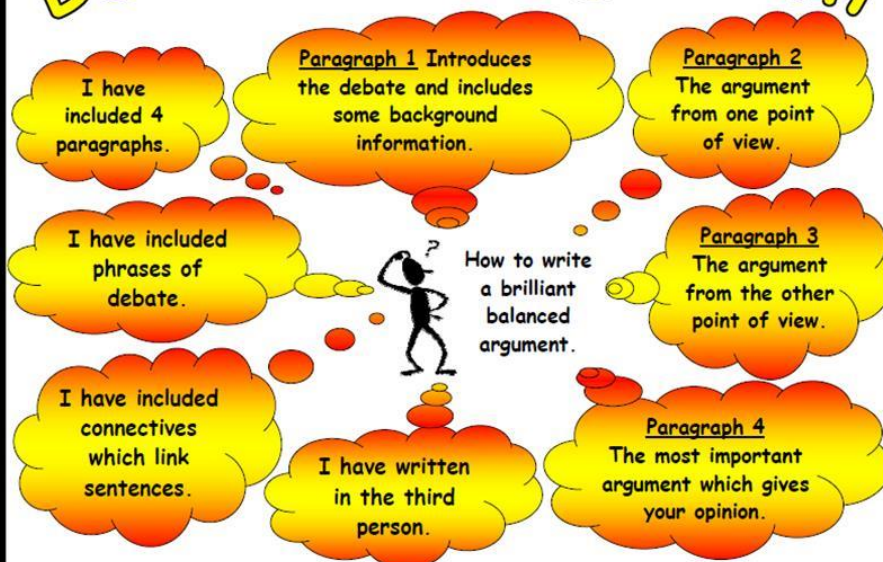
1. Connectives
2. Phrases of debate
3. Facts and statistics
4. Present tense verbs
5. Technical vocabulary
6. Passive voice



## Structure

Include 4 paragraphs

- Paragraph 1 - Introduction  
Paragraph 2 - Argument for  
Paragraph 3 - Argument against  
Paragraph 4 - Conclusion


# Balanced Argument



**Writing a  
Balanced  
Argument.**

**Title**  
A simple statement or question to draw attention to the issue.

 Should mobile phones be banned in schools?

**Paragraph 1**

**Introduction**  
A **short** opening, explaining how the issue came about. Do **not** put any views of your own in this section.

**Paragraph 2**



**Points 'for'**  
Start this section with '**Firstly**'. Write about your first point in favour of the argument but do **not** put your own point of view yet.

**Paragraph 3**

**Points 'for'**  
Begin your next point with '**Secondly**' or '**In addition to this**' but still do not give your own opinion.

**Paragraph 4**

**Points 'for'**  
Use '**Also**' or '**In addition**' to begin your final point in favour of the argument. Try to give evidence to support the point if you can.

**Paragraph 5**

**Points 'Against'**  
Begin with '**However**' and put your first point against the argument without giving your own view.

**Paragraph 6**

**Points 'Against'**  
Continue to put your points 'against', introducing them with formal words such as '**In addition**', '**Also**' or '**Furthermore**'.

**Paragraph 7**

**Points 'Against'**  
Use '**Finally**' to begin your last point. Still do **not** give your opinion.

**Paragraph 8**

**Conclusion**  
Begin with '**To sum up the argument**' or '**In conclusion**'. **At last** you can give your own views if you wish, and conclude either in favour of or against the issue. Or finish with a question to challenge your readers to make up their own minds!