Home Learning Holy Trinity – Year 6 Week Beginning 1st March

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'Divide Fractions by Integers (1)' https://whiterosemaths.com/homelearning/year-6/spring-week-7-measurement-converting-units/ Follow up activity below	Follow the lesson called 'Divide Fractions by Integers (2)' https://whiterosemaths.com/homelearning/year-6/spring-week-7-measurement-converting-units/ Follow up activity below	Follow the lesson called 'Four Rules with Fractions https://whiterosemaths.com/homelearning/year-6/spring-week-7-measurement-converting-units/ Follow up activity below	Follow the lesson called 'Fractions of an Amount' https://whiterosemaths.com/homelearning/year-6/spring-week-7-measurement-converting-units/ Follow up activity below	'Fractions of an Amount – Find The Whole'' https://whiterosemaths.com/homelearning/year-6/spring-week-7-measurement-converting-units/ Follow up activity below
X tables	**Remember:** 2x, 5x, 10x – **Bronze** 3x, 4x, 8x – **Silver** 6x, 7x, 9x, 11x, 12x – **Gold** https://www.timestables.co.uk/ https://ttrockstars.com/				
English	*Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo.* Follow up activity and supporting resources below ..	*Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo.* Follow up activity and supporting resources below SPAG lesson	*Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo.* Follow up activity and supporting resources below	*Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo.* Follow up activity and supporting resources below .	*Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo.* Follow up activity and supporting resources below
Other Subjects	**RE** **What happened at the Last Supper?** https://www.bbc.co.uk/bitesize/clips/z8vcd2p https://www.bbc.co.uk/bitesize/clips/zrfgkqt Watch the clips and look at the different paintings of the Last Supper below. What do you notice? What is the same and different about each painting? Draw a picture of the Last Supper, and draw thought bubbles for Jesus, Judas, Peter and one more disciple. Write what you think each person was thinking during the Last Supper.	**History/Geography** **Where are all the people?** In this lesson, we will consider how many people there are on the planet, how this has changed and where populations are distributed. https://classroom.thenational.academy/lessons/where-are-all-the-people-6gv36t .	**Science** **What is the Theory of Evolution?** In today's lesson we look at Darwin's observations from his trip on HMS Beagle. We will then put all his observations together to see how Darwin came up with his theory. His theory is called evolution. We will apply this new knowledge to two other examples of evolution, mice and giraffes. https://classroom.thenational.academy/lessons/what-is-the-theory-of-evolution-6ru32d	**Spanish** Watch the video on the school website to learn more about the verb SER. Fill in the blanks using the verb. If you want a challenge, try writing sentences using the verb!	**PHSE** Money, money, money This lesson will consider why we have money… what's the point of it? We will also look at why saving is important and different ways of paying for things. https://classroom.thenational.academy/lessons/money-money-money-61gked

Monday Maths:

Metric measures

1 Sort the metric units into the correct categories.

ml	mm	g	kg	tonne	l	km

Mass	Length	Capacity

2 Match the measure to its definition.

length	how much an object weighs
volume	the amount of space enclosed by a container
mass	how much of a solid, liquid or gas an object can hold
capacity	the measurement of something from end to end

3 Circle the most appropriate unit for each item.

a) the mass of an elephant

g kg l tonnes

b) the length of a classroom

cl cm m km

c) the capacity of a water bottle

cm^3 m^3 ml l

d) the length of a fly

mm cm m mg

4 Circle the best estimate for each item.

a) the capacity of a glass

2 ml 20 ml 200 ml 2,000 ml

b) the length of a rounders bat

50 mm 50 cm 50 m 50 km

c) the mass of a car

1.5 g 1.5 kg 1.5 tonnes 15 kg

d) the length of a football pitch

100 cm 100 m 100 km 100 mm

5 Estimate the length of your classroom. Give units with your answer.

Compare answers with a partner.

6

It's impossible to measure the school field using centimetres!

Do you agree with Mo? _____

Explain your thinking.

_____

_____

_____

7 Estimate how much water it would take to fill a bath.

Explain your estimate to a partner.

8 Dora and Ron are estimating the capacity of a jug.

The capacity of a jug is approximately 1 litre.

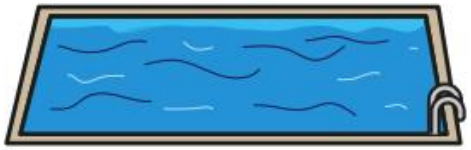
The capacity of a jug is approximately 600 ml.

They could both be correct.

Talk about why with a partner.

9 Eva is thinking about how to estimate the capacity of a swimming pool.

I know that a metal can holds roughly 200 ml of liquid. So to find out the capacity of a swimming pool, I could just imagine how many cans could fit into it!



Create your own way of estimating the capacity of a swimming pool.

_____

_____

_____

_____

10

I wonder how heavy our school is.

Write a plan to estimate the mass of your school.

_____

_____

_____

Convert metric measures

1 How many centimetre cubes can you fit along a metre stick?

What does this tell you?

2 Complete the sentences.

a) There are _____ grams in 1 kilogram.

There are _____ kilograms in one tonne.

b) There are _____ millilitres in 1 litre.

c) There are _____ millimetres in 1 centimetre

There are _____ centimetres in 1 metre.

There are _____ metres in 1 kilometre.

3 Complete the bar models.

a)

1 km	1 km	1 km	1 km
1,000 m	1,000 m		

There are _____ m in 4 km.

b)

1 kg	1 kg	1 kg	1 kg	1 kg	1 kg	$\frac{1}{2}$ kg
1,000 g	1,000 g	1,000 g				

There are _____ g in $6\frac{1}{2}$ kg.

4 Complete the conversions.

a) 2 kg = _____ g

5 kg = _____ g

10 kg = _____ g

12kg = _____ g

b) 1 l = _____ ml

5 l = _____ ml

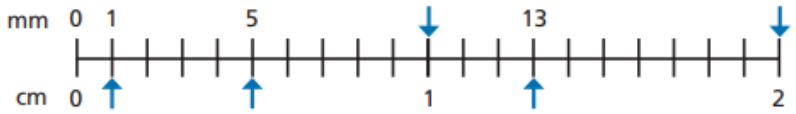
11 l = _____ ml

5 A bag of dog food weighs 2.5 kg.

Write this weight in grams.

6 What measurements are the arrows pointing to?

Label them on the number line.



7 Complete the conversions.

a) 10 mm = ☐ cm ☐ mm = 1.1 cm

11 mm = ☐ cm ☐ mm = 10.1 cm

☐ mm = 11 cm

b) 2.1 km = ☐ m 2.01 km = ☐ m

2.001 km = ☐ m 2.011 km = ☐ m

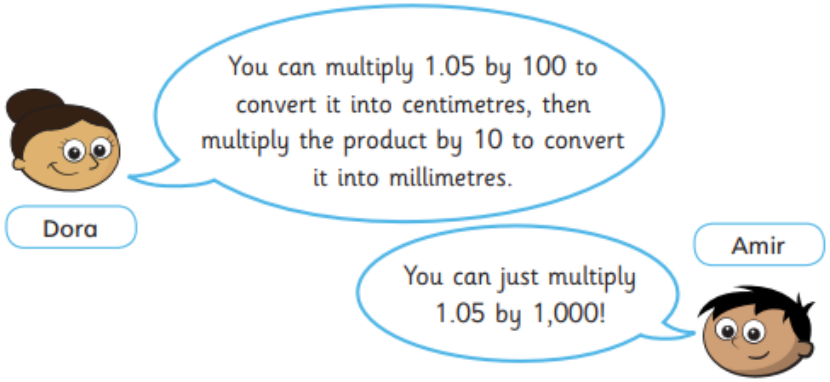
8 Write > , < or = to complete the statements.

a) 100 m ◯ 1 km **b)** 5.1 l ◯ 5,100 ml

10 m ◯ 10 cm 607 l ◯ 0.607 ml

10.1 mm ◯ 101 cm 0.05 l ◯ 5 ml

9 Dora and Amir are trying to convert 1.05 metres into millimetres.



Who do you agree with? _____

Explain your thinking.

10 What is the mass of one of the boxes?

Give your answer in grams.

☐

11 There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

☐

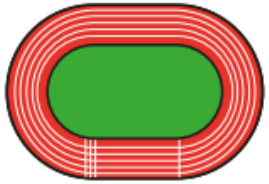
b) A car weighs 1.3 tonnes.

Write the weight of the car in grams.

☐

Calculate with metric measures

1 An Olympic racetrack is 400 metres all the way around.



a) Jack runs 2 laps.

How far does Jack run?

m

b) Rosie runs 3 laps.

How far does Rosie run?

Write your answer in metres and kilometres.

m km

c) Amir runs 4 km.

How many laps does Amir run?

d) Eva runs 10 km.

How many laps does Eva run?

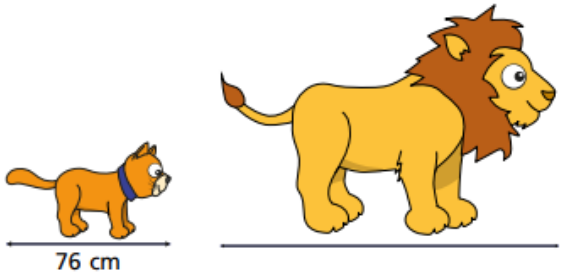
2 Mo has 2 litres of orange juice.

He drinks 200 ml.

He then shares the rest equally between 6 glasses.

How much orange juice is poured into each glass?

3 A cat measures 76 cm from its nose to its tail.



The length of a lion is 3 times as long as a cat.

How long is a lion?

Give your answer in **metres**.

4 The length of a swimming pool is 25 m.

Rosie swims 600 m.

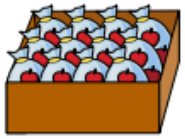
Tommy swims 1 km.

How many more lengths did Tommy swim than Rosie?

Compare methods with a partner.

5 A bag of apples weighs 350 g.

A box can hold 12 bags of apples.



What would be the mass of 20 boxes of apples?

Give your answer in **kilograms**.

6 Dani is collecting rainwater in a 1-litre jug.

On Monday, she collects 220 ml of water.

On Tuesday, she collects a quarter of a litre of water.

At the end of Wednesday, Dani sees she only needs another 0.1 litres until her jug is full.

How much water did Dani collect on Wednesday?

7 Jack wants to find out the mass of his suitcase.

Jack weighs 34.5 kg.

He steps onto the scales and it shows 47 kg and 200 g.

How heavy is his suitcase?

8 A bag contains 200 sweets.

Each sweet weighs 1.5 g.

The bag itself weighs 16 g.

Huan has some bags of sweets. The total mass is 1.264 kg.

How many bags of sweets does Huan have?

9 Here is a recipe for 8 cupcakes.

a) Complete the recipe for 24 cupcakes.

Cupcakes (makes 8)
100 g butter
100 g sugar
2 eggs
1 tsp vanilla extract
120 g flour
4 tbsp milk

Cupcakes (makes 24)	
	butter
	sugar
	eggs
	vanilla extract
	flour
	milk

b) Mo has half a kilogram of butter and plenty of the other ingredients.

What is the greatest number of cupcakes he can make using this recipe?

Miles and kilometres

1 Tick the statements that are true.

Use the bar model to help you.

1 mile	1 mile	1 mile	1 mile	1 mile

1 km	1 km	1 km	1 km	1 km	1 km	1 km	1 km

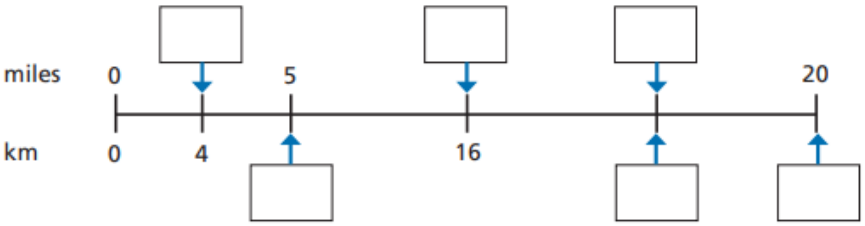
a) 5 miles is approximately equal to 8 kilometres. ☐

b) 1 mile is longer than 1 kilometre. ☐

c) 2 kilometres is longer than 1 mile. ☐

d) 2 kilometres is longer than 2 miles. ☐

2 Fill in the missing numbers on the number line.



3 Complete the conversions.

a) 5 miles ≈ ☐ kilometres

10 miles ≈ ☐ kilometres

15 miles ≈ ☐ kilometres

b) ☐ miles ≈ 16 kilometres

☐ mile ≈ 1.6 kilometres

☐ miles ≈ 0.8 kilometres

4 Complete the conversions.

a) ☐ miles ≈ 160 km

b) 45 miles ≈ ☐ km

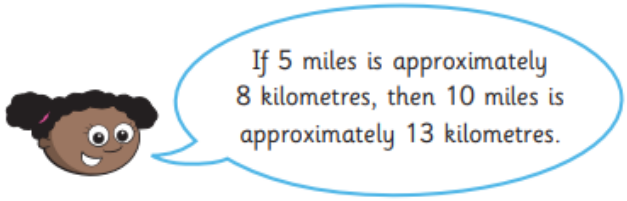
c) ☐ ≈ 640 km

d) 95 miles ≈ ☐ km

e) 7.5 miles ≈ ☐ km

f) 2 miles ≈ ☐ km

5



Here is Whitney's working out.

5 miles ≈ 8 km

+ 5 ↓ + 5

10 miles ≈ 13 km

Explain Whitney's mistake.

6 A marathon is approximately 26.2 miles.

How far is this in kilometres?

7 The maximum speed limit on residential roads in the UK is 30 miles per hour.

In France, the maximum speed limit on residential roads is 50 kilometres per hour.

a) Which country has the higher speed limit for these roads?

_____

b) What is the difference between the speed limits in miles per hour?

8 Esther cycles 70 miles over 4 days.

On day 1 she cycles 14 miles.

On day 2 she cycles 32 km.

On day 4 she cycles twice as far as she does on day 3

How far does she cycle on day 4?

Give units with your answer.

9 Use a map of your local area.

Find something that is approximately:

a) 1 mile away from your school

_____

b) 1 km away from your school

_____

c) 5 miles away from your school

_____

d) 5 km away from your school

_____

Compare answers with a partner.

Friday

Imperial measures

1 Sort the measures into the table.

The first one has been done for you.

gram	pound	ounce	foot
kilogram	centimetre	inch	stone
gallon	millilitres	litres	kilometres

	Metric	Imperial
Mass	gram	
Capacity		
Length		

2 Fill in the missing numbers.

a) 1 foot is equal to ☐ inches.

1 inch is approximately ☐ centimetres.

b) 1 pound is equal to ☐ ounces.

1 stone is equal to ☐ pounds.

c) 1 gallon is equal to ☐ pints.

3 Complete the conversions.

a) 1 foot = ☐ inches

2 feet = ☐ inches

10 feet = ☐ inches

20 feet = ☐ inches

15 feet = ☐ inches

b) 1 gallon = ☐ pints

☐ gallons = 40 pints

☐ gallons = 48 pints

☐ gallons = 960 pints

4 The world's tallest man was 8 feet and 11 inches tall.

a) What was his height in inches?

☐ inches

b) Approximately how tall was he in centimetres?

cm

5

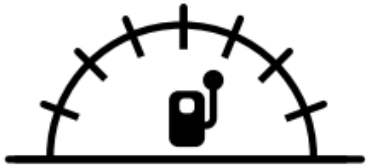
1 pound = 16 ounces	1 stone = 14 pounds

Given these facts, how many ounces are in 1 stone?

6 Mr White's car has a fuel tank that can hold 16 gallons of petrol.

a) His tank is a quarter full.

Draw an arrow to show how much petrol is in his tank.

empty  full

b)

Mr White needs another 96 pints of petrol to fill his tank.

Is Annie correct? _____

Show your working out to support your answer.

7 Design a poster that could help someone remember the different imperial units and their conversions.

Metric measures

1 Sort the metric units into the correct categories.

ml	mm	g	kg	tonne	l	km

Mass	Length	Capacity
g, kg, tonne	mm, km	ml, l

2 Match the measure to its definition.

length	how much an object weighs
volume	the amount of space enclosed by a container
mass	how much of a solid, liquid or gas an object can hold
capacity	the measurement of something from end to end

3 Circle the most appropriate unit for each item.

a) the mass of an elephant

g kg l tonnes

b) the length of a classroom

cl cm m km

c) the capacity of a water bottle

cm^3 m^3 ml l

d) the length of a fly

mm cm m mg

4 Circle the best estimate for each item.

a) the capacity of a glass

2 ml 20 ml 200 ml 2,000 ml

b) the length of a rounders bat

50 mm 50 cm 50 m 50 km

c) the mass of a car

1.5 g 1.5 kg 1.5 tonnes 15 kg

d) the length of a football pitch

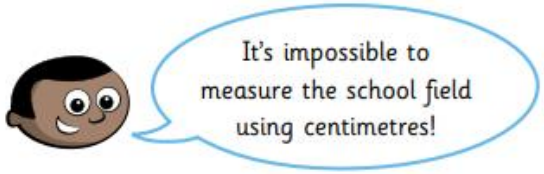
100 cm 100 m 100 km 100 mm

5 Estimate the length of your classroom. Give units with your answer.

Variou

Compare answers with a partner.

6



Do you agree with Mo? No

Explain your thinking.

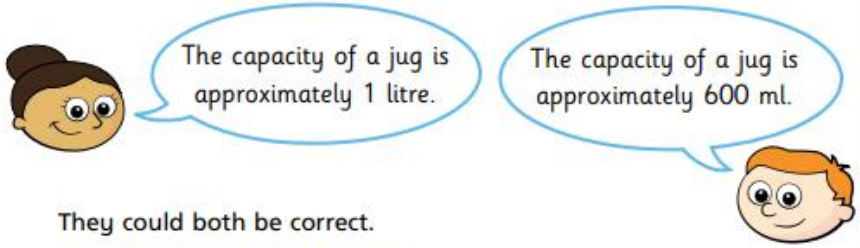
It's not impossible it's just not the most appropriate /efficient.

7 Estimate how much water it would take to fill a bath.

Various

Explain your estimate to a partner.

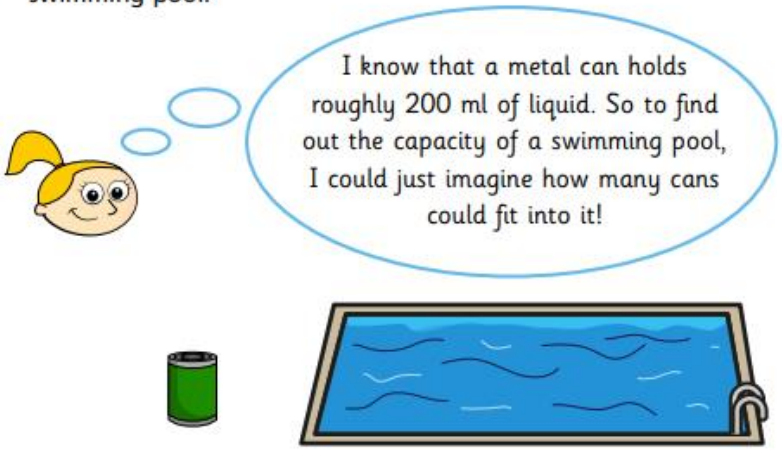
8 Dora and Ron are estimating the capacity of a jug.



They could both be correct.

Talk about why with a partner.

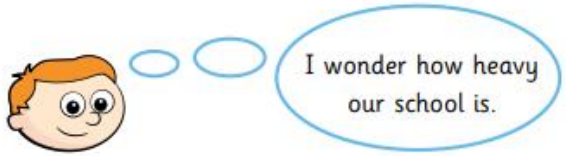
9 Eva is thinking about how to estimate the capacity of a swimming pool.



Create your own way of estimating the capacity of a swimming pool.

Various

10



Write a plan to estimate the mass of your school.

Various

Convert metric measures

1 How many centimetre cubes can you fit along a metre stick?

100

What does this tell you?

2 Complete the sentences.

a) There are 1,000 grams in 1 kilogram.

There are 1,000 kilograms in one tonne.

b) There are 1,000 millilitres in 1 litre.

c) There are 10 millimetres in 1 centimetre

There are 100 centimetres in 1 metre.

There are 1,000 metres in 1 kilometre.

3 Complete the bar models.

a)

1 km	1 km	1 km	1 km
1,000 m	1,000 m	1,000 m	1,000 m

There are 4,000 m in 4 km.

b)

1 kg	1 kg	1 kg	1 kg	1 kg	1 kg	$\frac{1}{2}$ kg
1,000 g	1,000 g	1,000 g	1,000 g	1,000 g	1,000 g	500 g

There are 6,500 g in $6\frac{1}{2}$ kg.

4 Complete the conversions.

a) 2 kg = 2,000 g

5 kg = 5,000 g

10 kg = 10,000 g

12kg = 12,000 g

b) 1 l = 1,000 ml

5 l = 5,000 ml

11 l = 11,000 ml

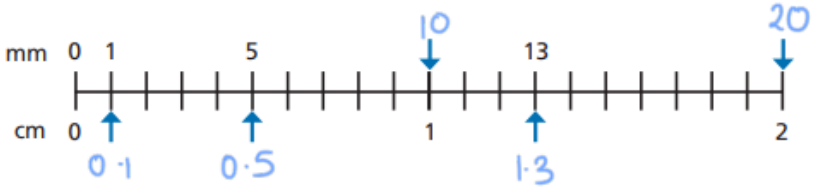
5 A bag of dog food weighs 2.5 kg.

Write this weight in grams.

2,500g

6 What measurements are the arrows pointing to?

Label them on the number line.



7 Complete the conversions.

a) 10 mm = 1 cm 11 mm = 1.1 cm

11 mm = 1·1 cm 101 mm = 10.1 cm

110 mm = 11 cm

b) 2.1 km = 2,100 m 2.01 km = 2,010 m

2.001 km = 2,001 m 2.011 km = 2,011 m

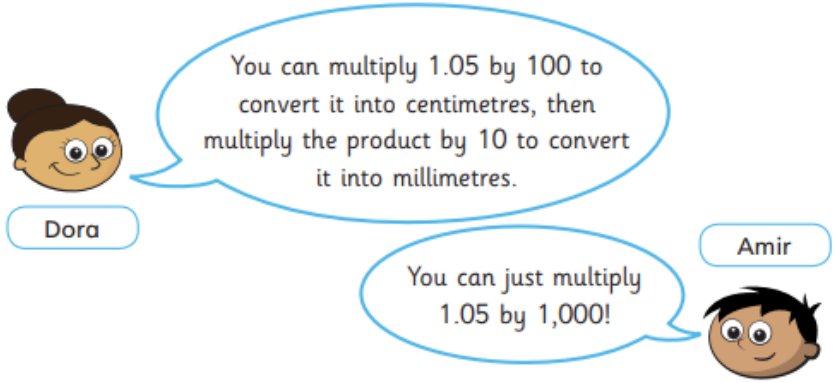
8 Write > , < or = to complete the statements.

a) 100 m < 1 km **b)** 5.1 l = 5,100 ml

10 m > 10 cm 607 l > 0.607 ml

10.1 mm < 101 cm 0.05 l > 5 ml

9 Dora and Amir are trying to convert 1.05 metres into millimetres.



Who do you agree with? Both

Explain your thinking.

10 What is the mass of one of the boxes?

Give your answer in grams.

250g

11 There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

1,000,000g

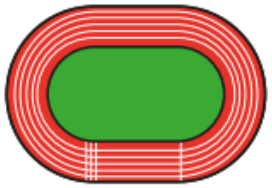
b) A car weighs 1.3 tonnes.

Write the weight of the car in grams.

1,300,000g

Calculate with metric measures

1 An Olympic racetrack is 400 metres all the way around.



a) Jack runs 2 laps.

How far does Jack run?

800 m

b) Rosie runs 3 laps.

How far does Rosie run?

Write your answer in metres and kilometres.

1,200 m 1·2 km

c) Amir runs 4 km.

How many laps does Amir run?

10

d) Eva runs 10 km.

How many laps does Eva run?

25

2 Mo has 2 litres of orange juice.

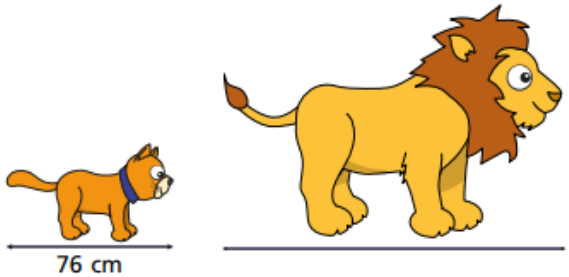
He drinks 200 ml.

He then shares the rest equally between 6 glasses.

How much orange juice is poured into each glass?

300 mL

3 A cat measures 76 cm from its nose to its tail.



The length of a lion is 3 times as long as a cat.

How long is a lion?

Give your answer in **metres**.

2·28 m

4 The length of a swimming pool is 25 m.

Rosie swims 600 m.

Tommy swims 1 km.

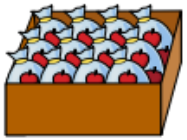
How many more lengths did Tommy swim than Rosie?

16

Compare methods with a partner.

5 A bag of apples weighs 350 g.

A box can hold 12 bags of apples.



What would be the mass of 20 boxes of apples?

Give your answer in **kilograms**.

84 kg

6 Dani is collecting rainwater in a 1-litre jug.

On Monday, she collects 220 ml of water.

On Tuesday, she collects a quarter of a litre of water.

At the end of Wednesday, Dani sees she only needs another 0.1 litres until her jug is full.

How much water did Dani collect on Wednesday?

430 ml

7 Jack wants to find out the mass of his suitcase.

Jack weighs 34.5 kg.

He steps onto the scales and it shows 47 kg and 200 g.

How heavy is his suitcase?

12.7 kg

8 A bag contains 200 sweets.

Each sweet weighs 1.5 g.

The bag itself weighs 16 g.

Huan has some bags of sweets. The total mass is 1.264 kg.

How many bags of sweets does Huan have?

4

9 Here is a recipe for 8 cupcakes.

a) Complete the recipe for 24 cupcakes.

Cupcakes (makes 8)
100 g butter
100 g sugar
2 eggs
1 tsp vanilla extract
120 g flour
4 tbsp milk

Cupcakes (makes 24)	
300g	butter
300g	sugar
6	eggs
3 tsp	vanilla extract
360g	flour
12 tbsp	milk

b) Mo has half a kilogram of butter and plenty of the other ingredients.

What is the greatest number of cupcakes he can make using this recipe?

40

Miles and kilometres

1 Tick the statements that are true.

Use the bar model to help you.

1 mile	1 mile	1 mile	1 mile	1 mile

1 km	1 km	1 km	1 km	1 km	1 km	1 km	1 km

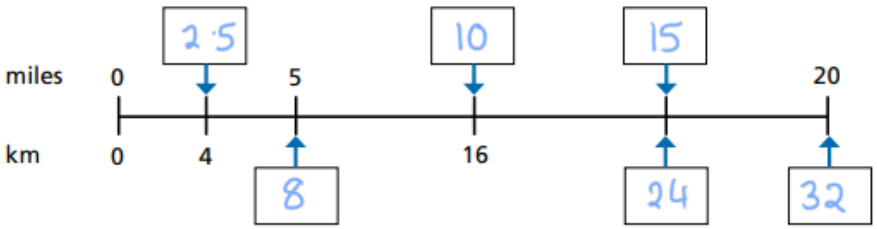
a) 5 miles is approximately equal to 8 kilometres. ☑

b) 1 mile is longer than 1 kilometre. ☑

c) 2 kilometres is longer than 1 mile. ☑

d) 2 kilometres is longer than 2 miles. ☐

2 Fill in the missing numbers on the number line.



3 Complete the conversions.

a) 5 miles ≈ 8 kilometres

10 miles ≈ 16 kilometres

15 miles ≈ 24 kilometres

b) 10 miles ≈ 16 kilometres

1 mile ≈ 1.6 kilometres

0·5 miles ≈ 0.8 kilometres

4 Complete the conversions.

a) 100 miles ≈ 160 km

b) 45 miles ≈ 72 km

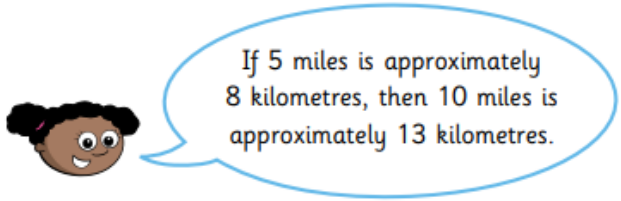
c) 400 ≈ 640 km

d) 95 miles ≈ 152 km

e) 7.5 miles ≈ 12 km

f) 2 miles ≈ 3·2 km

5



Here is Whitney's working out.

5 miles ≈ 8 km

+ 5 ↓ + 5

10 miles ≈ 13 km

Explain Whitney's mistake.

6 A marathon is approximately 26.2 miles.

How far is this in kilometres?

41·92km

7 The maximum speed limit on residential roads in the UK is 30 miles per hour.

In France, the maximum speed limit on residential roads is 50 kilometres per hour.

a) Which country has the higher speed limit for these roads?

France.

b) What is the difference between the speed limits in miles per hour?

1·25mph

8 Esther cycles 70 miles over 4 days.

On day 1 she cycles 14 miles.

On day 2 she cycles 32 km.

On day 4 she cycles twice as far as she does on day 3

How far does she cycle on day 4?

Give units with your answer.

24 miles

9 Use a map of your local area. Various answers.

Find something that is approximately:

a) 1 mile away from your school

b) 1 km away from your school

c) 5 miles away from your school

d) 5 km away from your school

Compare answers with a partner.

Imperial measures

1 Sort the measures into the table.

The first one has been done for you.

gram	pound	ounce	foot
kilogram	centimetre	inch	stone
gallon	millilitres	litres	kilometres

	Metric	Imperial
Mass	gram kilogram	pound ounce stone
Capacity	millilitres litres	gallon
Length	centimetre kilometres	foot inch

2 Fill in the missing numbers.

a) 1 foot is equal to [12] inches.

1 inch is approximately [2·54] centimetres.

b) 1 pound is equal to [16] ounces.

1 stone is equal to [14] pounds.

c) 1 gallon is equal to [8] pints.

3 Complete the conversions.

a) 1 foot = [12] inches

2 feet = [24] inches

10 feet = [120] inches

20 feet = [240] inches

15 feet = [180] inches

b) 1 gallon = [8] pints

[5] gallons = 40 pints

[6] gallons = 48 pints

[120] gallons = 960 pints

4 The world's tallest man was 8 feet and 11 inches tall.

a) What was his height in inches?

[107] inches

b) Approximately how tall was he in centimetres?

271·78 cm

5

1 pound = 16 ounces	1 stone = 14 pounds

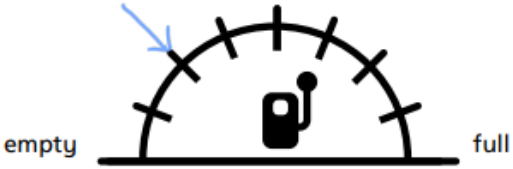
Given these facts, how many ounces are in 1 stone?

224

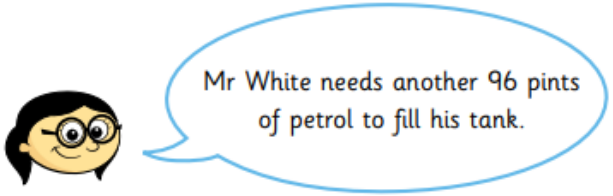
6 Mr White's car has a fuel tank that can hold 16 gallons of petrol.

a) His tank is a quarter full.

Draw an arrow to show how much petrol is in his tank.



b)



Is Annie correct? Yes

Show your working out to support your answer.

7 Design a poster that could help someone remember the different imperial units and their conversions.

various answers.

EL VERBO SER EN ESPAÑOL

Yo	Soy	**Used for:**
Tu	Eres	-Identifying someone (name)
El	Es	-Nationality (where you're from)
Ella	Es	-Job or religion
Nosotros	Somos	-Physical description (what someone looks like)
Vosotros	Sois	-Relationships (someone's friend , son ...)
Ellos	Son	-Personality
Usted	Es	
Ustedes	Son	

-The verb **ser** is one of the verbs used in Spanish for **to be**, alongside with estar y haber (we will study them one by one before mixing them)

-We use ser when we talk about things that define us and separate us from the rest.

-The form **usted / ustedes** is used instead of **tu** in formal situations

-**Esto** (masc) **/ esta** (fem) means this, and it goes with the form **es**

-**Estos** (masc) **/ estas** (fem) means these, and it goes with the form **son**

Fill in the blank with the correct form of the verb SER:

-Vosotros _____ malos en tenis

-Usted _____ serio

-Mrs Hawkins _____ la directora de la escuela

-Nosotros _____ muy buenos en futbol

-Ellos _____ feos.

-Esto _____ una casa

-Mr Henwood _____ profesor de gimnasia

-Ella _____ muy buena en matemáticas

-Yo _____ muy inteligente

- Ustedes _____ buenos profesores

- Tu _____ divertido

-El _____ un buen amigo

-Estas _____ bonitas

Extra work!

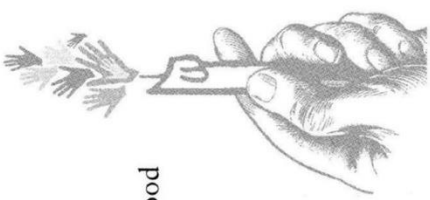
Can you write sentences using the verb SER with each of the pronouns?

English

Monday 1st March 2021

LO: to infer meaning and identify poetic writing features.	Me:
SC: I can read and annotate poetry.	
I can prepare a reading of a poem.	
I can discuss a poet and their ideas.	

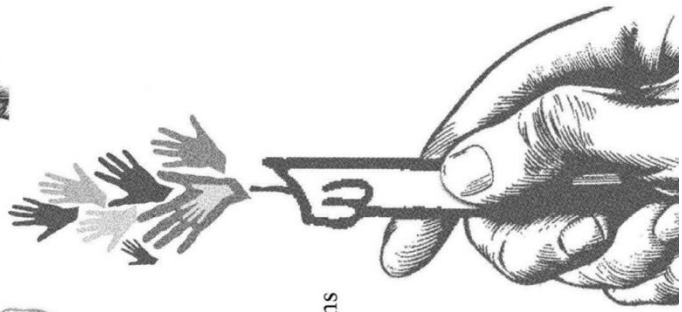
GOOD HOPE



I believe
There is enough food
On this planet
For everyone.

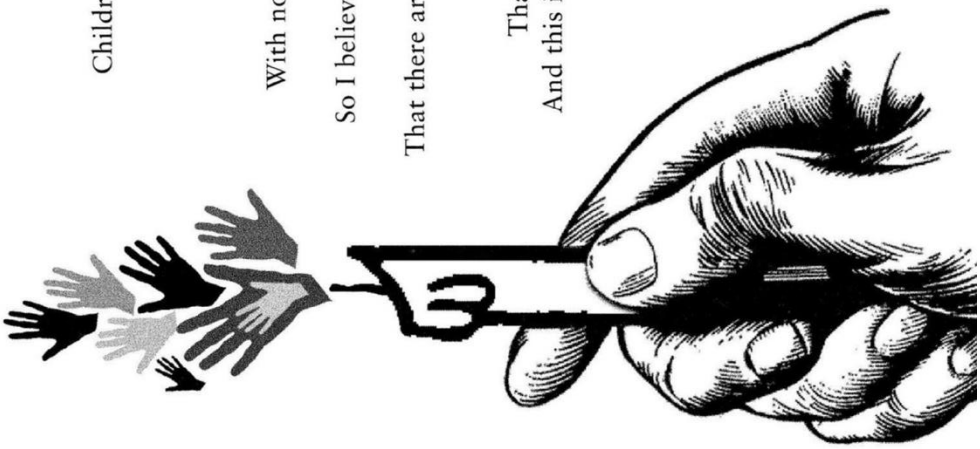
I believe
That it is possible
For all people
To live in peace.

I believe
We can live
Without guns,
I believe everyone
Is important.



I believe there are good Christians
And good Muslims,
Good Jews
And good not sures,
I believe
There is good in everyone
I believe in people.

If I did not believe
I would stop writing.



I know
Every day
Children cry for water,
And every day
Racists attack,
Still every day
Children play
With no care for colour.

So I believe **there is hope**
And I hope
That there are many believers
Believing
There is hope,
That is what I hope
And this is what I believe,
I believe in you,
Believe me.

MORERAPS

Metaphor
Onomatopoeia
Rhyme
Emotion
Repetition
Alliteration
Personification
Simile

Benjamin Zephaniah is a British poet and writer. In 2008, he was voted one of Britain's top 50 writers.

He was born in Birmingham in April, 1958, the son of Caribbean immigrants. He was dyslexic, and left school at 13, as he couldn't read or write.

His poetry book for children, Talking Turkeys, was an immediate bestseller. He has also written several novels aimed specifically at teenagers, as well as several collections of poetry.

In 1991, Zephaniah performed on all six continents in just a three-week period.

He has a fan club in the central African country of Malawi, and spends part of his time in Beijing, China.

It would not be very good

It would not be very good, if we all had the same colour
It would not be very good, if we all had the same mother
It would not be very good, if we were from the same place
It would not be very good, if we all had the same face

It would not be very good if we all wore the same clothes
It would not be very good and every smart kid knows
You're not even the same as your sister or brother
So it would not be very good if we were copies of each other

I don't want to get personal, excuse me if I'm rude
But it would not be very good if we all ate the same food.
It would not be very good if we all had the same grin
And It would not be very good if we all liked the same things

In my humble opinion we have to learn to share
Because life would be very strange if we all had the same hair
We could celebrate our difference
The world's full of different people
But even though we're different we can all be treated equal.

by Benjamin Zephaniah

Who are we?

So who are you?
Are you one of those
Tall people?
Are you one of those
Black people?
Or are you just one of
Those people,
Those other people,
You know
Them people?

We are calling us,
Disabled people,
Able-bodied people.
Rich people,
Poor people,
Upper class people
Middle class people
Working class people
And even
Lower class people.

Who do we think we are?

We call some people
Foreign people
Strange people
Different people,
Why do we still
Label people?
Why do some people feel like
Chosen people?

OK
I know we come from different places,
We have different shades of skin,
And there are different ways of living
In the countries we live in,
And
Some people can do some things
And some people can do others,
But I think that we have to see
We're all sisters and brothers
And

Children may be small people
Adults may be big people
But when you get down to it
All people are people,
And as far as I can see
You're all related to me,
That is why I say that
All people are equal.

Now let your reply be true
Everybody
Who are you?

By Benjamin Zephaniah

THE BRITISH

Serves 6o million

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately four
hundred years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians,
Chinese, Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans,
Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to
flourish
Binding them together with English.

Allow time to be cool.

Add some unity, understanding and respect for the
future
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter, unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain.

Give justice and equality to all. By Benjamin Zephaniah

Tuesday 2nd March 2021

LO: to infer meaning in a piece of text and understand how writers have responded to racism.	Me:
SC: I can read and discuss poetry	
I can compare a poem and a non-fiction article that provide similar messages.	

HOW CAN YOU **CHALLENGE RACISM?**

It's important to challenge racism if you ever witness it. You may see it in many different places. On the street, in the playground, in the classroom, at home, or on our screens. As you've seen in the 'my experience' pieces throughout the book, racism takes place everywhere: from hotels, to schools, to your home, to the street, to the classroom, to your own mind.

Here are some ways you can challenge it if you witness it:

ON THE STREET

If you see or hear someone abusing someone else because of the colour of their skin, or if you feel like someone is discriminating against a person because of their race, it's important to do two things: one is to be a good ally to the person being abused and/or discriminated against. The other is to challenge the discriminator/abuser. (It's important, in this instance to just remind you to consider your own safety at all costs. Only intervene if you feel safe to do so.)

Being a good ally: The person who is being abused or discriminated against will need support, whether it's emotional support or help removing themselves from a bad situation. It's important that you are encouraging and ensure they do not feel like being on the receiving end of racist abuse is in any way their fault. It's important that they do not blame themselves. Help them by making them feel it was not their fault. You can even help them report it and offer to be a witness if you saw what happened.

Challenging the discriminator: Again, we must reiterate, only do this if you feel safe to do so and the victim has been suitably removed from the situation. Tell the person to stop, that what they said was discriminatory and remind them that not only is what they did illegal but it is also inhumane.

IN THE HOME

You may hear a teacher or a relative expressing racist views. It is important to challenge these because that person may not realise the impact of their words. Sometimes the comment can be a casual thing that invokes a stereotype. Other times it could come from a place of ignorance or misunderstanding. In which case, it is your duty to inform your relative or teacher or classmate that what they said was racist. Don't call them a racist. There is a big difference between calling someone a racist and telling someone what they said was racist. By telling someone what they said was racist and explaining why, you are giving them an opportunity to learn, reflect and change their behaviour. Calling someone a racist can make them defensive and more entrenched in their beliefs, and it then becomes difficult to have a constructive conversation.

ON OUR SCREENS

If you see something on television, in a film, an advert or on a website that you think holds racist views, you can do something about it. It is important to realise that people are entitled to their opinions and some people may hold very different views to you. However, if you feel that the views reflected in a television programme, a film or an advert are racist and have concerns about whether they constitute hate speech, you can report them and the relevant authorities will carry out an investigation. There are contact details on page 47.

THINK ABOUT

What can you do, provided it's safe for you, to challenge racism? Does it make you feel nervous, hopeful, or a bit of both? Why is that?

If you see something on screen that you think has racist content, there are websites where you can report it.

Rock the Boat

By Elizabeth Acevedo

Someone might tell you,
"Don't rock the boat"
when they want you to hush.
When they are afraid of change.
When they are doing something wrong
or that makes them ashamed and they don't
want anyone to know.
There is a feeling you might get
when they say that,
when you know someone has done
or said something unjust. Something
that might hurt you or another being.

That feeling might be a tightening in your chest.
Or a tightening of your fists.
And most times you should not thrust out either
but you should follow that feeling and speak up
and speak out.
Even if it doesn't feel easy,
Rock the boat. Rock the boat.
Practise saying "Don't do that to her."
or "You're hurting him."
or "I don't feel good when you . . ."
Speaking up might make your hands shake,
or your voice small,
or your heart flutter like a bird taking flight,
that feeling, the tightening in your chest,
or the tightening of your fists—you may not have to thrust out either –
but trust that your body is telling you to speak up and speak out
because even if it doesn't feel easy,
Rock the boat. Rock the boat.

And sometimes it might seem you are the only one
who can see or feel that something is not quite right
in how another is being treated,
or in how you are being treated,

and you may want to be quiet
so as not to rock the boat,

but just know
you contain waves,
you are an ocean,
your heart is as large as lakes
and when it quakes
you have to rise,
and rise, and let the tide inside you
shake every single ship
that would attempt to sweep
someone beneath:
Rock the boat, rock the boat,
with love and hope, rock the boat.

Rock the Boat by Elizabeth Acevedo - Questions

1. What do you like about the poem? Is there anything that you dislike? Explain your answers.

2. What examples of MORERAPS can you find in this poem? Annotate your copy of the poem to show them.

3. What reasons does the poem say someone might have for telling you not to rock the boat?

4. What feelings does the poem say you might have if you see or hear something unjust?

5. What phrases does the poem suggest you should practise?

6. What does the phrase 'your heart is as large as lakes' mean?

Wednesday 3rd March 2021

LO: to write an acrostic poem.	Me:
SC: I can express my thoughts and ideas in poetry.	
I can write a poem that fits a particular form.	

Building Bridges

Being you is one of the most courageous things you can do.

Universes are formed from differences, colliding and creating new worlds.

In a population of 7.7 billion there is a lot of opportunity to collide.

Loads more potential to create, to transform ideas into actions,

Dreams into day to day living. The power of a Chelsea fan roar

Is what it needs to take to peel beneath the sticky surface of labels -

Nonsense names that gate-crash the party of diversity and squish the

Giant characters of people whose very being is cause to celebrate.

Because you know that difference can get you into trouble. That human

Rights like food and homes and play are not a given. That

Inclusivity is an action like welcome and kindness. And unifying delights like a

Drogba free-kick are lost quickly if we forget to respect the attempts of

Generosity, of fairness and patience, acts of magic which shift the game.

Equality is a collaboration of individuals who have galaxies to give.

So be you and share your shine. It's the most courageous thing that you can do.

By Deanna Rodgers

Writing Brief

Create your own poem using the word RACISM.

1. Write sentences to do with these questions. Write a few different sentences for each.
2. Read your sentences through. Add and change words and re-arrange them until they sound really good. (Remember MORERAPS)
3. Now arrange your sentences into lines, breaking them so that the first letter of each line spells out RACISM.

What does racism do to people?

What does racism do to people's bodies?

What does racism do to people's minds?

What is racism like? (What similes can you think of?)

What do you feel when you hear about racism?

How should people act in response to racism?

Thursday 4th March 2021

LO: to create nonsense poem.	Me:
SC: I can make verses rhyme.	
I can use made up and real words.	
I can illustrate my work	

On The Ning Nang Nong

On the Ning Nang Nong
Where the Cows go Bong!
and the monkeys all say BOO!
There's a Nong Nang Ning
Where the trees go Ping!
And the tea pots jibber jabber joo.
On the Nong Ning Nang
All the mice go Clang
And you just can't catch 'em when they do!
So its Ning Nang Nong
Cows go Bong!
Nong Nang Ning
Trees go ping
Nong Ning Nang
The mice go Clang
What a noisy place to belong
is the Ning Nang Ning Nang Nong!!

In The Land Of The Bumbley Boo

In the land of the Bumbley Boo
The People are red white and blue,
They never blow noses,
Or ever wear closes,
What a sensible thing to do!

In the land of the Bumbley Boo
You can buy Lemon pie at the zoo;
They give away foxes
In little Pink Boxes
And Bottles of Dandylion Stew.

In the land of the Bumbley Boo
You never see a Gnu,
But thousands of cats
Wearing trousers and hats
Made of Pumpkins and Pelican Glue!

Chorus
Oh, the Bumbley Boo! the Bumbley Boo!
That's the place for me and you!
So hurry! Let's run!
The train leaves at one!
For the land of the Bumbley Boo!
The wonderful Bumbley Boo-Boo-Boo!
The Wonderful Bumbley BOO!!!

Maveric

Maveric Prowles
Had Rumbling Bowles
That thundered in the night.
It shook the bedrooms all around
And gave the folks a fright.
The doctor called;
He was appalled
When through his stethoscope
He heard the sound of a baying hound,
And the acrid smell of smoke.
Was there a cure?
'The higher the fewer'
The learned doctor said,
Then turned poor Maveric inside out
And stood him on his head.
'Just as I thought
You've been and caught
An Asiatic flu -
You musn't go near dogs I fear
Unless they come near you.'
Poor Maveric cried.
He went cross-eyed,
His legs went green and blue.
The doctor hit him with a club
And charged him one and two.
And so my friend
This is the end,
A warning to the few:
Stay clear of doctors to the end
Or they'll get rid of you.

Silly Baboon

There was a baboon
Who one afternoon
Said I think I will fly to the sun
So with great palms
Strapped to his arms
He started his take off run

Mile after mile
He galloped in style
But never once left the ground
You're going too slow said a passing crow
Try reaching the speed of sound

So he put on a spurt
My God how it hurt
Both the soles of his feet caught on fire
As he went through a stream
There were great clouds of steam
But he still never got any higher

On and on through the night
Both his knees caught alight
Clouds of smoke billowed out of his rear
Quick to his aid
Were the fire brigade
They chased him for over a year

Many moons passed by
Did Baboon ever fly
Did he ever get to the sun?
I've just heard today,
He's well on his way
He'll be passing through Acton at one.

PS – Well, what do you expect from a baboon

Optional first lines

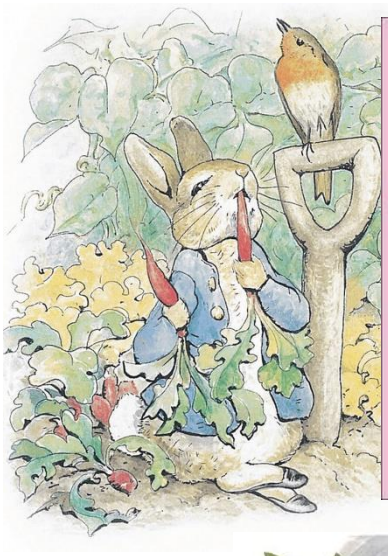
The sun was _____ing and the birds were_____ing

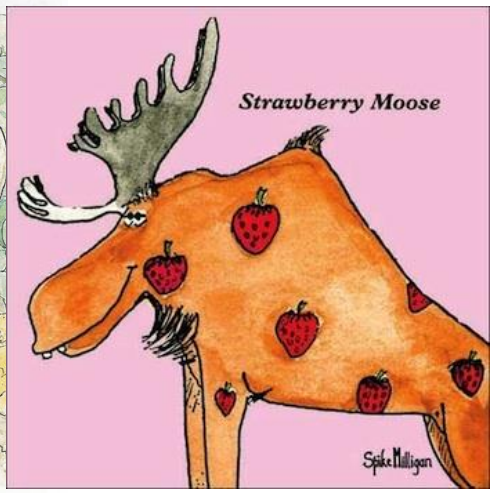
Strolling down the lane, I saw a

To really impress, use alliteration and repetition of ideas.

You want to try and make your poem like a story rather than just disjointed sentences that rhyme.

You may also want to tap out the rhythm in order to delete, change or rearrange words so that they fit.





RE: The Last Supper