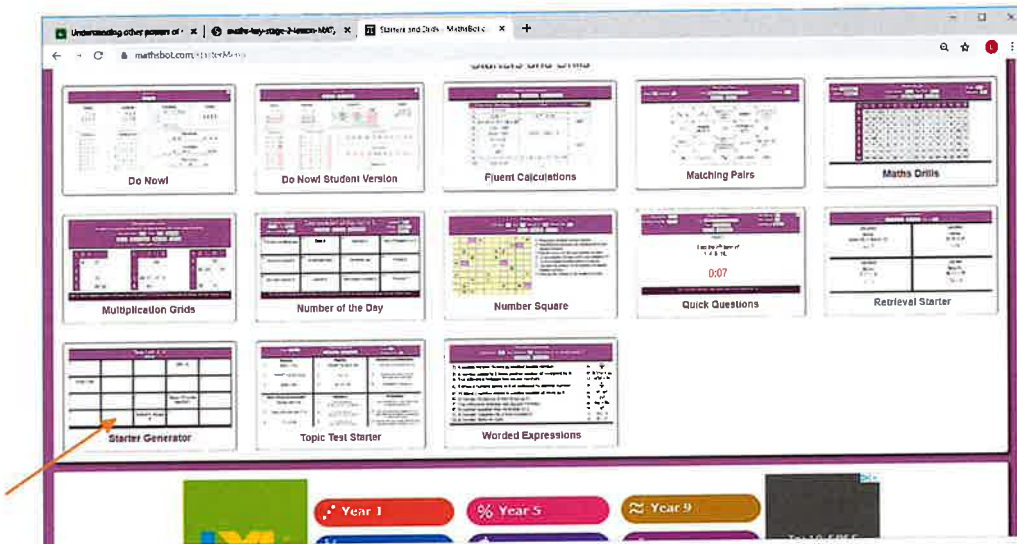


# Year 6 remote learning for 06/01/2021

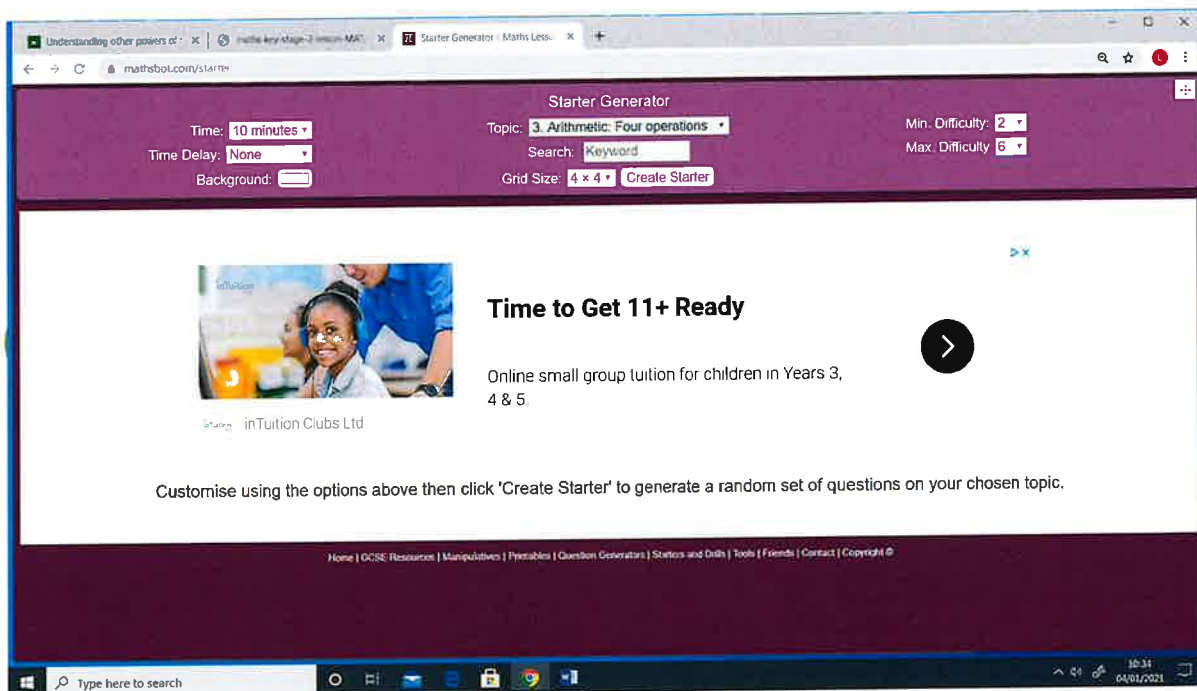
## Mathematics lesson:

### Mental maths:

Use mathsbot as we normally do in class. <https://mathsbot.com/starterMenu>



Choose starter generator. Then choose time: 10 minutes, topic: four operations, min difficulty: 2, max difficulty 6. Then click create starter.



You will have 10 minutes to complete the starter as we would do normally in class. Once the time has run out, click each box to reveal the answers.

### Main part of the lesson – Place value

Below is a link to a lesson about reading and writing 7-digit numbers which we would have been looking at together today. To complete the tasks as you are going along, follow the lesson with a blank piece of paper and pause when necessary to write notes, complete example questions and draw boxes. Watch it through and ensure you have a go at the examples. Work through the quiz at the end to see how much you have understood.

<https://classroom.thenational.academy/lessons/reading-and-writing-7-digit-numbers-6dk62c>

## English lesson:

**Activity one:** look at the work you did yesterday including the WAGOLL (The WAGOLL is still attached just in case you need it again). Today we are going to write our own description of the setting below using some of the descriptive language methods we identified yesterday. Remember to 'show, don't tell' (describe the feeling rather than say how they are feeling e.g. heart racing, goose bumps, chill down my neck etc). Try to use the following in your sentences:

- Similes
- Adjectives
- Prepositions
- Metaphors
- A range of punctuation

One of the key things that the WAGOLL demonstrates is the use of adjectives and adverbs that imply the situation is severe and dangerous. For example: brutal, scattered haphazardly. For an extra challenge, see if you can use dangerous adjectives in your description.



Ambushed metal lockers lined the dusty walls; their doors swinging open on broken hinges to reveal the remnants of the belongings of their owners. One had been ripped from the wall and lay dented and contorted; its twisted body was a stark reminder of the strange events that had just occurred. Torn books, ragged bags and tattered coats dangled from the open doors like mutilated soldiers.

All along the corridor, floor tiles could barely be seen underneath the rubble, dust, papers and exercise books which were now strewn across it. Damaged, unorganised and in total disarray: these items lay like casualties of war, scattered haphazardly along every thoroughfare. To the right, a notice board hung precariously from one corner, as though it were hanging on to the wall for dear life in the aftermath of the unexplained incident. Classroom doors had been blown from their frames and a large hole gaped in the wall where clean, white tiles had previously sat, like a wrecking ball had attacked it with an unimaginable force. It was as though the school corridor had been under a brutal attack.

And, amidst it all, there sat a boy. Confused and startled, he gazed at his chaotic surroundings, wondering what his next move should be...

## Spellings for the week:

### **Mrs. Rudd's group**

referring  
referred  
referral  
reference  
referee  
preferring  
preferred  
preference  
transferring  
transference

### **Mrs. Switzer's group**

answer  
believe  
certain  
centre  
decide  
eight  
favourite  
heard  
knowledge  
minute

## **VIPERS lesson:**

Our focus for this week is how Punctuation can alter the way we read a text.

Re-read the text. As previously mentioned, we are going to be focusing on how the author uses punctuation to enhance the reading experience. Today we are going to identify the different types of punctuation in the text. Using a highlighter or coloured pen, find examples of:

- Possessive apostrophes
- Question marks
- Elipsis
- Commas to show parenthesis
- Commas for lists
- Dashes for parenthesis

Then choose one of the types of punctuation above and write a sentence using it.

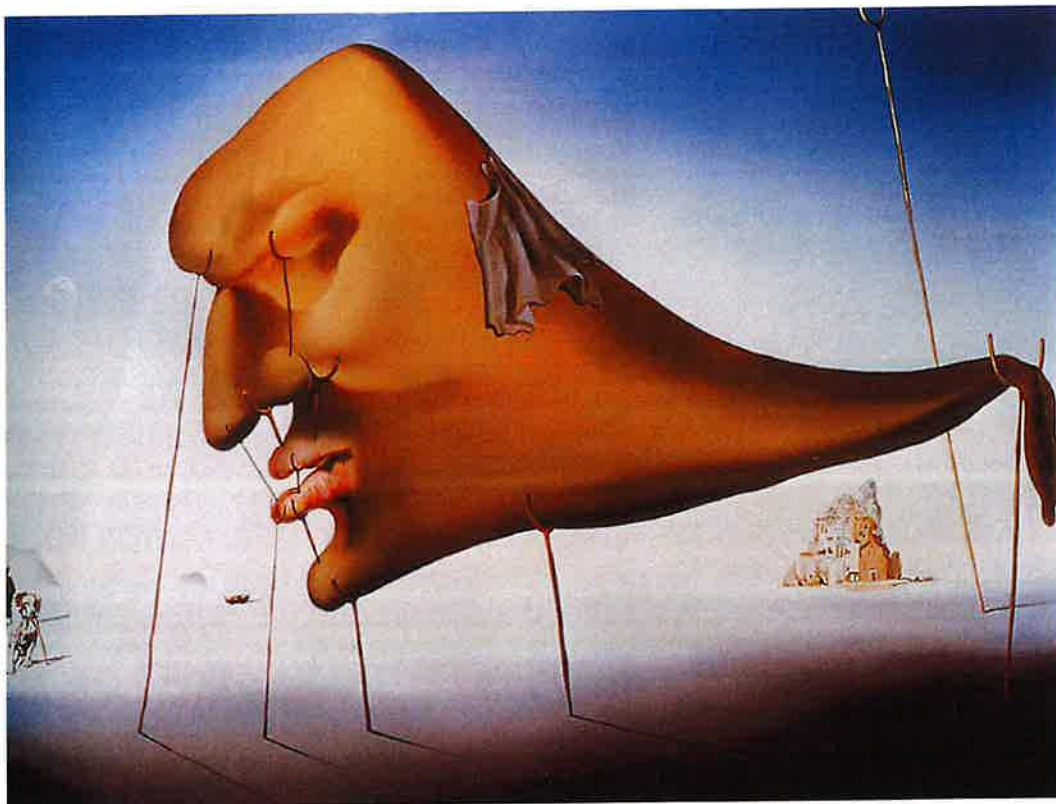
## Art lesson:

This half term we are learning about Surrealism as part of our topic 'Imagine'. We are going to first look at a range of artists well known for their contribution to this area, before moving on to creating our own images. We are going to start with Salvador Dali. Read through the PowerPoint first to get yourself better acquainted with his life and his work. Then choose one of the images shown below and have a go at copying it onto paper. Often paintings have a hidden meaning. What do you think the painting you chose means? What message did Dali want to share?

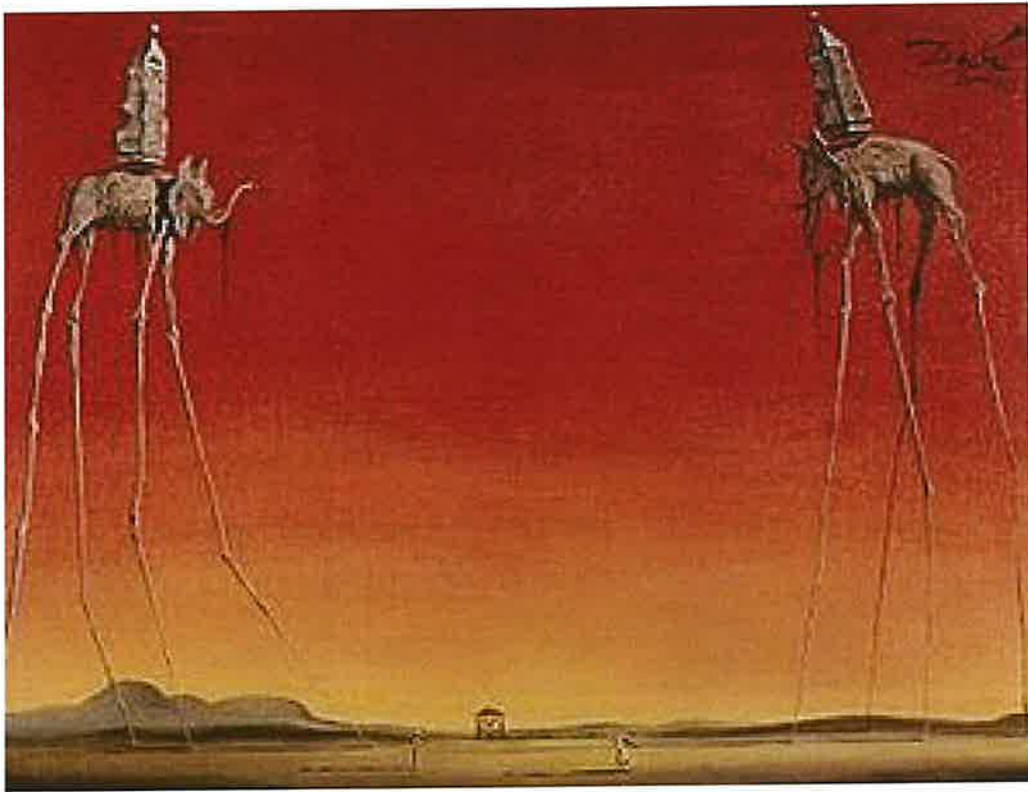


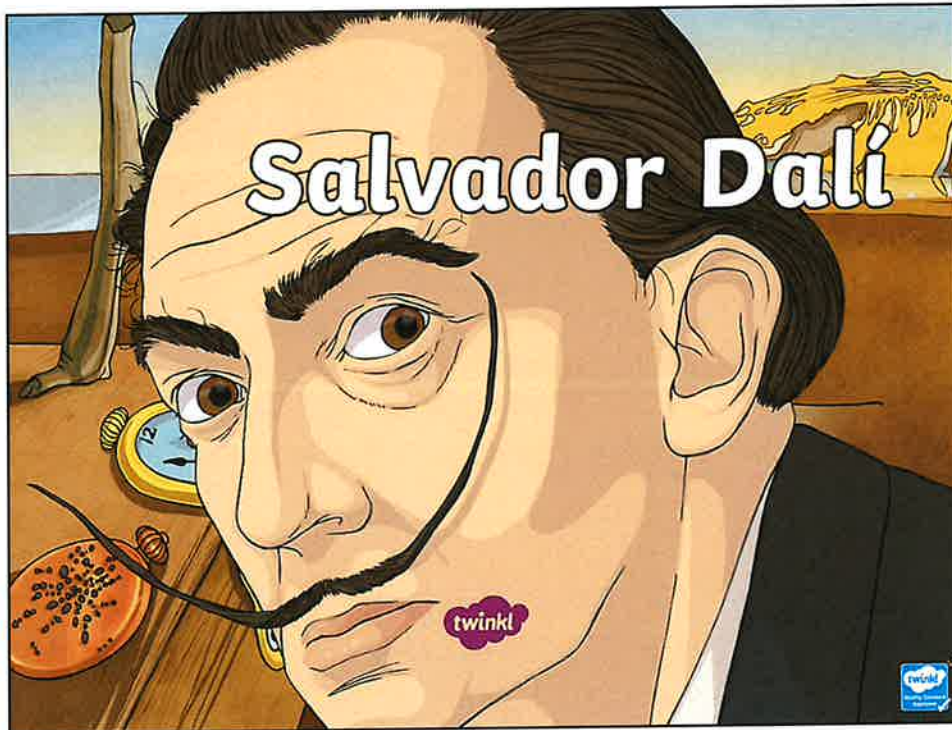
**The Persistence of Memory, 1931**  
Salvador Dali

Photo courtesy of hannah1127 (@hannah1127) posted under creative commons license. Attribution









## Family Life

Salvador Dalí was born in 1904 in Figueres, Spain. It was a city located close to the Pyrenees, which border France and Spain.

His father was a lawyer and a strict disciplinarian. His mother was more gentle and encouraged Dalí's art and creativity.



## Salvador the Second

Salvador Dalí had an elder brother who had also been called Salvador. He had died at a young age, and Salvador II had been told by his mother and father, that he was his brother's reincarnation. Dalí said,

"We resembled each other like two drops of water but we had different reflections".

What do you think Dalí meant by this quote?

Think About It

## Early Life

Salvador Dalí showed great flair for art from an early age and both parents supported him.

He was described as 'precocious and intelligent' but also had quite a temper, which often got him into trouble, especially with his father who would punish him severely.



## Drawing School

In 1916, Dalí was sent to drawing school in Figueres. He demonstrated quite a talent for sophisticated drawings.

He was a bit of a daydreamer and began to dress in unusual clothes and have long hair.

His father organised his first exhibition of charcoal drawings in their home. In 1919, Dalí had his first public exhibition.



Photo courtesy of Dalí in Vietnam, 1922. Shared under CC BY-SA.

## An Unusual Artist

In 1922, Dalí began attending Academia de San Fernando in Madrid. His appearance became very eccentric and he began to be influenced by Cubism.

He was also inspired by the work of Raphael, Bronzino and Diego Velázquez. In fact, he began wearing a curly moustache in the same style as Velázquez.



## Introduction to Surrealism

In the late twenties, Dalí met a number of influential artists. He was particularly impressed with Pablo Picasso.

He also met artist Joan Miró, poet Paul Eluard and painter René Magritte. These artists introduced Dalí to Surrealism.



The word 'surrealist' means 'beyond reality'. This means that surrealist art is an expression of dreams and the unreal rather than something that is true and rational.

Surrealism

## Is This Surrealism?



Explain your thoughts about this picture.

## Dali's Surrealism

Dali used the images from his dreams and in his subconscious to improve his creativity.

His most famous piece of art is called *The Persistence of Memory* and he painted it in 1931.



## The Persistence of Memory 1931



Talk about this painting.  
What makes it an example of Surrealism?  
What themes do you think Dalí is expressing?

## Sleep 1937



What message is Dali expressing about sleep in this painting?

## At the End



Dalí wrote an autobiography and created Teatro-Museo Dalí: the Dalí Theatre-Museum.

He had to stop painting in 1980 due to trembling and weakness in his hands.

After a series of events, Dalí died in 1989 from heart failure.

He left behind paintings and drawings of great symbolism, imagination and originality. He was an intriguing, talented artist who grabbed attention both in life and art.