



Year 6



Term 6 Week 3 – 15th June - 19th June

This week's topic: Pirates!

Dear Parents & Carers

We are really looking forward to seeing some of the children back at Dalmain on the 15th June – we can't believe it's been 12 weeks since schools had to close their doors to everyone except keyworker children. Well done for all of the hard work that has taken place at home during this time, we are so proud of you all! We understand that for many of you, as a result of your own personal circumstances, it will not be possible for your child to return to school yet. That is okay – we will continue to support you with your learning wherever you are and hope that you enjoy this week's "Pirate" theme. Miss Bissell has fond memories of teaching this topic when we were all in Year 2 – the trip to Sir Francis Drake's ship in London and, who can forget, "Pirate Day!" where you all earned your pirate licence.

It is important, if you are staying at home, that you continue to follow a routine that will enable you to be ready for Secondary School in September. Whilst we still recognise and appreciate that it is almost impossible to achieve the same level of learning that you do in school, we recommend that you factor in some Maths, English and reading into each weekday, and use your afternoons for creative/topic work or some wellbeing time. It may be useful to plan a timetable for the week so you know what each day will look like. If we can help with this at all, then please do not hesitate to email us via the school's email address.

In addition to the daily outlined tasks, there are other learning opportunities that you can choose for the foundation subjects. Please note that these activities are optional and that the children do not have to complete them all – we have tried to give them a choice of activity where possible. In particular, we would like to draw your attention to this week's PSHE section, where we have included resources and reflection tasks about the tragic recent death of George Floyd and the **Black Lives Matter** movement. In school we will be working with the children to reflect on, and educate ourselves about racial inequality, and so we hope that the resources that we have provided will enable you to have similar discussions at home.

Transition to secondary school is a significant change for children and many will feel nervous and/or excited about it. At the bottom of the plan, under 'Additional Links', there is a link to the **Year 6 transition video 'Onwards and Upwards'** which the school has purchased. The login details to access this online video will be emailed to you separately. This is a resource for you to use as a discussion point to alleviate any worries and to provide some reassurances.



BBC Bitesize in partnership with [YoungMinds](#) have announced their new campaign Starting Secondary School which is designed to help support the critical step of beginning Secondary school. The website offers a range of content that you can use to navigate the transition to Secondary school, including peer-to-peer advice from CBBC Our School stars, practical tips for parents and BBC Teach classroom clips and resources.

<https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1>

Please continue to encourage your child to read every day and complete the daily White Rose Home Learning maths lessons – this week's topic will be **Summer Term Week 7 (w/c 8th June)**. We now have a subscription for the White Rose worksheets, a link for these is available each day in the plan below. You can still continue to use the BBC Bitesize website and there are other Maths online resources (see page 2). You do not need to print off worksheets, the children can write/draw their own calculations in to their exercise books.

SumDog is always updated with weekly challenges and class competitions for the children to enjoy. We've noticed that the usage has been lower in the last few weeks, so please do remind your children that this is an excellent tool to help them revise the skills learnt in school. **Maths Week LONDON** will run from the 22nd – 26th June and we have entered both Rapinoe and Thunberg class into a national Sumdog contest! (more details further down the plan)

If you have any questions or would like to share any of your child's learning outcomes with us then please do forward them to the school email address admin@dalmain.lewisham.sch.uk – we would love to see the work you have produced and help in any way we can!

Finally, as promised the answers to the continent quiz are at the end of this document. How well did you do?

Take care and best wishes,

Miss Biggs and Miss Bissell

Your pack includes:

- Open ended project ideas and research topics
- Activities to explore independently or together
- Daily Maths lessons
- Ideas for science experiments
- Art and craft ideas
- Links to other learning resources



Day	Tasks	Completed?
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Don't forget to use NRich for challenges/investigations!

<https://nrich.maths.org/8113>


<https://nrich.maths.org/factorsandmultiples>

<https://wild.maths.org/>


<https://nzmaths.co.nz/logic-puzzles>


<https://nzmaths.co.nz/level-6-problems>

MEI (Maths Education Innovation). Calculator Crunch: Order, Order!


CALCULATOR CRUNCH

DAY 3
ORDER, ORDER!



$2 \times 100 - 60 + 40$  $2 \times 100 - 40 + 60$

Which symbol goes between these two expressions: < > or =

Can you use brackets to find ways where each symbol could be used? ()

Is there more than one way to do it?

$2 \times 100 - 60 + 40 > 2 \times 100 - 40 + 60$
 $2 \times 100 - 60 + 40 < 2 \times 100 - 40 + 60$
 $2 \times 100 - 60 + 40 = 2 \times 100 - 40 + 60$

Aim of the game:

To use brackets in different places and the rules of BODMAS to change the value of an expression (a calculation without an = sign*).

For example, $(2 \times 100) - 60 + 40 = 180$ but $2 \times (100 - 60) + 40 = 120$ In Year 6, children learn about BODMAS or BIDMAS which helps them to remember the order of operations:

B – brackets

O/I – indices (powers)

D and M – division and multiplication (in any order)

A and S – addition and subtraction (in any order)

* An expression is a collection of values and operations (+ – × ÷) which do not have an = sign. So $2 \times 100 - 60 + 40$ is an expression.

The challenge is to use brackets so that each of these could be correct:

$2 \times 100 - 60 + 40 > 2 \times 100 - 40 + 60$

$2 \times 100 - 60 + 40 < 2 \times 100 - 40 + 60$

$$2 \times 100 - 60 + 40 = 2 \times 100 - 40 + 60$$

This > this means This 'is greater than' this

This < this means This 'is smaller than' this

How to play (using a calculator)

A scientific calculator always follows the rules of BODMAS but a basic calculator will complete the calculations in the order that you enter them. You will need to use the bracket keys on both calculators to make sure that you get the answer you are expecting. It is a good idea to work the answer out in your head to make sure that the calculator is doing what you want it to!

Challenge: Are there any that you can solve in more than one way?

Top Tips: Remember BODMAS

Use the bracket keys on the calculator carefully

Work it out without using the calculator as well to check.



Runs from: 19th – 25th June

SumDog is celebrating Maths & bringing children together with a fun & free online maths contest from the founders of Maths Week London, a capital-wide project designed to improve attitudes towards maths and build children's confidence.

All children can take part and work together as a class to become London's champions!

Grammar:

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p>

<https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2>

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/spelling-punctuation-and-grammar/>

<https://www.theschoolrun.com/english/grammar>

Reading:

Book recommendations -

https://www.booksfortopics.com/branching-out?utm_campaign=138f3c76-67eb-4eb5-8384-be3d7c0fca61&utm_source=so&utm_medium=mail&cid=e9e97dd9-54c4-4746-b521-d389ca97af6c

https://www.booksfortopics.com/branching-out?utm_campaign=138f3c76-67eb-4eb5-8384-be3d7c0fca61&utm_source=so&utm_medium=mail&cid=e9e97dd9-54c4-4746-b521-d389ca97af6c

Free audio books -

<https://stories.audible.com/start-listen>

<https://www.harpercollinschildrensbooks.co.uk/listen-for-free/>

<https://www.storynory.com/>

<https://etc.usf.edu/lit2go/>



Write a book review for a book that you have read or listened to during Lockdown. Top Tips here:

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/writing-tips/writing-tips-for-teens/how-to-write-a-book-review/>

First News **Issue 728: 29 May-4 June 2020**

Click on and complete the 'Look-Closer' news comprehension by reading the article and answering the questions.
<http://www.dalmain.lewisham.sch.uk/onlinelearning/16371-2/>

ALEX RIDER makes his TV debut this week with a brand-new series on Amazon Prime Video. We chatted to **Otto Farrant**, who plays Alex, the teenage spy and star of the Alex Rider books written by Anthony Horowitz.

Monday

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

Maths: Summer Term – Week 7 (w/c 8th June) Lesson 1 – Find a rule

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Find-a-rule-two-step-2019.pdf> (worksheet)

<https://vimeo.com/425603587>

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Answers-Find-a-rule-two-step-2019.pdf> (answers)

optional maths:

<https://garyhall.org.uk/maths-objectives/224/use-simple-formulae>

Treasure Island.

Treasure Island was first published in 1883 by the Scottish writer Robert Louis Stevenson. Jim Hawkins, a 14-year-old boy narrates most of the story. It is set in the days of sailing ships and pirates and tells of the adventures of Jim Hawkins and his search for the buried treasure of an evil pirate, Captain Flint.

The story begins at 'The Admiral Benbow', the inn that belongs to Jim Hawkin's parents. A mysterious stranger called Billy Bones, who rents a room at the inn, warns Jim to keep a look out for a 'one legged man'. One day, Billy is visited by a beggar called 'Blind Pew' who gives him the 'black spot' which is the mark of imminent death among pirate crews. After Blind Pew leaves, Billy collapses and dies.

Jim finds a map in Billy's sea chest just before Blind Pew returns with a band of evil pirates.

Is Treasure Island a real place?

Many people have speculated about whether Treasure Island is a real place. Legend has it that when Robert Louis Stevenson was a boy his mariner uncle told him about his travels to Norman Island in the Caribbean. Some say this might have inspired the image of a "treasure island" in Robert's mind.

Were any of the character's real people?

Long John Silver himself was modelled on a real person called William Ernest Henley, who Robert met when he was 25. William had one leg but was very active, clever and full of vitality. Robert wrote to Henley after the publication of Treasure Island and said: "I will now make a confession. It was the sight of your maimed strength and masterfulness that begot Long John Silver...the idea of the maimed man, ruling and dreaded by the sound, was entirely taken from you". Israel Hands was also the name of a real person – an 18th century pirate. He is famous for working with the infamous pirate Blackbeard, also mentioned in Treasure Island. Robert Louis Stevenson brings Israel Hands to life as an evil, murdering pirate in his fictional version.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-treasure-island-home/zk2qnr4>

Watch the BBC's version of the story.

Task: Diary writing in role.

Imagine Jim, or Billy Bones, keeps a diary. Write diary entries for the different days on which events in episode one occurs. A full transcript of episode one is available at the end of this document

Name: _____ Date: _____

LO: Can I plan a diary entry?

Success Criteria:

- First person
- Past tense
- Time connectives
- Chronological order
- 5 senses
- Thoughts and feelings

Introduction: _____

Thoughts: _____

Feelings: _____

Thoughts: _____

Feelings: _____

Thoughts: _____

Feelings: _____

Ending: _____

Main: _____

Did I...

include the date and/or time that the entry was written?



Child

☐

write in the first person?


☐

use past tense for the main events?


☐

tell events in chronological order?


☐

include personal emotions and feelings?


☐

use paragraphs to organise my writing (including an introduction and conclusion)?


☐

use an informal style?


☐

use time conjunctions and adverbials?


☐

* past tense

* named people, places, things

* first or third person

* time connectives

Look out also for conjunctions like when, while, as, after.

Next...

Then...

Meanwhile...

Several weeks later...

Soon afterwards...

Within hours...

After a while...

Finally...

Tuesday

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

Maths: Summer Term – Week 7 (w/c 8th June) Lesson 2 Expressing forms

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Forming-expressions-2019.pdf> (worksheet)

<https://vimeo.com/425603866>

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Answers-Forming-expressions-2019.pdf> (answers)

optional maths: <https://garyhall.org.uk/maths-objectives/226/express-missing-number-problems-algebraically>

1. The Pirate's Papers

From Chapter 6

Jim Hawkins (about 13), Dr Livesey and Squire Trelawney open Flint's Map which has been taken by Jim from Captain Bill's sea-chest. They decide to commission a ship and sail from Bristol to the island to find the treasure.

The paper had been sealed in several places with a thimble by way of seal; the very thimble, perhaps, that I had found in the captain's pocket. The doctor opened the seals with great care, and there fell out the map of an island, with latitude and longitude, soundings, names of hills, and bays and inlets, and every particular that would be needed to bring a ship to a safe anchorage upon its shores. It was about nine miles long and five across, shaped, you might say, like a fat dragon standing up, and had two fine land-locked harbours, and a hill in the centre part marked 'The Spy-glass'. There were several additions of a later date; but, above all, three crosses of red ink – two on the north part of the island, one in the south-west, and beside this last, in the same red ink, and in a small, neat hand, very different from the captain's tottery characters, these words: 'Bulk of treasure here.'

Over on the back the same hand had written this further information:

'Tall tree, Spy-glass shoulder, bearing a point to the N. of NNE.

'Skeleton Island ESE and by E.

'Ten feet.

'The bar silver is in the north cache; you can find it by the trend of the east hummock, ten fathoms south of the black crag with the face on it.

'The arms are easily found, in the sand hill, N. point of north inlet cape, bearing E. and a quarter N.

'J. F.'

That was all; but brief as it was, and, to me, incomprehensible, it filled the squire and Dr Livesey with delight.

'Livesey,' said the squire, 'you will give up this wretched practice at once. Tomorrow I start for Bristol. In three weeks' time – three weeks! – two weeks – ten days – we'll have the best ship, sir, and the choicest crew in England. Hawkins shall come as cabin-boy. You'll make a famous cabin-boy, Hawkins. You, Livesey, are ship's doctor; I am admiral. We'll take Redruth, Joyce, and Hunter. We'll have favourable winds, a quick passage, and not the least difficulty in finding the spot, and money to eat – to roll in – to play duck and drake with ever after.'

'Trelawney,' said the doctor, 'I'll go with you; and, I'll go bail for it, so will Jim, and be a credit to the undertaking. There's only one man I'm afraid of.'

'And who's that?' cried the squire. 'Name the dog, sir!'

'You,' replied the doctor; 'for you cannot hold your tongue. We are not the only men who know of this paper. These fellows who attacked the inn tonight – bold, desperate blades, for sure – and the rest who stayed aboard that lugger, and more, I daresay, not far off, are, one and all, through thick and thin, bound that they'll get that money. We must none of us go alone till we get to sea. Jim and I shall stick together in the meanwhile; you'll take Joyce and Hunter when you ride to Bristol, and, from first to last, not one of us must breathe a word of what we've found.'

'Livesey,' returned the squire, 'you are always in the right of it. I'll be as silent as the grave.'

Task: Words in context. (large print text at the end of this document)

Find each of these words/phrases in the first passage and think about what it means in context. Use a dictionary if necessary but be careful because the words are not all used in the conventional way.

Write a new sentence using the word in a way that shows you understand what it means in the passage.

Words to find:

- Thimble
- Seal
- Anchorage
- Land locked
- Tottery
- Hammock
- Fathoms
- Crag
- Inlets
- Incomprehensible
- Squire
- Wretched
- Hold your tongue
- Lugger
- Desperate blades
- Silent as the grave
- admiral

Wednesday

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

Maths: Summer Term – Week 7 (w/c 8th June) Lesson 3 Substitution

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Substitution-2019.pdf>

<https://vimeo.com/425603939>
<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Answers-Substitution-2019.pdf> (answers)

optional maths: <https://garyhall.org.uk/maths-objectives/225/generate-and-describe-linear-number-sequences>

<https://garyhall.org.uk/maths-objectives/227/find-pairs-of-numbers-that-satisfy-an-equation-with-2-unknowns>

Well-being Wednesday. Yarrggh, me hearties. Brace the mainsail and shiver me timbers, it be Talk Like a Pirate Day!

Today we set you the challenge of talking like a pirate for the day (there is an official day in September)!

<http://www.yarr.org.uk/talk/>

<https://reference.yourdictionary.com/resources/pirate-terms-phrases.html>

http://pirate.monkeyness.com/online_pirate_translator

Have some fun with your new language and write a letter to a friend or a family member.

Give yourself a pirate name!

<https://www.bbc.co.uk/cbbc/quizzes/bp-quiz-what-be-yer-pirate-name>

Miss Biggs' name (after taking the cbbc quiz) was: Old Olive the Seadog!

Or you could try this:

To find your pirate name:

Pick 3 numbers, each one ranging from 1-10 (you can use the same number more than once).

Then find the word that corresponds from each list:

First word:

- Big
- Long
- Blue
- Jolly
- Red
- Cold
- Green
- One
- Black
- Stump

Second word:

- Eye
- Boot
- Belly
- Bottom
- Leg
- Ear
- Mouth
- Tooth
- Lip
- Foot

Third word:

	<ul style="list-style-type: none"> • Bob • Bart • Bill • Kid • Ann • Bonny • Bess • Gert • Sue <p>For instance, 147, would be Big Boot Bonny. 333 would be Blue Belly Bart. And so on. Feel free to make up your own lists too!</p> <p>Jokes: Entertain your family with some pirate jokes! https://funkidsjokes.com/pirate-jokes-kids/</p> <p>Have a go at writing and telling your own original jokes.</p> <p>Go on a Treasure Hunt. A day (or week) about pirates wouldn't be complete without an X-marks-the-spot treasure hunt! Hide some treasure and create a treasure map, ask someone at home to find the treasure. https://www.teachingideas.co.uk/design-a-treasure-map https://resource-bank.scholastic.co.uk/resources/3520 https://www.natgeokids.com/uk/home-is-good/how-to-make-treasure-map/</p>	
Thursday	<p>https://whiterosemaths.com/homelearning/year-6/ Maths: Summer Term – Week 7 (w/c June 8th) lesson 4: Solve simple equations https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Solve-simple-one-step-equations-2019.pdf (worksheet) https://vimeo.com/425605040 (video) https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Answers-Solve-simple-one-step-equations-2019.pdf (answers) optional maths: https://garyhall.org.uk/maths-objectives/228/enumerate-possibilities-of-combinations-of-2-variables</p> <p>Task: Today we would like you to research some facts about a famous pirate, there are lots to choose from! When you have found lots of facts you can choose how you would like to present your information:</p> <ul style="list-style-type: none"> • Write a character description • Short biography • Fact file • News report (telling a story of something that they have done) <p>https://www.exploration-and-piracy.org/pirates/ https://www.rmg.co.uk/discover/explore/infamous-pirates https://www.activityvillage.co.uk/famous-pirates https://www.dltk-kids.com/articles/famouspirates.htm</p> <p>Mary Read: https://www.historic-uk.com/HistoryUK/HistoryofEngland/Mary-Read-Pirate</p>	

The pirate Mary Read was born in London. As a young woman she joined the army in Flanders disguised as a boy soldier. She later went to sea, still dressed in male clothes, and was captured by a pirate ship commanded by 'Calico' Jack Rackam.

Another member of Read's pirate crew was Anne Bonny. After several plundering expeditions around the Caribbean together, their ship was captured off Jamaica and the crew were sent for trial in Spanish Town.

All the men in the crew were hanged but Mary Read and Anne Bonny were reprieved because they were both pregnant. Mary fell ill with fever soon after the trial and died in prison.

Anne Bonny took part in many attacks and fought fiercely. In 1720 she was put on trial in Jamaica and sentenced to death. Bonny claimed that Rackham would not have been hung like a dog if he had fought like a man!



Henri Caesar:

Henri Caesar was born a slave and as a young man worked in a lumber yard. The supervisor of the yard mistreated him and Henri saw a chance for freedom during the slave insurrection toward the end of the 18th century. During the insurrection, he killed the supervisor and joined the underground freedom fighters.

Caesar stayed on the island until it received independence from France, then set off to make his fortune at sea. According to the tale, he captured a Spanish ship and made his way around Cuba and the Bahamas. By 1805, under the name Black Caesar, he was attacking small villages and lone ships from his base in the Florida Keys.

Henri Caesar is said to have buried between \$2 million and \$6 million in treasure across several islands in the area. He disappeared around 1830 with various theories as to why. Some say that he fled when the US took possession of the area, while others believe that he was captured and burned to death by the authorities.

The more common tale of Black Caesar is more detailed and much more compelling. It too starts with the slave trade which was becoming big business during the Golden Age of piracy. In this tale, Caesar is said to have been a fearsome warrior and chieftain in Africa who was cunning and strong.

For years, Caesar had evaded the slavers until one day he was lured onto a slaver's ship with the promise of treasure and other riches. Some say that Caesar and the others with him were distracted by the treasure and did not notice the sailors raising the anchor and setting off. Others say that he was pampered with luxuries and when he noticed the ship was moving the crew stopped him at gunpoint.

Caesar was to be sold into slavery, but on the slave ship he made friends with one of the sailors. As the ship neared Florida and the slave markets, a hurricane hit. In the confusion from the storm, the sailor released him and they boarded one of the ship's longboats. The two men hid on one of the islands off Florida while the hurricane took the ship, leaving them as the only survivors.

This was the start of his life as a pirate as the two operated for years in the area. They would use their longboat as a ruse to make ships believe they were shipwrecked sailors. Once the ship stopped to help them, they would rob its crew at gunpoint. It is believed that the pair buried their takings on Elliott Key.

The partnership would not last forever and ended in a duel.

Help desk! You have written lots of character descriptions in Yr6 below is an example to remind you of what makes a good character description.

Did I...

Child

describe the character's appearance?


☐

describe the character's background/past?

☐

describe how the character speaks?


☐

describe how the character moves?

☐

describe the character's actions, thoughts and feelings?

☐

describe the character's personality?


☐

include figurative language to enhance my description?
e.g. *His heart swelled with a sea of tears, her whining voice sounded like the screech of an untuned violin...*

☐

The book shop, once vibrant with customers, was empty of life aside from its owner. Terry sat hunched in the semi-darkness amongst the many characters and their worlds which had brought such colour to his own. Trenches etched on his forehead told the story of his life. His body bent and sore, hair receding and thin, Terry was a relic, like his shop, no longer relevant to the modern world. He pulled his filthy fleece closer round his shoulders, the collar of his checked shirt stuck out, a flash of colour out of place in such a dreary setting. His beard, patched and wiry jutted out from his chin. Yet, despite the gloominess surrounding him, Terry was enveloped in another world. In his aged hands he held a friend and, in his mind, he was not in a closed, failed bookstore and he himself was not a frail, feeble man: he was off on an adventure, in another world and was transformed himself.

Friday

Maths: Summer Term – Week 6 (w/c 1st June) Lesson 5 – Friday Maths Challenge

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

Task: Treasures.

What do you treasure most? Why?

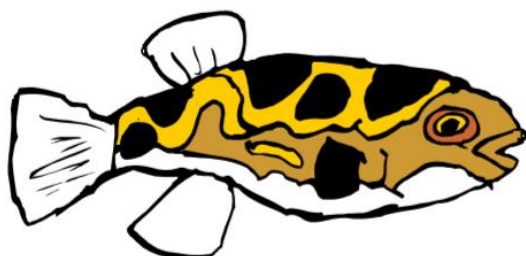
Treasure Island is all about finding the kind of treasure that will solve life's problems, but acquiring the treasure is challenging.

We all own possessions that we value. They may not be worth much to anyone else, but are precious to us for a particular reason. Write down items that are most precious to you and say why you value them so much.

For example;

I cherish a photo of my granddad at our house last Christmas, because it holds happy memories of our last Christmas together.

My granddad used to take me to the park, and taught me how to fish. I remember one particular winter's day and the disappointment at sitting all day without a catch. Then, shortly before we packed away, I caught a huge perch, the heaviest fish that I ever hooked.



Additional Activities

https://theweekjunior.co.uk/racism-protests?channel=social1&utm_source=facebook.com&utm_medium=social&utm_campaign=acquisitions_03lalfans_parenting

The footage of Floyd's death and of the protests – some violent – are hard to avoid. Many people will find it upsetting and are likely to have some questions about what they have read, seen and heard.



Tips for talking about this week's news with your child:

- **Acknowledge how they are feeling.** It's important to acknowledge your child's feelings and give them the time and space to express them. Feeling angry, sad, and worried is normal, and letting children talk about their response to these events will help them to process their emotions. You can tell them that you feel upset too and so do a lot of other people. If a child finds it difficult to explain how they're feeling then you could suggest writing or drawing instead. If they feel angry, taking some exercise can help.
- **Don't avoid difficult questions.** Children need to know that they are taken seriously so it's important to address their questions honestly and sensitively. You can say that although it is sometimes difficult to talk about events like this, it is vital that people do and that you will do your best to tell them what they need to know. If there is a question that you do not know the answer to, explain that it is a complex situation and that there aren't always easy answers or simple solutions, but that there are a lot of people who are working to stop the same thing happening again.
- **Provide some context.** Help them to understand why people are so angry by talking about race and racism. Explain that racism is treating a person badly or unfairly because of the colour of their skin, culture or country of birth. There are lots of good books for children about race and racism, including *What is race? Who are racists? Why does skin colour matter?* And other big questions. by Claire Heuchan and Nikesh Shukla. The charity [Childline has information for children about racism and racial bullying on their website](#), as well as advice for anyone who has been treated badly because of their race.
- **Remind them that most police officers do not do bad things.** Make sure that they know that the police officer in this case has been sacked, arrested and faces punishment. They should be reassured that the majority of police officers take their duty to protect the public very seriously and are committed to stamping out racism. Here in the UK, the National Police Chief's Council made a statement saying "We will tackle bias, racism or discrimination wherever we find it."
- **Explain that protests can lead to positive change and that, despite what they may have seen on the news, most protests are peaceful.** Protests are an important way for people to make their voices heard and to draw attention to wrongdoing and injustice. There are plenty of examples of protests – including the Civil Rights Movement in the US during the 1950s and 1960s – that have led to positive change. Today, there are many people in the US and around the world who are working to bring an end to racism and inequality and these protests will help that to happen.
- **Tell them that they can play a part.** In situations like this, it is easy for a child to feel powerless so make sure they know that their voice matters too. Encourage children to stand up for anyone who they think has been treated badly because of their race and tell them to speak up if they experience or witness injustice.

<https://theweekjunior.co.uk/TWJ-Protests>

Advice for children:

News coverage over the last couple of weeks have shown the protests that have erupted across the US and elsewhere in the world. Many of the protests are peaceful but some have been violent. Images of these clashes, as well as the tragic event that led to the unrest, are upsetting and it is natural for you to feel angry, sad or worried about them. Here are some tips to help you deal with your thoughts and feelings.

At times like this it is important to remember:

- **You are not alone.** People all over the world are horrified and outraged by what happened to George Floyd, and upset by the violence that has followed. The fact that you are worried or upset by what's happened is a natural reaction.
- **Many people including world leaders and politicians, as well as members of the public, are working hard to bring racism, injustice and inequality to an end.** Everyone, everywhere has an equal right to life, opportunity and justice. You can do your part by standing up for anyone who you think has been unfairly treated because of their skin colour or race.
- **Bottling up your feelings can make them overwhelming, so if you are upset, talking about your feelings to a parent or a trusted adult will make you feel better.** If you don't feel like confiding in someone, try writing down how you feel instead, or draw a picture to express your emotions. If you are feeling angry it can help to do some exercise.
- **Educate yourself.** Learning more about race and racism will help you to make sense of what is happening. Everyone needs to learn, think and talk about racism in order to stop events like this happening again. There are lots of books for children that will answer some of the questions you may have. A good one to start with is *What is race? Who are racists? Why does skin colour matter?* And other big questions. by Claire Heuchan and Nikesh Shukla. The charity

[Childline has information about racism and racist bullying on their website](#) as well as advice for anyone who has been treated badly because of their race.

- **Think positive.** Remind yourself of times when you have felt happy or something that makes you smile, or do something that will take your mind off it. Reading a book, drawing a picture, playing a game, riding your bike or even just getting out in the garden will force you to think about something different. Remember, there are lots of inspiring news stories that you can look at about people who are being kind and doing good.

IF YOU NEED HELP

It's normal to feel sad or worried for a little while after hearing bad news but if you are having trouble sleeping or your feelings are affecting how you behave or making you feel unwell then make sure you ask for help. Make sure that you talk to a parent or an adult you trust if you are unhappy or anxious about what you are hearing and seeing. If you don't feel able to talk to a parent or a teacher about this, charities such as [Childline](#), the [NSPCC](#) and [Young Minds](#) will be able to offer expert advice and guidance.

PSHE

I'm sure those of you who have been following the news over the last couple of weeks will have developed strong feelings about the death of George Floyd in America, and the Black Lives Matter protests that have followed in countries across the world. This week is a time to reflect on and educate ourselves about the racial inequality that still exists in our society today. We have provided you with a series of tasks in order to do this.



<https://www.youtube.com/watch?v=WMNyCndgayE>

Listen to this song (it is over 20 minutes long but please take the time to listen and watch the whole thing).

Consider how the lyrics highlighted below make you feel. What are your thoughts? What are your views?

"Black children, their childhood stolen from them."

"Robbed of our names and our language."

"These are the things we gotta discuss."

"The colour of my skin they comparing it to sin."

"All men and women were created equal. Including Black Americans."

8 minutes 45 seconds

- Recently, America has seen huge riots following the death of George Floyd, 46. He died after being arrested by police outside a shop in Minneapolis, Minnesota.
- Footage of the arrest on 25th May shows a white police officer, Derek Chauvin, kneeling on Mr Floyd's neck while he was pinned to the floor.
- "I can't breathe," Mr Floyd said repeatedly, pleading for his mother and begging "please, please, please".
- For eight minutes and 45 seconds, Mr Chauvin kept his knee on Mr Floyd's neck.
- It began with a report of a fake \$20 (£16.20) bill.
- Allegedly, Mr Floyd used this note to purchase a pack of cigarettes.
- Believing the \$20 bill he used to be counterfeit, a store employee reported it to police.
- 30 minutes later, Mr Floyd died.

How do you feel now? Jot your ideas down underneath your personal response.

What is institutional/systemic racism?

- These words refer to how institutions (such as the police) and our systems (such as the justice system) show a bias against people from Black and other minority backgrounds.
- How do these facts make you feel?



Black people '40 times more likely' to be stopped and searched in UK



How do you feel reading these front pages and headlines? Jot your ideas down ...

Are you confused? Are you sad? Are you angry? Are you frustrated? Explore why you might be having this emotional response.

The Philadelphia Inquirer



ANGER, HEARTBREAK

Officials caught 'off balance' by violent demonstrators.

Mayor hailed for response but leads a divided city.

After night of destruction, residents pitch in to clean up.



Protesters march across the Sixth Street bridge Friday during the "I Can't Breathe" March for George Floyd in Waterloo.

Cooler heads prevail

Cedar Valley peacefully protests death of George Floyd

TIM JAMISON
tim.jamison@wcourier.com

WATERLOO — A thousand people marched through downtown Waterloo on Friday protesting the death of yet another black American at the hands of a police officer.

They carried signs demanding justice for George Floyd, who died on Memorial Day as a Minneapolis police officer held him down with a knee on his neck for nearly nine minutes during an arrest.

Demonstrators chanted "black

INSIDE

■ Photographs from violent protests across the country.

■ Peaceful rally turns into a melee in downtown Des Moines.

■ Protesters set police cars ablaze, smash windows and skirmish with police in street fights from Atlanta to Los Angeles.

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Why might this still be a problem?

<https://www.youtube.com/watch?v=S9sw4LbYLcQ>

Watch this video clip.

Martin Luther King Jr clearly expresses here, in 1967, the issues which we still face today. What are your thoughts on this? How do you feel? Jot your ideas down ...

What can I do?

**CHANGE
BEGINS WITH
YOU**

Take it all in and truly absorb the information and situation that is around you. Remember, George Floyd may have been thousands of miles away. But unfortunately, racism is all around us - here in the UK as well. Take a stand. Change begins with you; these institutions are made up of people. Us. We are the institutions. This is everybody's problem; reach out to those who you think are marginalised. Call out racism. Sign petitions. Write to leaders. Donate.

Above all else: TALK ABOUT IT. Take that piece of paper that you have been collating your thoughts on and share your own views and responses with someone today.

History

Competition time!



How are you getting on with your historical fiction writing project? You should now have a detailed plan that will help you to start your story and keep on track with it. Remember that entries are due on Friday 26th June.

<https://www.history.org.uk/primary/categories/530/news/3451/write-your-own-historical-fiction-competition-2020>

We suggest reading some of the past entries before starting, so you have an idea of what the judges are looking for. You can find 2019's here <https://www.history.org.uk/ha-news/categories/455/news/3771/write-your-own-historical-fiction-2019-the-winners>

Please do send us your first drafts or share them in school if you wish, and we would be happy to give you feedback and guidance.

Story Starters

Use these great story starters to bring your stories alive!

Start by using speech.
"Come quickly," shouted Mum with panic in her voice.
"I can't believe you just did that," cried Brian holding his now broken toy.
"Help me, I'm stuck and I cannot get out!" sobbed Louise.
"Look at that," bellowed Patrick, pointing at the strange object.
"Just how are we going to get out of here?" asked a sad looking Sandeep.
"Hello, my name is Lucy and I live with my parents and my annoying brother Luke. To be honest we are not a normal family because we have a secret which nobody else knows about."

Start with a statement which describes feelings.
Catherine was exhausted.
Jonathon was feeling really fed up.
Anthony looked and felt terrible.
Kiran stared at the open space and began to cry.
Andrew had never laughed so much in his life as tears rolled down his face.
Rebecca was bored as the rain thrashed against the window.

Start by describing the weather.
The gusting wind howled loudly, picking up the leaves and tossing them violently into the air.
The snow floated down gently settling onto the frozen ground.
The thunder shook the ground as we ran for shelter.

Start by describing the action.
As I wandered through the busy streets I noticed a round object hidden under the bench.
As I staggered along the desolate cliff top I thought about what had just happened.
As I was running across the playground I saw blood pouring from his head.

Start by describing the time.
It was midnight and there wasn't a sound to be heard.
The clock struck 3 and everyone suddenly looked at the man who had just appeared before them.
It was morning and Charlie couldn't forget what had happened to him the night before.

Start with a question.
Have you ever wondered why your parents always seem to be grumpy?
Do you want to know what happened then? Oh alright then I'll tell you.
Can you imagine what it is like to be stuck in a dark place for a very long time?
What is your biggest fear? Mine is spiders and I just hate them.

Start with sound effects.
Screeeech went the brakes of the car as it slid violently sideways.
SNAP! The tree had given way and the boy fell to the ground landing awkwardly.



Science

Some piratical science! Although it says 'early years' and the activities on this particular page are aimed at younger children, the site itself provides lots of other information and links to some good resources across a range of science topics.

<https://www.science-sparks.com/category/early-years-science-2/pirate-science-experiments/>

A variety of ways to learn about different science topics with pirate based activities. Again, links are provided to different websites. Suitable for all ages.

<https://kidminds.org/pirate-science-20-ways-to-play-and-learn/>

Eye patches and telescopes are two things we associate with pirates, but there is some science behind them.... Suitable for all.

<https://www.shareitscience.com/2016/09/pirate-science-optical-illusion-activities.html>

Jon Chase is a scientist and rapper with who, to quote from his website, 'has an intense passion for scientific thinking and believes that knowledge should be made available in a way that allows as many people as possible the opportunity to gain access to it.' Explore his world!

<https://rapscience.co.uk/stuff-jons-done/>

Amongst many other projects he has been involved in, he has made an excellent series of informative short science videos for the BBC. They are targeted at 11 to 14-year-olds, but don't let that put you off! The scientific concepts are presented and explained clearly and understandably- although younger children might need an adult or older sibling to help them a little!



https://www.youtube.com/playlist?list=PLcvEcrsF_9zI8mQuu0SMHHtYPzjaEj9

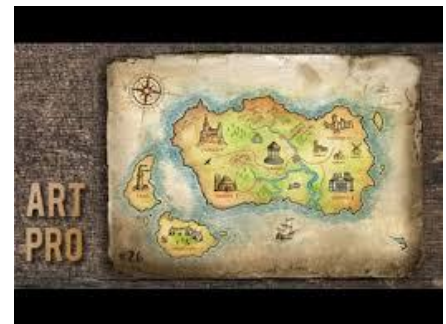
Art / DT



Pirates

Buried Treasure!

Create your own pirate treasure map!
Follow the links to get step by step instructions.



<https://www.youtube.com/watch?v=d0rkIXWPH7s>

Art Pro Challenge:

<https://www.youtube.com/watch?v=9u1-i7y-CfA>

Draw your own Pirate Ship!

Follow the step by step instructions to draw your own pirate ship using perspective in pencil or pen!



https://www.youtube.com/watch?v=3-pSpSzw_wE

Challenge: This sailing ship focuses on perspective and shading techniques we have learned. This can also be done with a pen /biro if you don't have a pencil. Or, you could use ink pen and water using the technique we studied last term.

<https://www.youtube.com/watch?v=DuMNIPuwAPg>

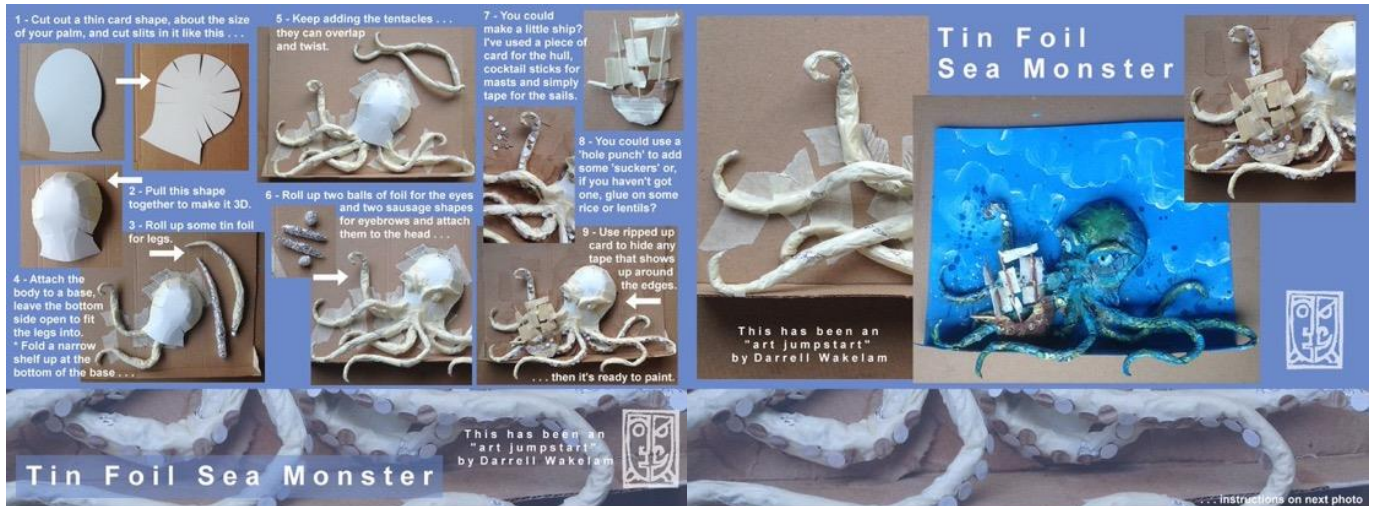


Make your own pirate ship



Sea Monster:

Pirates often told stories of legendary Sea Monsters. Follow these instructions to make a giant Octopus!



Or....
Mermaid!

PROJECT-03 'Flexible Foil Figures'

Materials: Tin Foil, Cardboard, Scissors, Tape



Here's my finished Mermaid. I've limited the colours to a certain range which I think makes it look more effective . . . How have you got on?

There's a valuable idea in there somewhere . . . and we're gonna dig it out!

#ArtGoldmine

#ArtGoldmine created by Darrell Wakelam www.darrellwakelam.com



We now have a Dalmain Twitter Art page [@dalmain_art](https://twitter.com/dalmain_art) for you to share your work with the rest of the school community! We would love to see what you have created to celebrate the gifted artists we have in the school. We will also be sharing ideas and inspirational arts and crafts so don't forget to take a look.

Music

'Pirates of the Caribbean': <https://www.youtube.com/watch?v=LU8E6dUsl>

This is being played by the Nationwide Polish schools' symphony orchestra made up of the best young musicians in Poland.

How does this music make you feel?

What images come into your head whilst you are listening?

How is the music representing a pirate, the sea, the adventures that a pirate would have?



'Treasure Island': <https://www.bbc.co.uk/teach/school-radio/music-ks2-treasure-island-index/z79jwty>



- Seven songs help tell the great story of 'Treasure Island'.
- There is rock and roll. There is rap. A little touch of Blues. There is even some waltzing!
- Each episode has a song to learn and part of the story to watch.
- In Part 1 you can also listen to the 'Hornpipe' 'Barnacle Bill' which is the theme tune of 'Blue Peter'

'Pirate vocal warm-up': <https://www.bbc.co.uk/teach/school-radio/music-ks2-treasure-island-vocal-warm-up/z6mphbk> Join in with this warm-up to get yourself ready for singing.

Meet the characters from the story: <https://www.bbc.co.uk/teach/school-radio/music-ks2-treasure-island-meet-the-characters/zijxmfr> You could look at this slideshow to see who the characters are in the story.

Pirate King from 'Pirates of Penzance' by Gilbert and Sullivan

https://www.youtube.com/watch?v=q2j90qg_5_w

	<p>The 'Pirates of Penzance' is an opera about pirates. What is an opera? You have been listening to the music of many composers over the past weeks. Did any of these composers write operas?</p> <p>'Sea Shanties' – Gareth Malone Learn about the importance of the sea shanty for sailors and maybe even pirates! Sea shanties were the work songs of sailors. Why did there need to be so many verses? And why were the melodies quite repetitive and simple? What was the role of the Shanty-Man? You will also hear the story of a famous heroine of the sea. https://www.bbc.co.uk/bitesize/clips/zwh7tfr Clip 1 https://www.bbc.co.uk/bitesize/clips/z2f6sbk Clip 2</p>
<p>P.E.</p>	<p>Trinity Laban tutorial: Upper KS2- The body in space https://vimeo.com/425835869</p> <p>Just Dance a Pirate you shall be! https://www.youtube.com/watch?v=RUHCl2tIXis</p> <p>Yoga with Adriene https://www.youtube.com/user/yogawithadriene/search?query=kids</p>
<p>MFL</p> <div data-bbox="87 1093 244 1196">  </div>	<p>https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs https://www.french-games.net/frenchgames/four-in-a-row?topic=Colours&level=primary https://www.bbc.co.uk/teach/school-radio/french-ks2-radio-labo-index/z46ghbk https://www.bbc.co.uk/bitesize/subjects/z39d7ty https://www.youtube.com/watch?v=xv8rOwQaDlc</p>
<p><u>LEARNING LINKS</u></p>	<div data-bbox="279 1357 579 1617"> <p>Join Stephan & Roxanne from Bigfoot Arts Education as they help year 6 pupils alleviate some of their fears, concerns and anxieties about moving on to Secondary school.</p> </div> <div data-bbox="601 1352 1501 1856">  </div> <p>https://bigfootartseducationtv.vhx.tv/products/upward-onwards-year-6-transition</p> <p>Dalmain have purchased the Year 6 transition film 'Onwards and Upwards'.</p> <p>We will be watching this in school, but if you are at home and would still like to watch it, please use the link above (login details will be sent to you in a separate email).</p>

Black Lives Matter. Additional resources for your own empowerment:

<https://www.youtube.com/watch?v=QwvC6GFmZp8> –

This video clearly explains what Blackout Tuesday is all about, including who is taking part and why.

<https://www.bbc.co.uk/newsround/52813673> -

This article explains what exactly happened to George Floyd and why it has sparked protests.

<https://blacklivesmatter.com/> -

Explains exactly what the Black Lives Matter movement is and how everyone is involved.

Additional creative ideas to ensure your voice is heard:

- Write a speech documenting your own views on this situation - share this.
- Write to a political or leading figure outlining what change you'd like to see.
- Write a poem to share with your friends and teachers.

1. Jim Hawkins and *The Admiral Benbow*

- Narrator: Ah, the beginning. A quiet English pub by the sea on a perfect, peaceful morning. *The Admiral Benbow* Inn looks out across the Bristol Channel. Jim Hawkins, twelve years old, all but runs it himself. His father's died. His mother's exhausted. Jim dreams of adventure, something to take him out of this dull workaday existence, when an old sailor, with a pigtail, a sabre cut on one cheek and a large mysterious sea-chest, comes looking for lodgings.
- Billy Bones: 'In the heart of the blue Caribbean...'
- Jim: Good morning, sir.
- Billy Bones: This be a handy cove. Much company, my young mate?
- Jim: Company, sir? No. No, sir.
- Billy Bones: Come here boy. Closer. D'you see this?
- Jim: Yes, sir.
- Billy Bones: There's one of these every month for ye - if ye keep a weather-eye open for a sea-faring man with one leg. One leg - ya hear me?
- Jim: One leg? I'll keep a look out, sir.
- Billy Bones: You call me cap'n. Hmm?
- Jim: This way, captain.
- Billy Bones: Now lend a hand with this here chest. I'm a plain man. Rum and bacon and eggs is what I want. Mainly rum. 'Yo ho ho and up she rises, yo ho ho and up she rises...'
- Narrator: So the mysterious sailor comes to stay. And Jim keeps his weather-eye open. The weeks pass, and then one day another stranger arrives, thin and tall, with his legs intact - but with fingers missing. The stranger's name: Black Dog. Black Dog tells Jim he has come to see his old ship-mate Billy and talk square. But they're not friends, it seems...

Black Dog: You're a dead man walking!

Billy Bones: And you're a scurvy dog! Away with ye!

Narrator: Black Dog limps away wounded. The Captain struggles to his feet. He has the look of a man who has much to fear. Next day another stranger turns up - a blind beggar. He slips into the inn, and presses a piece of paper into the captain's hand.

Billy Bones: Agghh! Tis the Black Spot!

Jim: Captain?

Mother: Jim, Jim! What's happening?

Narrator: But before Jim can find out more, the beggar's gone - and the captain has fallen to the floor, stone cold dead. Turns out the captain - Billy Bones, his real name - is on the run from his old pirate crew. They're after something. Something he's hidden.

Mother: Oh Jim, we shouldn't.

Jim: I've searched the room, nothing. Whatever they want must be in here.

Mother: Oh my! What a fine suit of clothes.

Jim: He would have smelled better if he'd worn them. He did have money!

Mother: Uh! Didn't pay us a penny, mind. And me just lost your father.

Jim: Take the lot. Let's be going!

Mother: I'll have my dues and not a farthing over. Mmm, is that gold?

Narrator: As his mother tries to extract her rent from the bagful of doubloons, guineas and...

Mother: Pieces of eight! Very nice!

Narrator: ...Jim finds an old parchment. But before he can look at it, the pirates attack!

1. The Pirate's Papers

From Chapter 6

Jim Hawkins (about 13), Dr Livesey and Squire Trelawney open Flint's Map which has been taken by Jim from Captain Bill's sea-chest. They decide to commission a ship and sail from Bristol to the island to find the treasure.

The paper had been sealed in several places with a thimble by way of seal; the very thimble, perhaps, that I had found in the captain's pocket. The doctor opened the seals with great care, and there fell out the map of an island, with latitude and longitude, soundings, names of hills, and bays and inlets, and every particular that would be needed to bring a ship to a safe anchorage upon its shores. It was about nine miles long and five across, shaped, you might say, like a fat dragon standing up, and had two fine land-locked harbours, and a hill in the centre part marked 'The Spy-glass'. There were several additions of a later date; but, above all, three crosses of red ink – two on the north part of the island, one in the south-west, and beside this last, in the same red ink, and in a small, neat hand, very different from the captain's tottery characters, these words: 'Bulk of treasure here.'

Over on the back the same hand had written this further information:

'Tall tree, Spy-glass shoulder, bearing a point to the N. of NNE.

'Skeleton Island ESE and by E.

'Ten feet.

'The bar silver is in the north cache; you can find it by the trend of the east hummock, ten fathoms south of the black crag with the face on it.

'The arms are easy found, in the sand hill, N. point of north inlet cape, bearing E. and a quarter N.

'J. F.'

That was all; but brief as it was, and, to me, incomprehensible, it filled the squire and Dr Livesey with delight.

'Livesey,' said the squire, 'you will give up this wretched practice at once. Tomorrow I start for Bristol. In three weeks' time – three weeks! – two weeks – ten days – we'll have the best ship, sir, and the choicest crew in England. Hawkins shall come as cabin-boy. You'll make a famous cabin-boy, Hawkins. You, Livesey, are ship's doctor; I am admiral. We'll take Redruth, Joyce, and Hunter. We'll have favourable winds, a quick passage, and not the least difficulty in finding the spot, and money to eat – to roll in – to play duck and drake with ever after.'

'Trelawney,' said the doctor, 'I'll go with you; and, I'll go bail for it, so will Jim, and be a credit to the undertaking. There's only one man I'm afraid of.'

'And who's that?' cried the squire. 'Name the dog, sir!'

'You,' replied the doctor; 'for you cannot hold your tongue. We are not the only men who know of this paper. These fellows who attacked the inn tonight – bold, desperate blades, for sure – and the rest who stayed aboard that lugger, and more, I daresay, not far off, are, one and all, through thick and thin, bound that they'll get that money. We must none of us go alone till we get to sea. Jim and I shall stick together in the meanwhile; you'll take Joyce and Hunter when you ride to Bristol, and, from first to last, not one of us must breathe a word of what we've found.'

'Livesey,' returned the squire, 'you are always in the right of it. I'll be as silent as the grave.'

North America quiz answers:**1. Largest Countries:**

- Canada (area: 9,984,670 sq km, population: 33,487,208)
- USA (area: 9,826,675 sq km, population: 307,212,123)

Two Smallest Countries:

- St Kitts & Nevis (area: 261 sq km, population: 40,131)
- Grenada (area: 344 sq km, population: 90,739)

2. Over 50 different species**4. Steelpan****5. Because the ancient Mayans used quetzal tail feathers as money****6. Grow them in farms and eat them. They call them 'bamboo chicken'.****7. Ice hockey****8. Strawberry poison-dart frog****9. A salamander that can regrow hurt body parts****10. A massive street parade held on 26th December****South America quiz answers:****1. Largest Countries:**

- Brazil (area: 8,514,877 sq km, population: 198,739,269)
- Argentina (area: 2,780,400 sq km, population: 40,913,584)

Two Smallest Countries:

- Suriname (area: 163,820 sq km, population: 481,267)
- Uruguay (area: 176,215 sq km, population: 3,494,382)

3. Two: Bolivia and Paraguay**4. La Paz, 3600m****5. Atacama Desert****6. An underground church, built in a salt mine 200m underground****7. Because it sits on the equator****8. It stinks – it is also called the stinkbird and is closely related to the dinosaurs.****9. One of the seven wonders of the modern world****10. The football World Cup**

How well did you do?