

Hub B Year 6 Home Learning

Week beg 26th April 2021

Reading –

We Refugees

Benjamin Zephaniah

I come from a musical place
Where they shoot me for my song
And my brother has been tortured
By my brother in my land.

I come from a beautiful place
Where they hate my shade of skin
They don't like the way I pray
And they ban free poetry.

I come from a beautiful place
Where girls cannot go to school
There you are told what to believe
And even young boys must grow beards.

I come from a great old forest
I think it is now a field
And the people I once knew



Are not there now.

We can all be refugees

Nobody is safe,

All it takes is a mad leader

Or no rain to bring forth food,

We can all be refugees

We can all be told to go,

We can be hated by someone

For being someone.

I come from a beautiful place

Where the valley floods each year

And each year the hurricane tells us

That we must keep moving on.

I come from an ancient place

All my family were born there

And I would like to go there

But I really want to live.

I come from a sunny, sandy place

Where tourists go to darken skin

And dealers like to sell guns there

I just can't tell you what's the price.

I am told I have no country now

I am told I am a lie

I am told that modern history books

May forget my name.

We can all be refugees

Sometimes it only takes a day,

Sometimes it only takes a handshake

Or a paper that is signed.

We all came from refugees

Nobody simply just appeared,

Nobody's here without a struggle,

And why should we live in fear

Of the weather or the troubles?

We all came here from somewhere.

Lesson 1 Making connections

Make a connection with self and a connection with other using the sentence stems. Link back to last week's article 'What's Happening in Syria?'

Connection with self -

I know about this because I have read / seen / watched / been to...

I saw a programme about this...

Connection with other -

This reminds me of ... because...

This is similar to... because...

This links to...

INFERENCE STEMS	
The word _____ tells me that...	because...
The part _____ tells me that...	
This makes me think that...	
I think this character _____	
I think the setting is....	
I think the mood is...	
I think the writer's viewpoint is...	
I think this character's viewpoint is...	

Lesson 2 - Inference. Make 2 inferences about the poem using the inference stems above.

Lesson 3 - Making connections

Citizen of the World

Dave Calder

When you are very small

Maybe not quite born

Your parents move

For some reason you may never understand they move

From their own town

From their own land

And you grow up in a place

That is never quite your home

And all your childhood people

With a smile or a fist say

You're not from here are you

And part of you says fiercely yes I am

And part of you feels no I'm not
I belong where my parents belonged

But when you go to their town, their country
People there also say

You're not from here are you
And part of you says no I'm not
And part of you feels fiercely yes I am

And so you grow up both and neither
And belong everywhere and nowhere much the same
Both stronger and weaker for the lack of ground
Able to fly but not to rest

And all over the world, though you feel alone
Are millions like you, like a great flock of swallows
Soaring or falling exhausted, wings beating the rhythm
Of the wind that laughs at fences or frontiers,
Whose home is itself, and the whole world it moves over.

Make a connection with self and a connection with other using the sentence stems. Link back to last week's article 'What's Happening in Syria?'

Connection with self -

I know about this because I have read / seen / watched / been to...

I saw a programme about this...

Connection with other -

This reminds me of ... because...

This is similar to... because...

This links to...

Lesson 4 - Inference

Use the inference stems on the previous page to make 2 inferences about the poem 'Citizen of the World'.

Big Picture questions for 'We Refugees'

Retrieval

1. What must young boys have?
2. Name 2 things in the poem that might cause people to become refugees.

Inference

1. Look at verse 7. What does Zephaniah mean by 'But I really want to live'?
2. Look at verse 8 'I come from a sunny, sandy place, Where tourists go to darken skin.' Why might the tourists visit that place?

Evaluating

Describe the effect of the repetition in verse 9.

Clarifying

What does the word '**forth**' mean in the line 'Or no rain to bring **forth** food.'?

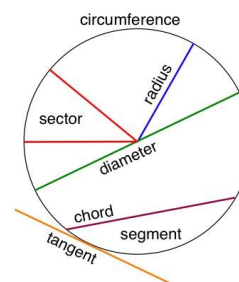
Maths: Circles/Pie Charts

Lesson 1:

LI: To identify the properties of a circle.

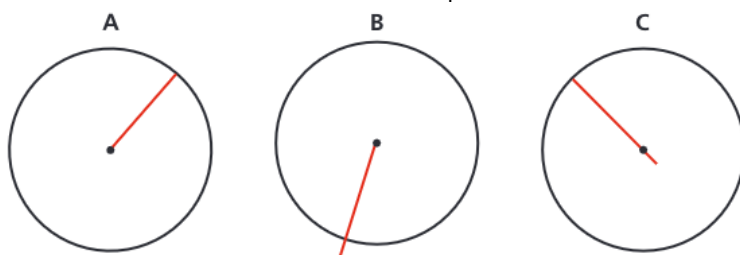
STS:

- **Define** the parts of the circle.
- **Relate** the different parts of the circle to each other.
- **Identify** correlations between the different parts of the circle.



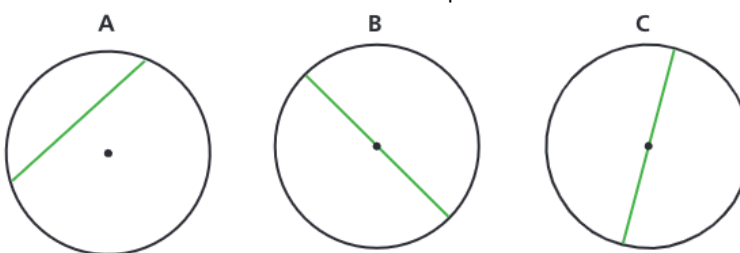
1) The radius has been marked on each circle.

Is this statement true or false? Explain.

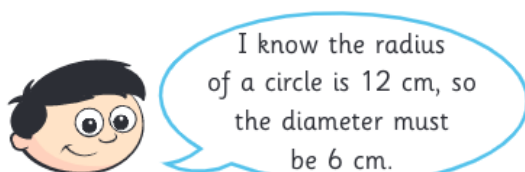


2) The diameter has been marked on each circle.

Is this statement true or false? Explain.



3) Do you agree with Dexter? Explain why.



4) Complete the table.

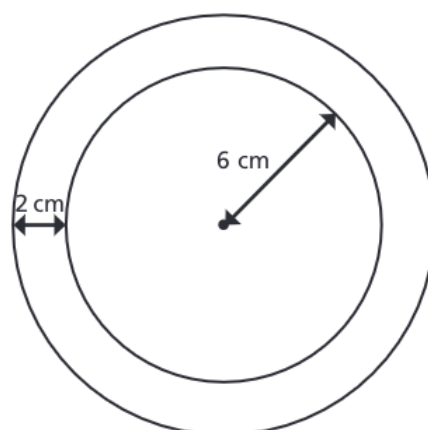
Radius	Diameter
4 cm	
	12 m
	9 mm
3.5 km	
	12.6 cm

$$5 + \boxed{?} = 10$$

EMPTY BOX PROBLEM

5) The two circles have the same centre.

- What is the radius of the inner
- What is the diameter of the inner
- What is the radius of the outer
- What is the diameter of the outer



circle?
circle?
circle?
circle?

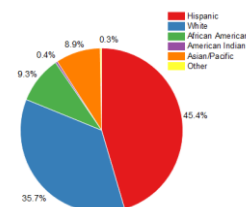
Lesson 2:

LI: To read and interpret statistics.

Context: Pie Charts

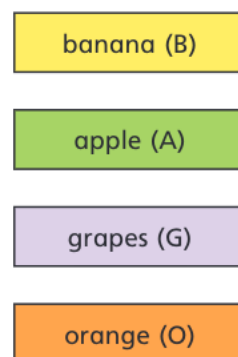
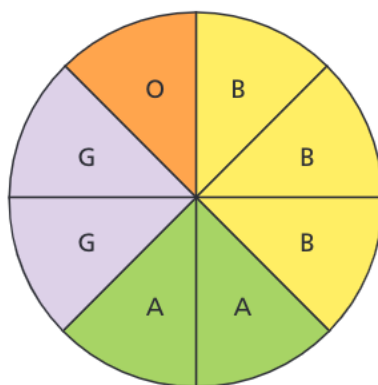
STS:

- **Examine** the pie chart and information carefully
- **Divide** the total by the amount of segments in the pie chart
- **Multiply** by the number of segments
- **Check** your answer makes sense



1. The pie chart shows the favourite fruit of **48** children.

- a) How many children chose bananas?
- b) How many children chose apples?
- c) What fraction of children chose orange?
- d) What fraction of children chose grapes?

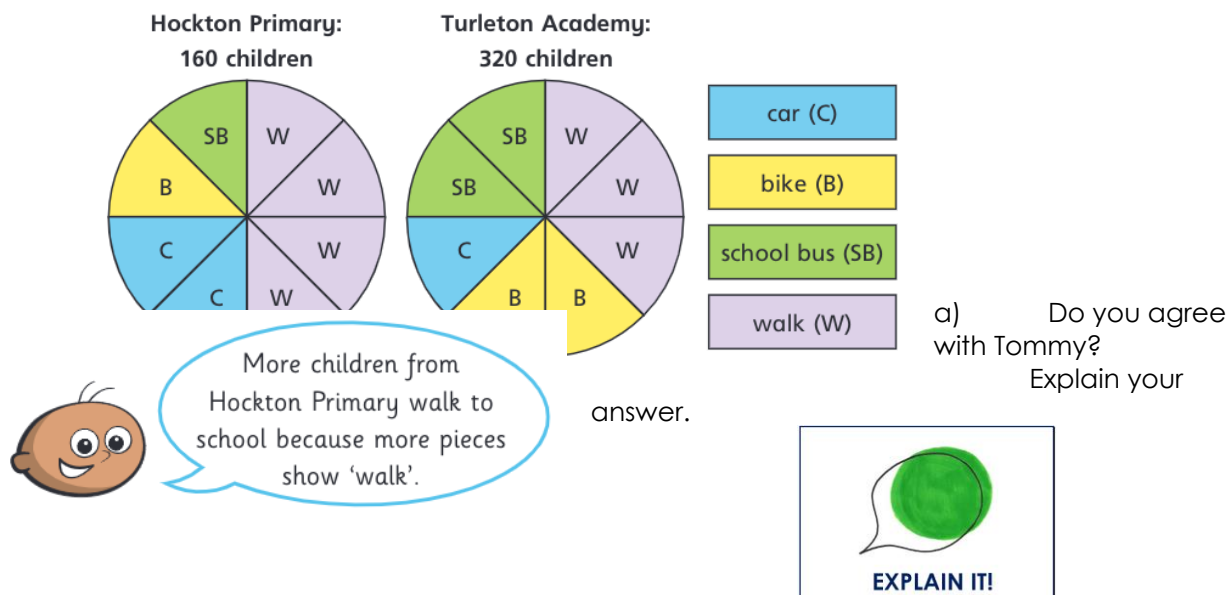


2. A survey asked **1200** people how many televisions they have in their home. The results are shown in the pie chart.



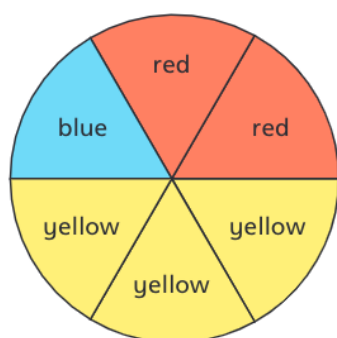
- a) How many people have **two** televisions in their home?
- b) How many people have **more than two** televisions in their home?
- c) What fraction of people have **fewer than three** televisions in their home?
Give your answer in the simplest form.

3. Children from two schools were asked how they travel to school. The results are shown in the pie charts.



b) How many children from each school travel by car?

4) A bag contains red, yellow and blue counters.
The pie chart shows the proportion of counters of each colour.



- a) There are **30** red counters in the bag. How many counters in the bag in total?
- b) What is the **difference** between the number of blue counters and the number of yellow counters?
- c) Complete the sentences.
There are half as many _____ counters as _____ counters.
There are three times as many _____ counters as _____ counters.

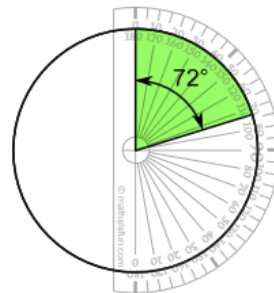
Lesson 3:

L.I: to construct and represent data.

Context: Pie Charts

STS:

- **Read** the information carefully
- **Calculate** the percentage of each segment
- **Draw** the percentage using a protractor
- **Check** the pie chart total = 360 degrees



- 1) Year 6 children were asked which sport they like best.

The table shows the results.

- a) Complete the table to show the number of degrees in each section of the pie chart.

Sport	Number of children	Number of degrees
Tennis	7	$7 \times 10 = 70^\circ$
Netball	8	
Football	12	
Hockey	5	
Rugby	4	
Total	36	$36 \times 10 = 360^\circ$

- b) Draw a pie chart to represent the data. Clearly label your pie chart.

2) A garage recorded the different types of car they worked on in one day. The results are shown in the table.

a) Complete the table.

Fuel type	Frequency	Number of degrees
Diesel	11	
Petrol	20	
Electric battery	8	
Hydrogen fuel cell	1	
Total	40	40 × <input type="text"/> = 360°

b) Draw a pie chart to represent the data.

3) The table shows the meal choices of customers at a restaurant one lunchtime.

a) Complete the table.

Meal choice	Frequency	Number of degrees
Meat	20	
Fish		96°
Vegetarian	13	78°
Vegan		
Gluten free	4	
Total	60	360°

b) Draw a pie chart to represent the data.

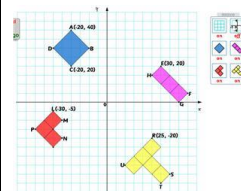
Lesson 4:

L.I: to draw shapes on a 4-quadrant grid.

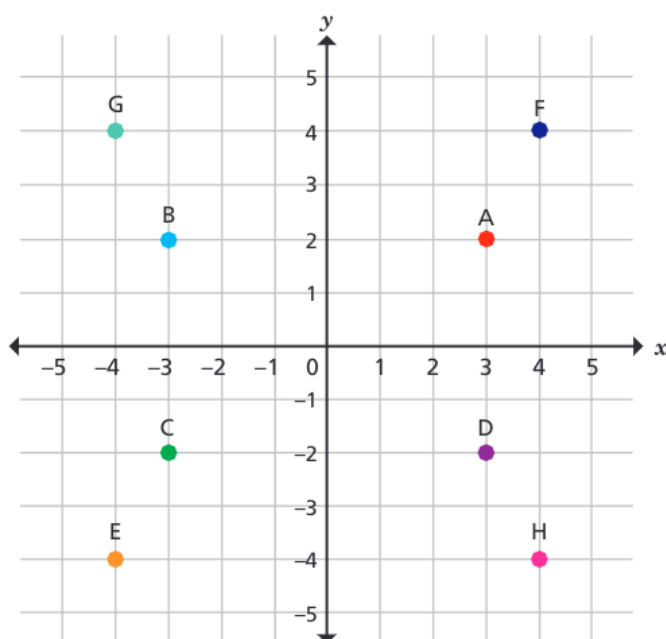
Context: position and direction

STS:

- Use the mnemonic 'along the corridor, up the stairs' to plot coordinates
- Identify the shapes you have plotted
- Use your knowledge of shapes to find the missing coordinates

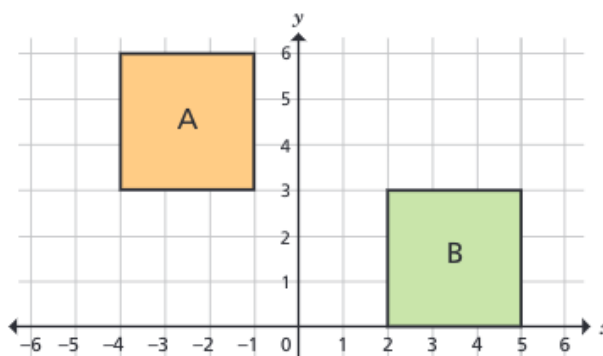


1)



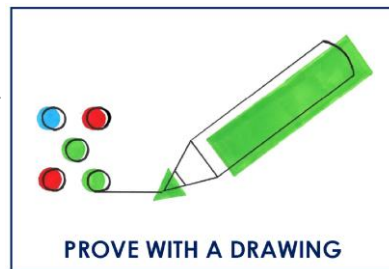
Write the coordinates of points A to H.

2) Write the coordinates of each vertex of each square.



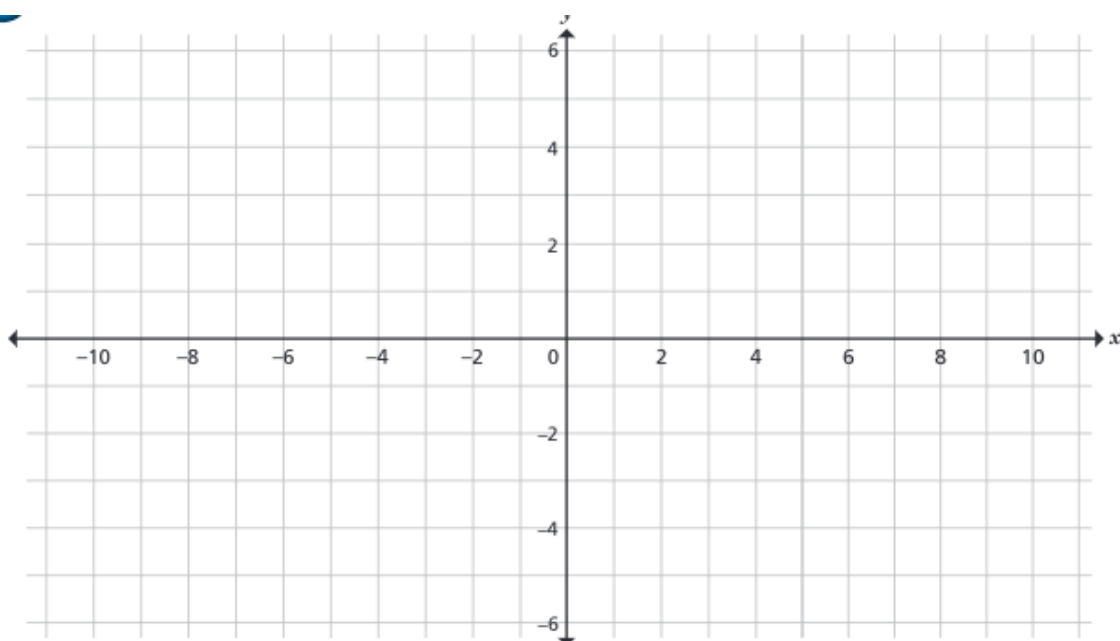
3) Draw a -5 to 5 grid on both the x and y axis.

- Plot these coordinates.
 $(-3,0)$ $(4,0)$ $(-1,5)$ $(-1,-5)$
- Join the points you have plotted to form a quadrilateral.
- Complete the sentence to describe the quadrilateral drawn.
 The quadrilateral is a _____.



you have

4)



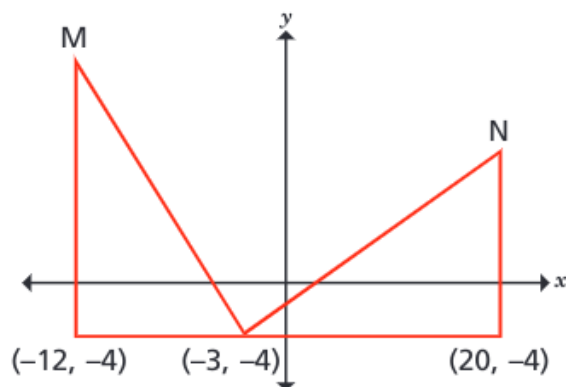
a) Plot these

coordinates.

$(-8,4)$ $(4,-2)$ $(10,-5)$ $(-4,2)$ $(-6,3)$

- Write three other coordinates that would be in the same line.

5) The diagram shows two identical triangles. Write the coordinates of points M and N.



triangles.

English

LI: to construct sentences with an intended purpose.

Context: Persuasive letter.

- Read the introduction from the model.
- Discuss and reflect on the features of the letter.
- Analyse different sentence types.
- Write an introduction to the letter.



**UK Visas and
Immigration**

Discussion questions using the language evaluation.

1. Read the introduction from the persuasive letter and identify the different types of sentences that Aya has used.

2. Consider the sentence below

My name is Aya and I am writing on behalf of our family: my mother baby brother Moosa.

Why has a colon been used here?

3. Consider the sentence below

We lived in Aleppo, Syria; I cannot recall exactly how the war started, but I do remember how it ravaged the beautiful Old City.

Why has a semi colon been used here?

Language of Evaluation

- My view is that...
- In my opinion...
- This is supported by the fact that...
- Furthermore...however...
- Possible improvements may include...
- Or alternatively...

and

Slow writing the introduction.

Write an introduction to the persuasive letter to the home office.

Make sure you use these sentence structures in your introduction:

- Sentence with a colon.
- Sentence with a semi colon.
- Sentence with a relative clause.



Introduction to the persuasive letter

To whom it may concern,

I hope this letter finds you well. I am writing this cover letter to support our application for asylum here in the United Kingdom. My name is Aya and I am writing on behalf of our family: my mother and baby brother Moosa. We lived in Aleppo, Syria; I cannot recall exactly how the war started, but I do remember how it ravaged the beautiful Old City. The fighting began just after my seventh birthday grew more intense with each day: the eastern part of the city, where we lived, was taken by the rebels. Soldiers patrolled the streets near my home and we were prohibited from going into the western part of the city as it was occupied by government troops.

L.I: to generate suitable persuasive vocabulary.

Steps to success

- 2 Read the persuasive letter.
- 2 Generate vocabulary for effect
- 2 Discuss the chosen vocabulary.
- 2 Write sentences using the emotive vocabulary.



Generating vocabulary

Fill in the table below using a thesaurus to generate emotive vocabulary.

Life before the war	Music and dancing	Trying to flee Syria	Appealing to the home office

Write a section of the letter

Use the emotive language you have generated to write a section to the home office about different aspects of Aya's life.

LI: to incorporate a range of punctuation to create move action forward.

- ☐ Explain the different uses of punctuation.
- ☐ Identify examples of punctuation in the text.
- ☐ Consider the impact of the punctuation used.

,	;	:	.	!	?
comma	semicolon	colon	full stop	exclamation mark	question mark
,	‘ ’	“ ”	-	—	
apostrophe	quotes	double quotes	hyphen	dash	

Read the extract below and discuss the thinking points.

Help is something I have been told the home office do quite well; you help those in need and look to save people from war torn countries. Right now, the thing that saves my sanity is music – I have dreams of becoming a ballet dancer. The piano keys are an escape: each note ripples through my fingers and my toes as I twist into pirouettes. I have only been in this country for three weeks and I am already attending a ballet school. Miss Helena, our dance teacher, is quite strict but her eyes sparkle with a passion I have never seen before! She wants the best for me and believes that I can get a ballet “scholarship”. Is that something you can help me with?

Aya uses a semi colon here as she talks about help.

Thinking point: why has this been used?

A dash has been used here.

Thinking point: Why has Aya used a dash here? What does this tell you about her dreams?

A colon has been used here to make a De:De sentence

Thinking point: Why is this a De:De sentence effective here?

What effect will this have on the reader?

An embedded clause is used.

Thinking point: why might this be useful to the home office? What is the effect of this embedded clause?

Inverted commas are used.

Thinking point: what does this tell you about Aya?

Now it's your turn!

Write a sentence that include each of the punctuation marks we have explored today.

Semi colon.

Colon.

Dash.

Evaluation

How effective was your use of punctuation in your sentences? Choose a sentence from your writing and evaluate the effectiveness of it.

The punctuation mark I used here is a...

It has been used in this sentence to...

In this sentence, the....is effective because...

ART

L.I. To create a mood board


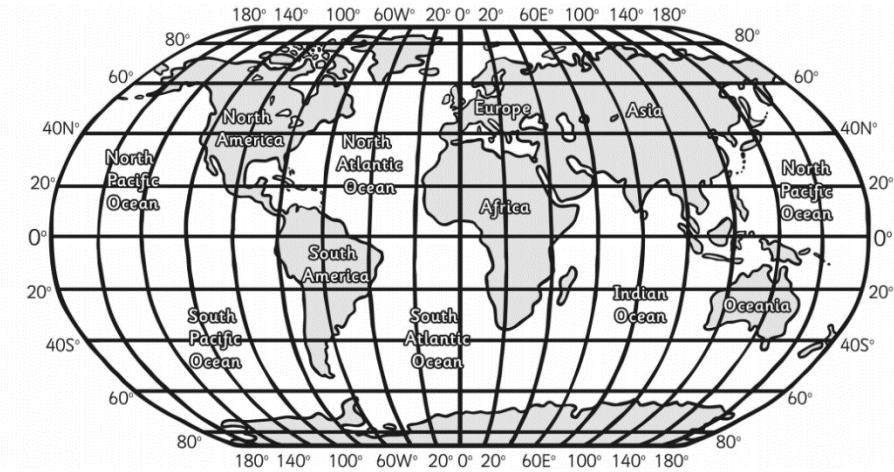
Context: Islamic prayer mat.

STS:

- Analyse the artistic styles used within Islamic prayer mats
- Create a mood board of the prayer mats
- Annotate around the mood board the features included in Islamic art.



History

LI: To locate different countries				
Context: Map work				
<div><div>?</div><div>Identify</div></div> lines of longitude and latitude				
<div><div>?</div><div>Clarify</div></div> the importance of the Prime Meridian, Equator and the Tropics of Cancer and Capricorn.				
<div><div>?</div><div>Deduce</div></div> information about places in the World.				
<div><div>?</div><div>Locate</div></div> the Arabian Peninsula and the countries it is made up of.				
Vocabulary:				
longitude	latitude	Prime Meridian	Tropic of Cancer	Tropic of
Capricorn	Equator	Arabian Peninsula	hemispheres	
				
In today's lesson, we discussed the following questions and used ipads to do further research to answer them.				
1. What are latitude and longitude? How are they used?				
<div>Latitude and longitude are ...</div> <div>They are used to ...</div> <div>We measure them in ...</div>				
2. What are the Tropics of Cancer and Capricorn and the Equator and what do they tell us?				
3. What is the Prime Meridian and why is it important?				

Science:

LI: to identify organic matter and explore their functions.
Context: The Circulatory System.

- ☐ **Define** the terms cell, tissue and organ.
- ☐ **Locate** different organs and blood vessels in the body.
- ☐ **List** prior knowledge of the circulatory system.
- ☐ **Generate** questions that need to be answered in this unit.



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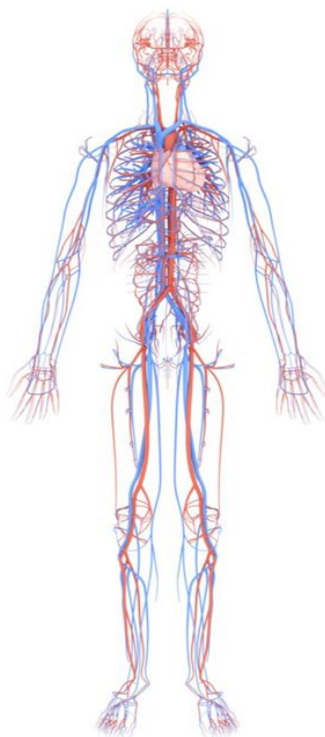


Vocabulary


Cells Tissues Organs Muscles Blood vessels Veins Arteries Blood
Oxygen(ated) Deoxygenated Pump Circulatory system Efficient Heart rate
Recover Pulse rate

Questions

1. Define and give examples of the terms cell, tissue and organ.
2. Annotate the body map with the organs of the circulatory system.
3. What questions do you have about this unit?



Upside Down



The blood will run out of your feet if you stand on your head...

...All the blood will go to your brain!

Your heart will have to pump harder to get blood to your feet.

I think your heart will still be able to pump blood to all parts of your body.

What if?

In your opinion, what would happen to the blood circulation of the person doing the handstand? Why do you think this happens?

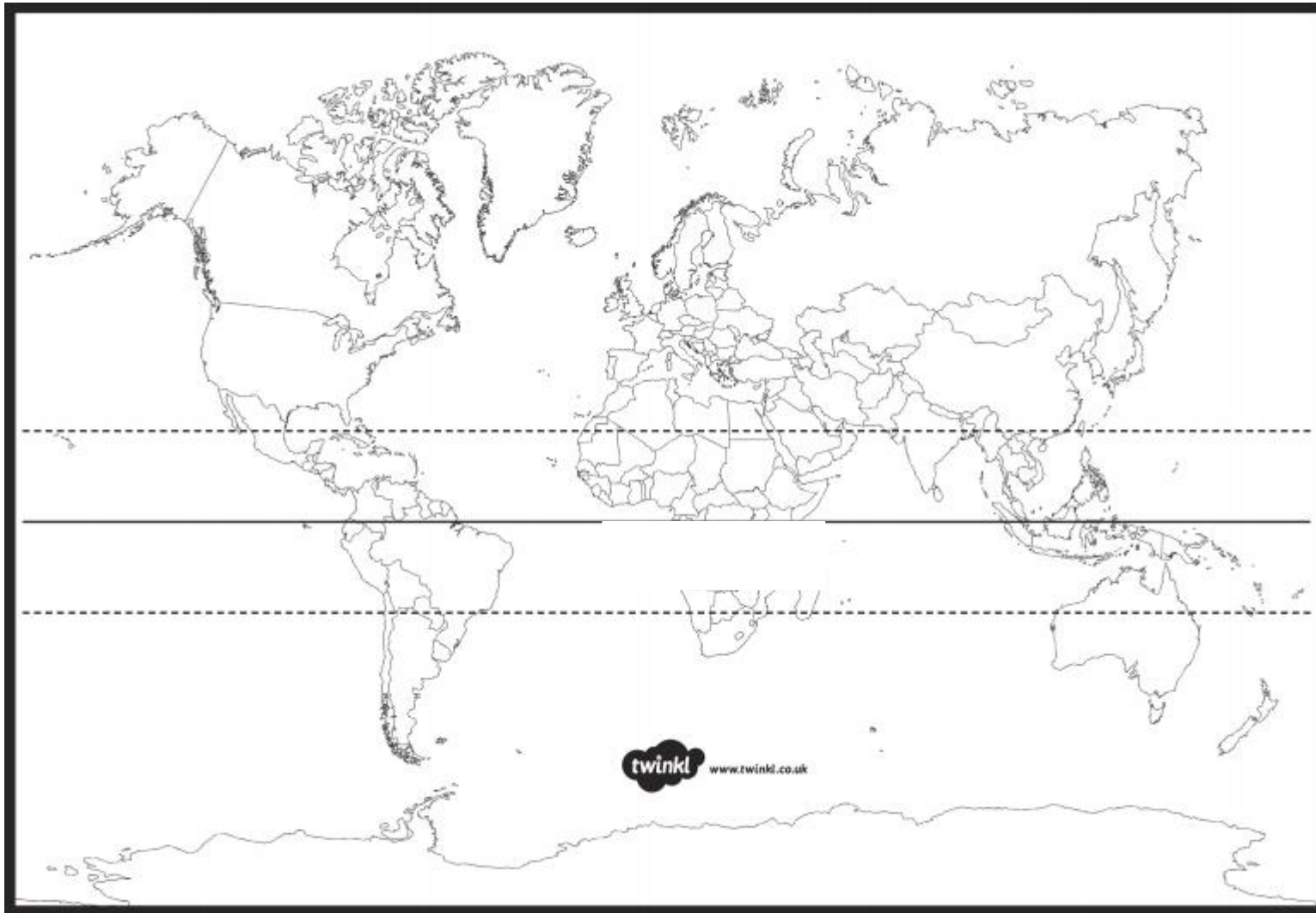


LI: To use maps to locate countries.

STS:

Locate countries learnt about this year.

Locate the Arabian Peninsula and the countries it is made up of.



Label the Equator and the Tropic of Capricorn and the Tropic of Cancer.

Complete the key and the map to locate the countries we have learnt about this year.

Autumn Term:

€ Brazil

Spring Term:

€ Britain (Allies)

€ Russia (Allies)

€ USA (Allies)

€ France (Allies)

€ India (Allies)

€ Australia (Allies)

€ Canada (Allies)

€ New Zealand (Allies)

€ The Caribbean (Allies)

€ Sierra Leone (Allies)

€ Nigeria (Allies)

€ South Africa (Allies)

€ Germany (Axis)

















€ Italy (Axis)

€ Japan (Axis)

Summer Term:

€ Arabian Peninsula

R.E

<p>U: To reflect on the rules that guide our lives Context: Lifestyle</p> <p>Discuss The 5 Pillars of Islam Identify the rules that we live by Evaluate why they are important to us</p> 	<table border="1"> <tr> <th colspan="2">5 PILLARS OF ISLAM</th> </tr> <tr> <td> SHAHADAH</td> <td>Declaration of Faith</td> </tr> <tr> <td> SALAT</td> <td>Ritual Prayer</td> </tr> <tr> <td> ZAKAT</td> <td>Charity</td> </tr> <tr> <td> HAJJ</td> <td>Pilgrimage to Mecca</td> </tr> <tr> <td> FASTING</td> <td>Abstaining from food and drink</td> </tr> </table>	5 PILLARS OF ISLAM		 SHAHADAH	Declaration of Faith	 SALAT	Ritual Prayer	 ZAKAT	Charity	 HAJJ	Pilgrimage to Mecca	 FASTING	Abstaining from food and drink
5 PILLARS OF ISLAM													
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 ZAKAT	Charity												
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 FASTING	Abstaining from food and drink												
<p align="center">The Five Pillars of Islam</p> <p>The most important Muslim practices are the Five Pillars of Islam. The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.</p> <p align="center">The Five Pillars consist of:</p> <ul style="list-style-type: none"> • Shahadah sincerely reciting the Muslim profession of faith • Salat performing ritual prayers in the proper way five times each day • Zakat paying an alms (or charity) tax to benefit the poor and the needy <ul style="list-style-type: none"> • Sawm fasting during the month of Ramadan • Hajj: pilgrimage to Mecca <p align="center">Why are they important?</p> <p>Carrying out these obligations provides the framework of a Muslim's life, and weaves their everyday activities and their beliefs into a single cloth of religious devotion.</p> <p>No matter how sincerely a person may believe, Islam regards it as pointless to live life without putting that faith into action and practice.</p> <p>Carrying out the Five Pillars demonstrates that the Muslim is putting their faith first, and not just trying to fit it in around their secular lives.</p>													
<p align="center">Your Turn</p> <p>Record the 5 rules that guide your life. Decide on a keyword and then explain why it is important to you.</p> <p align="center">Empathy</p> <p>This is important to me because when we empathise with others we respond appropriately to the situation. The ability to feel empathy allows people to "walk a mile in another's shoes," so to speak. It permits people to understand the emotions that others are feeling.</p>													



Line of enquiry research table

<u>Short term effects of World War 2</u>		<u>Long term effects of World War 2</u>	
<u>Economical</u>	<u>Socio-political</u>	<u>Economical</u>	<u>Socio-political</u>
<u>Local (within countries/communities)</u>	<u>Global (internationally)</u>	<u>Local (within countries/communities)</u>	<u>Global (internationally)</u>

