

Hub B Year 6 Home Learning

Week beg 3rd May 2021

Reading –

REFUGEES

BY BRIAN BILSTON

They have no need of our help

So do not tell me

These haggard faces could belong to you or me

Should life have dealt a different hand

We need to see them for who they really are

Chancers and scroungers

Layabouts and loungers

With bombs up their sleeves

Cut-throats and thieves

They are not

Welcome here

We should make them

Go back to where they came from

They cannot

Share our food

Share our homes

Share our countries

Instead let us

Build a wall to keep them out

It is not okay to say

These are people just like us

A place should only belong to those who are born there

Do not be so stupid to think that

The world can be looked at another way

(now read from bottom to top)

Lesson 1 Clarifying

Use the clarifying stems to clarify unknown vocabulary. Try to read the lines before and after the vocabulary to try to clarify it before using a dictionary.

I think that means ...

I didn't understand ...

What does [...] mean?

I need to reread this part because ...

[...] is a tricky word so I need to ...

I didn't understand [...] so I could ...

Lesson 2 & 3 - Evaluating

Evaluate the language and organisation of the poem using the evaluating stems:

Organisation: The text is organised well because...

The presentation helps the reader because...

The structure could be improved by...

Language: The word/phrase..... works well because

I like the way the author uses..... It makes me think about...

I think it would have read better if...

It's very clever the way the author uses..... because...

The sentence has high impact because...

Big Picture

Syria

By Reema (age 12)

When I take my pencil and notebook
What should I write about?
Shall I write about my school? My house?
Or my land of which I was deprived?
My school, when will I visit you again?
Take my bag and run to you?
My school is no longer there
Now, destruction is everywhere
No more students, no more ringing bells
My school has turned into stones scattered here and there.

Shall I write about my house that I no longer see?
Or can no longer be?
Shall I write about flowers that now smell of destruction?
Syria, my beloved country
Will I ever return back to you?
I had so many dreams, none of them will come true
All I want is to live in my country in freedom.

Syria, my beloved country, I love you.

Retrieval

1. **Name** 2 things that no longer happen at school in verse 1?
2. In verse 1 **what** is no longer there?
3. **What** does Reema want in verse 2?
4. **Who** is Reema speaking to in verse 2?

Clarifying

1. Circle the word that closely matches the word **deprived**:

no memory of

a lack of basic rights

rewarded

- What do you think the word '**beloved**' means in the line '*Syria, my beloved country, I love you*'?

Inference

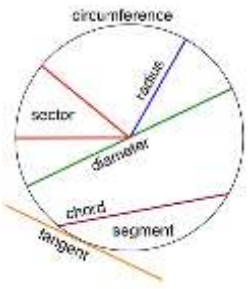




- What has caused the school to be '*turned into stones scattered here and there*'?

Summarising

- What message do you think Reema is trying to convey?

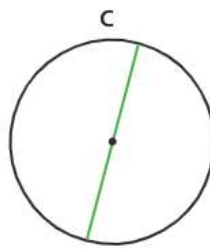
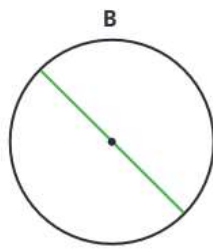
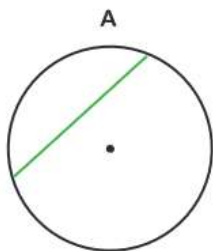
Maths: Circles/Pie Charts

Lesson 1:

LI: To <u>identify</u> the properties of a circle.	
STS: <ul style="list-style-type: none"> ➤ 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. 	
<p>1) The radius has been marked on each circle. Is this statement true or false? Explain.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;"> <p>A</p>  </div> <div style="text-align: center;"> <p>B</p>  </div> <div style="text-align: center;"> <p>C</p>  </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	

2) The diameter has been marked on each circle.

Is this statement true or false? Explain.



3) Do you agree with Dexter? Explain why.



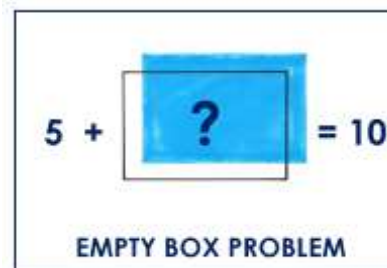
I know the radius of a circle is 12 cm, so the diameter must be 6 cm.



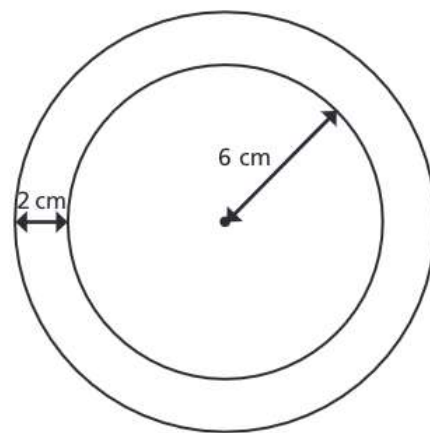
AGREE. CHALLENGE OR BUILD?

4) Complete the table.

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



- 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?

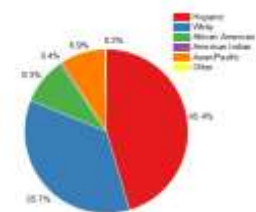
Lesson 2:

LI: To read and interpret statistics.

Context: Pie Charts

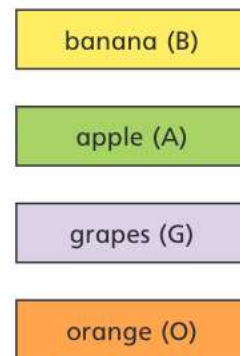
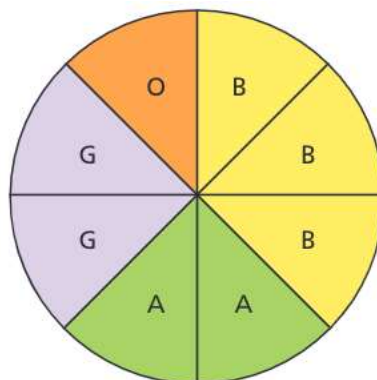
STS:

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

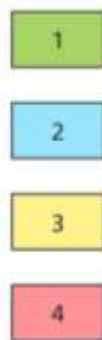


- The pie chart shows the favourite fruit of **48** children.

- How many children chose bananas?
- How many children chose apples?
- What fraction of children chose orange?
- What fraction of children chose grapes?

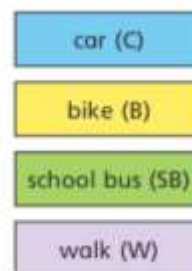
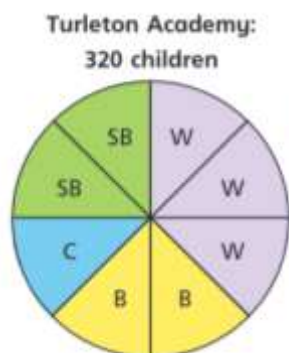
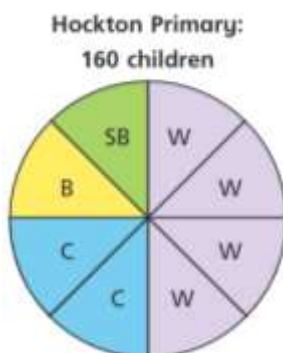


2. A survey asked **1200** people how many televisions they have in their home. The results are shown in the pie chart.



- How many people have **two** televisions in their home?
- How many people have **more than two** televisions in their home?
- 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.





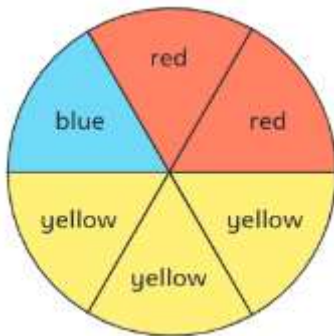
More children from
Hockton Primary walk to
school because more pieces
show 'walk'.

- a) Do you agree with Tommy?
Explain your answer.



- 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.



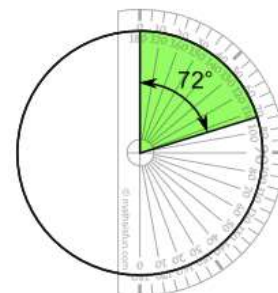
- a) There are **30** red counters in the bag. How many counters in the bag in total?
- b) What is the **difference** between the number of blue counters and the number of yellow counters?
- c) Complete the sentences.
There are half as many _____ counters as _____ counters.
There are three times as many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

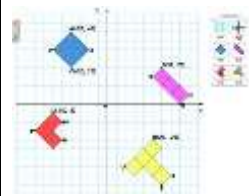
Lesson 4:

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

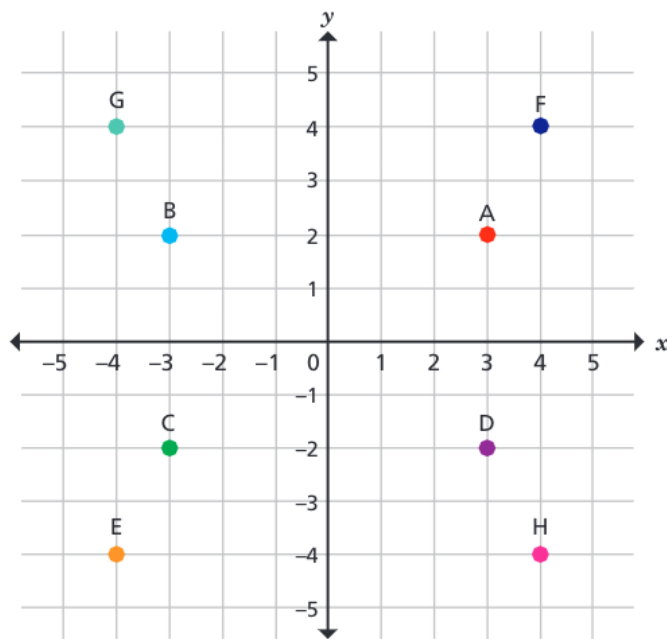
Context: position and direction

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

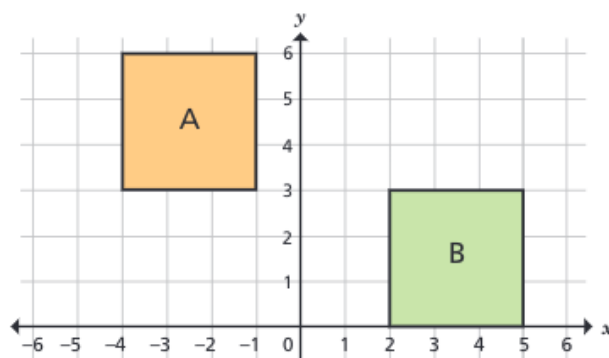


1)



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.

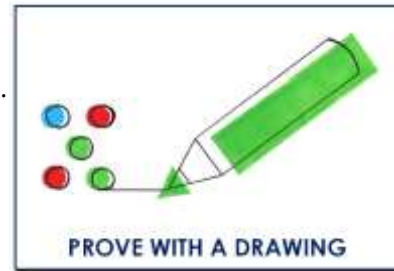
a) Plot these coordinates.

$(-3,0)$ $(4,0)$ $(-1,5)$ $(-1,-5)$

b) Join the points you have plotted to form a quadrilateral.

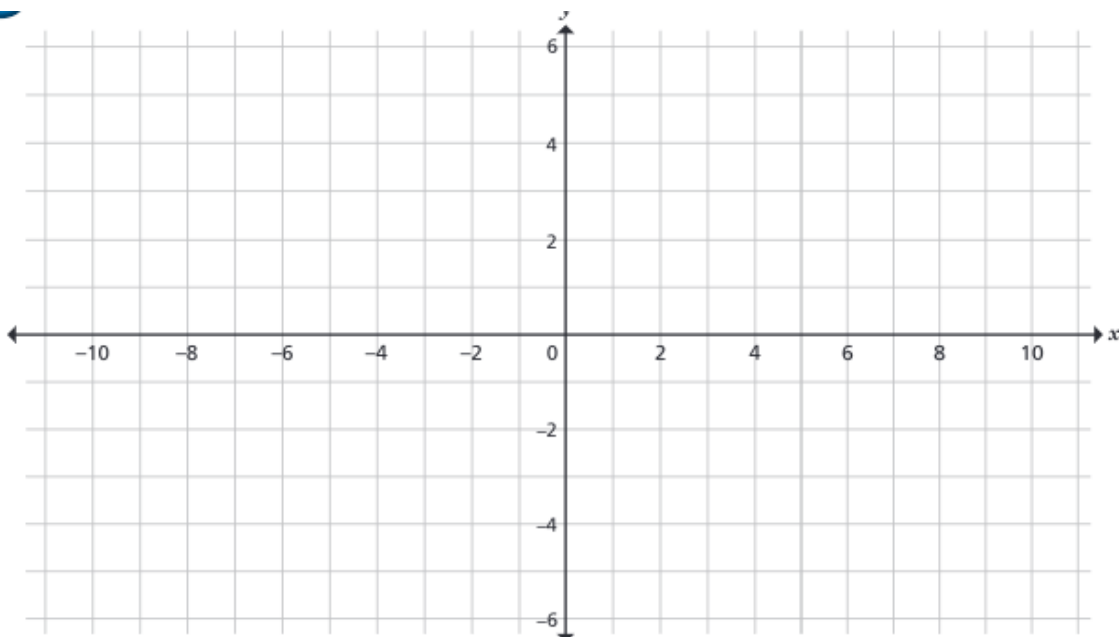
c) Complete the sentence to describe the quadrilateral drawn.

The quadrilateral is a _____.



you have

4)



a) Plot these

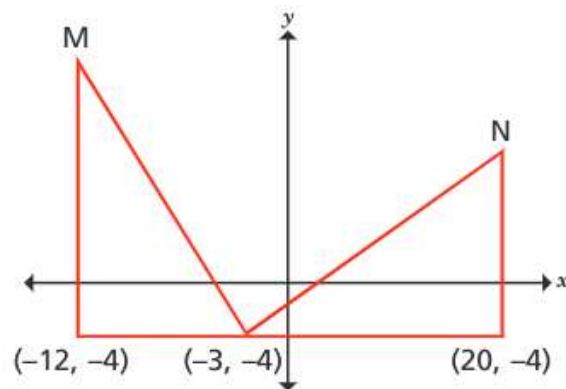
coordinates.

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

b) 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 consider my audience when writing.

Context: Persuasive writing.

- ☐ Include a range of sentence openers
- ☐ Vary sentence structures
- ☐ Maintain an appropriate tone throughout
- ☐ Appeal to the audience






Fill in your this table with key vocabulary you would like to include in your letter.

Sentence starters that you could use.


To begin with ...
I would also like to add...
Further to this...
However...
In summary...

Punctuation check list

Do you have a sentence with a semi colon?	
Do you have a sentence with a colon?	
Do you have a range of complex sentences?	
Do you have rhetorical questions?	
Do you have sentences with relative clauses?	

LI: to evaluate a piece of writing. Context: Persuasive letter.		
<input type="checkbox"/> Read your piece of writing. <input type="checkbox"/> Discuss WWW and EBI. <input type="checkbox"/> Reflect on language used and the effect it will have on the reader.		
 <p>Which sentence from your piece of writing do you think is the most effective to the reader? Explain why.</p> <p><i>The phrase ____ was the most effective in my writing because...</i></p> <p><i>I like the phrase _____. I think it was effective in my writing because it made the reader feel...</i></p>	 <p>How did you want your reader to feel when they read your writing? Was this effective? Find out and reflect.</p> <p><i>I wanted my reader to feel ____ after reading my writing. This was successful because...</i></p> <p><i>I wanted my reader to feel ____ after reading my writing. This was successful because...</i></p>	

R.E

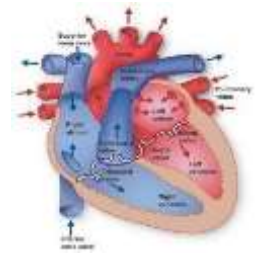
LI : To reflect on a place that is of special significance to me Context: Pilgrimage		
<p>Discuss the reasons why people may take a pilgrimage</p> <p>Identify a place that is special to me</p> <p>Describe why the place is of significance to me</p>		
<p>Today we begun to learn why people may decide to go on a pilgrimage. A pilgrimage is a search for meaning, purpose, values or truth. Where do you go to reflect on your values or truths?</p> <p>Sentence Stems</p> <p>..... is a place of special significance to me.</p> <p>At this place you can..... as well as.....</p> <p>When I visit here I feel because</p>		



Science

LI: to identify the components of blood.

- ☐ **Explore** how blood is transported around the body
- ☐ **Name** the main components of the blood.
- ☐ **Describe** their role in keeping the body healthy
- ☐ **Replicate** the components of the blood, in their correct proportion, using sweets or counters.



Vocabulary

Blood vessels, arteries, veins, circulatory system, oxygen, carbon dioxide, nutrients, plasma, platelets, red blood cells, white blood cells

Task:

Identify each component and explain its function.

1.

A

B

C

D



2. Why is blood important?



3. Today, you will create your own blood, using different items to replicate the main components. You need to consider the function of the different components and their relative abundance (how many of each there were in relation to each other).

What would be the effect of the blood having less of any of its components than it is supposed to have? Explain your reasoning.

'You would never get ill if your blood only had white

blood cells.'

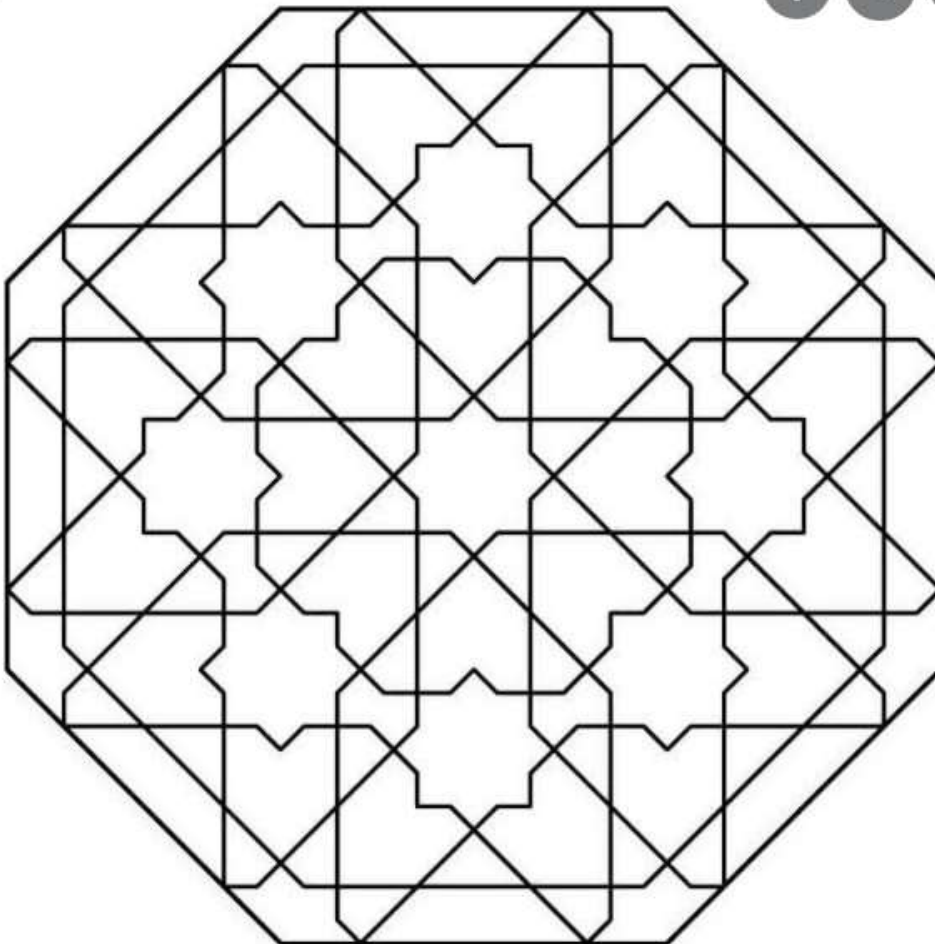
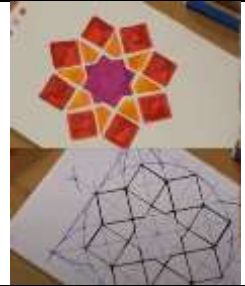


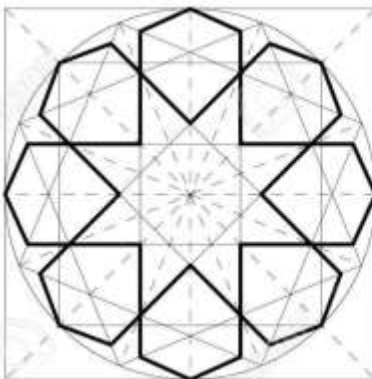
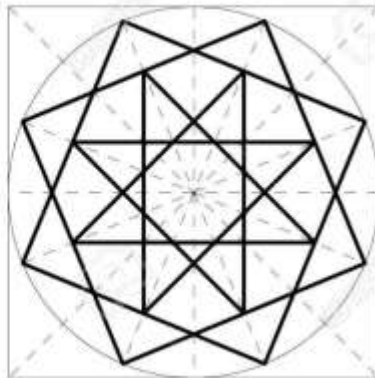
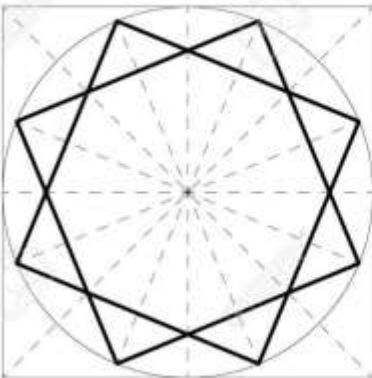
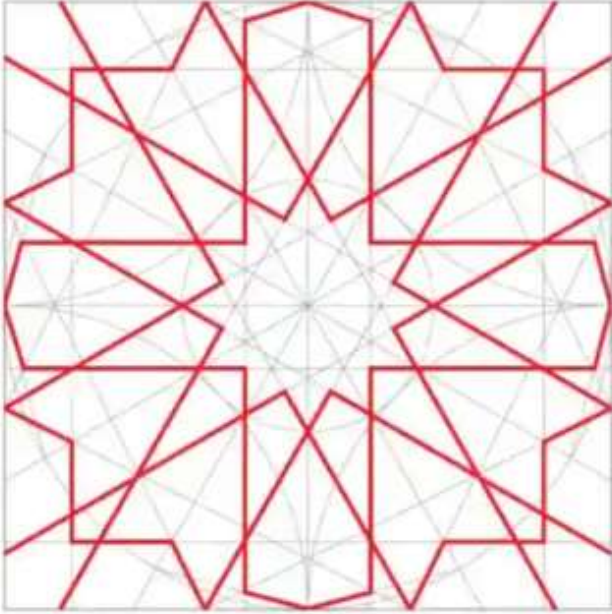
Art

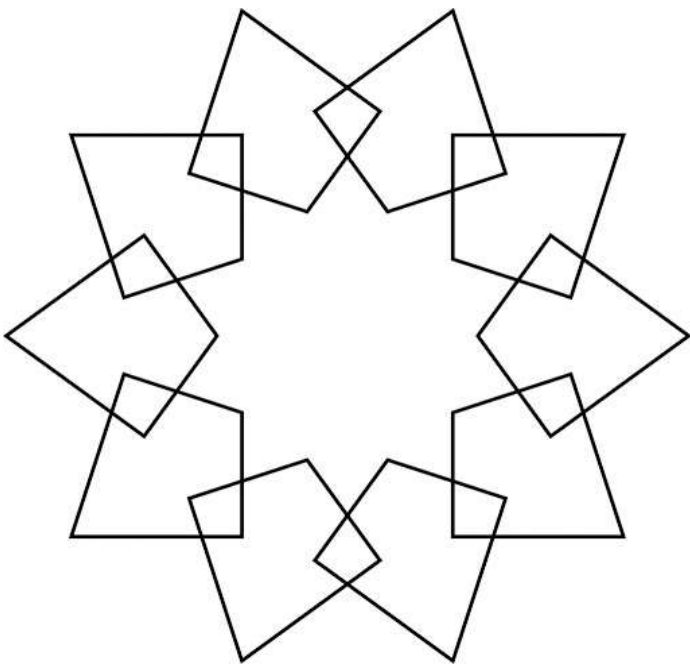
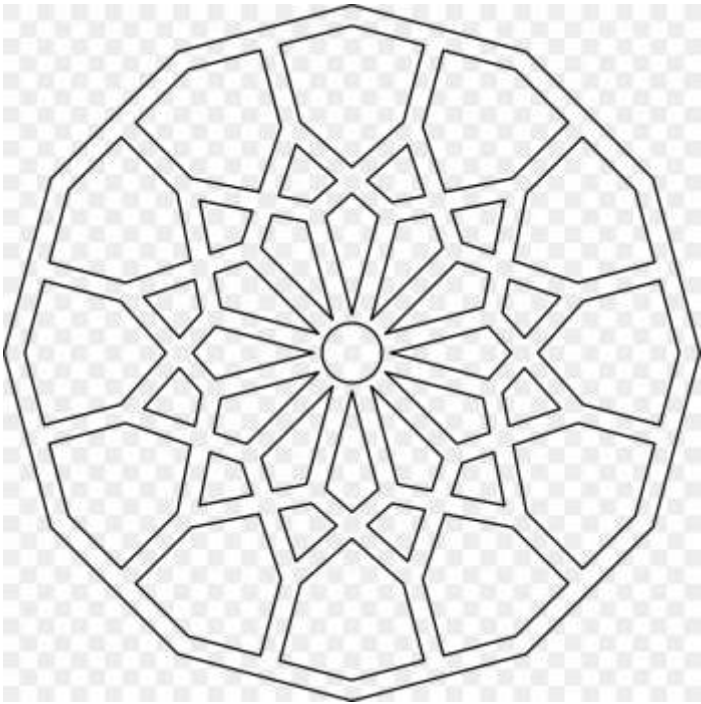
L.I. To create an observational drawing.

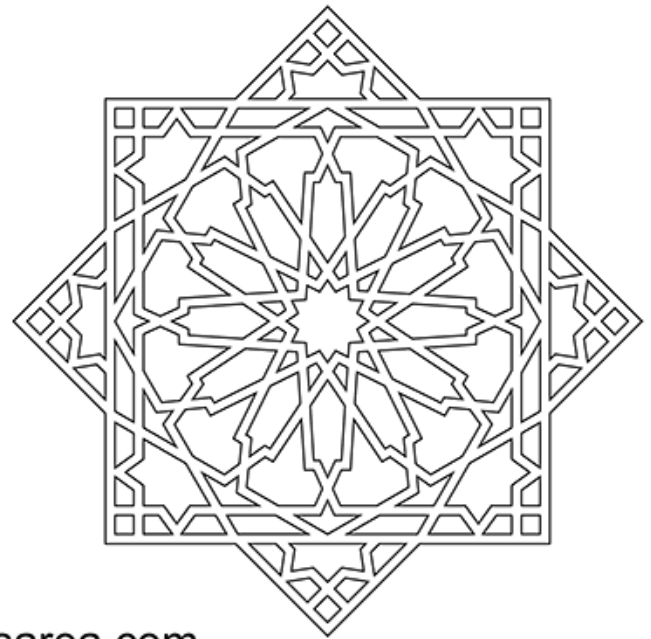
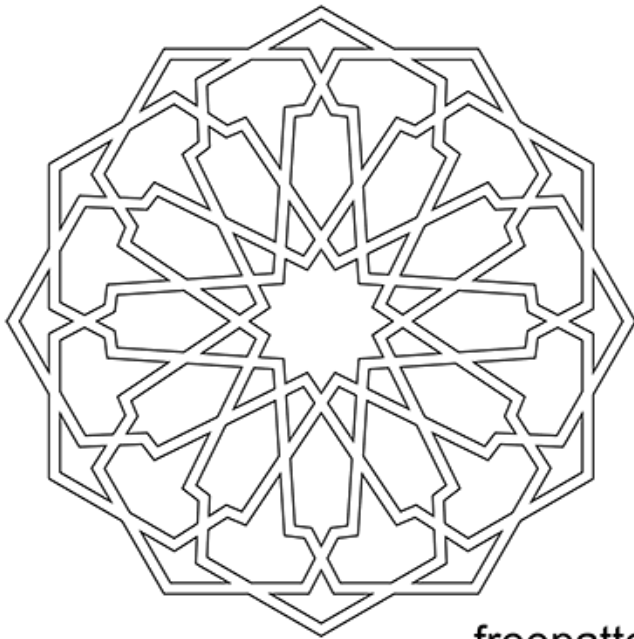
STS:

- Look carefully at the image to see which shapes are included
- Closely replicate the chosen image
- Use different mediums to colour the pattern.









freepatternsarea.com

