Reading –

WHAT WOULD YOU DO IF YOUR HOME WASN'T SAFE ANY MORE?

Bea and her family are trying to live as if everything is normal. She and her sister Hannah look out for one another, at home and in school.

But their country is starting to fall apart.

A civil war is raging, and it's getting closer.

Bea is desperate not to leave home, but how long will it be before they have to run?

Lesson 1 Predicting

Use the predictions stems to make predictions about 'No Country' from the front cover and blurb.

I wonder if…
I predict…
I think that…
I bet that…
I imagine…
I think _____ will happen
I think I will learn
I think it will be set out like _____

The next part will be about…

Lesson 2 - Predicting

Use the predictions stems to make predictions about 'No Country' from extracts attached.

I wonder if…
I predict…
I think that…
I bet that…
I imagine…
I think _____ will happen
I think I will learn
I think it will be set out like _____
The next part will be about…

Lesson 3 - Summarising

Use the summarising stems to make summaries about pgs 56-59

The key idea is…

The most important ideas are _____ and I know that because…

This part is about…

The headline would be…

In ten words…

The main theme is…

Lesson 4 - Summarising

Use the Summarising stems to make summaries about the extracts you have.

Big Picture

<u>Retrieval</u>

pgs 16-17

1. Where is mum when she first speaks on the video call?

2. How many people are staying in the home with mum?

Read pgs 20-21

3. Where does Dom think his mum lives?

4. What is the name of the newspaper dad is reading?

Clarifying

1. What do you think Hannah means when she calls her sister a 'dingle' on pg 18?

Inference

1. Why do you think the authors chose the newspaper title 'Daily Truth'?
2. Look at pg 55 - Why do you think the woman speaking will not allow any questions?

Making Connections

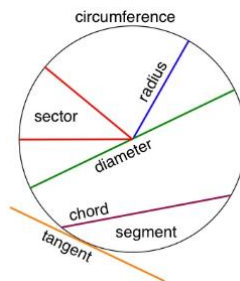1. Make a connection with 'No Ballet Shoes in Syria' using the sentence stem 'This is similar to … because …'

<u>Maths: Circles/Pie Charts</u>

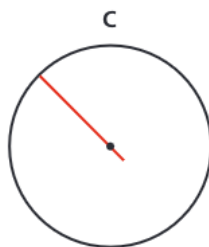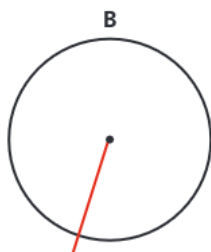## Lesson 1:

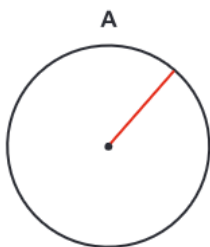| LI: To identify the properties of a circle.	
STS: ➢ Define the parts of the circle. ➢ Relate the different parts of the circle to each other. ➢ Identify correlations between the different parts of the circle.	

1) The radius has been marked on each circle.
Is this statement true or false? Explain.

EXPLAIN IT!

2) The diameter has been marked on each circle.
Is this statement true or false? Explain.
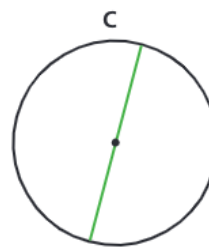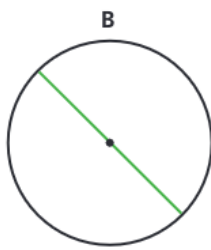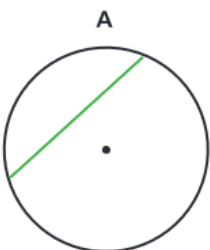
EXPLAIN IT!

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.
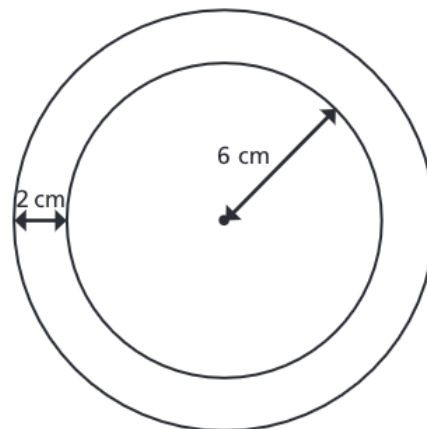
AGREE, CHALLENGE OR BUILD?

4) Complete the table.

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

$5 + \boxed{?} = 10$

EMPTY BOX PROBLEM

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5) The two circles have the same centre.
   a) What is the radius of the inner circle?
   b) What is the diameter of the inner circle?
   c) What is the radius of the outer circle?
   d) What is the diameter of the outer circle?

6 cm

2 cm

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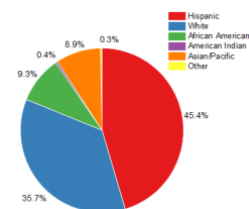
1. The pie chart shows the favourite fruit of **48** children.

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?
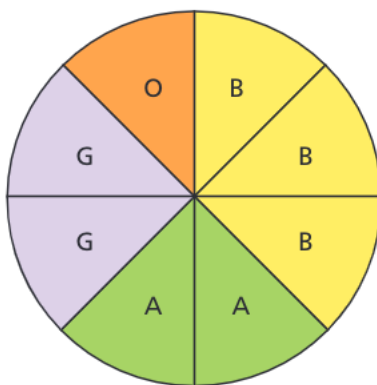
banana (B)

apple (A)

grapes (G)

orange (O)

2. A survey asked **1200** people how many televisions they have in their home. The results are shown in the pie chart.
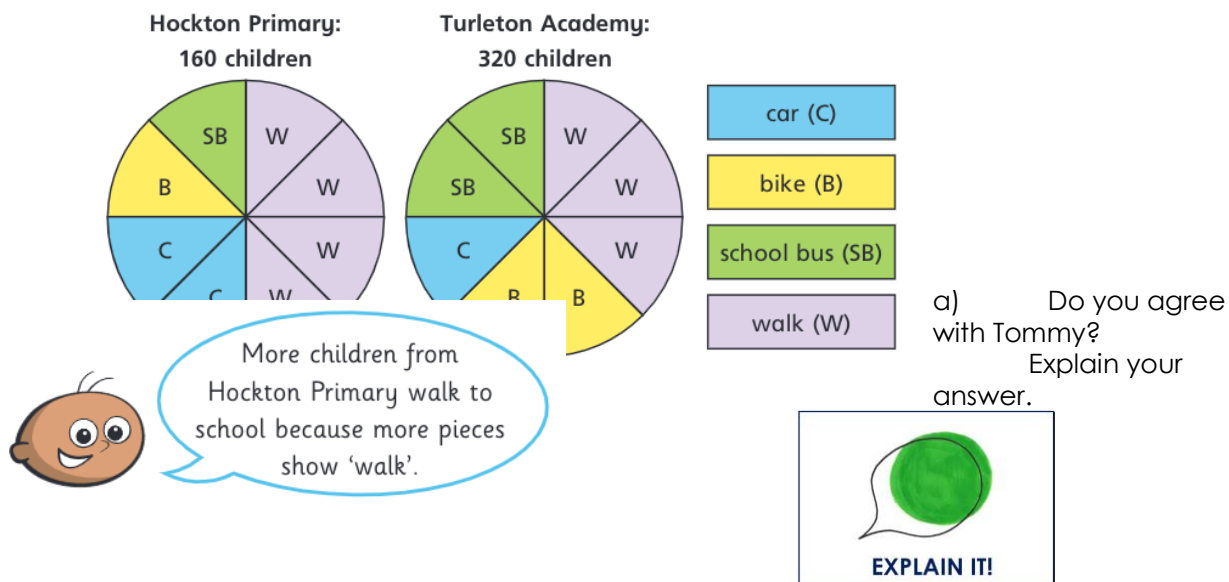
a) How many people have **two** televisions in their home?
b) How many people have **more than two** televisions in their home?
c) What fraction of people have **fewer than three** televisions in their home?
Give your answer in the simplest form.

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

Hockton Primary:
160 children

Turleton Academy:
320 children

car (C)

bike (B)

school bus (SB)

walk (W)

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

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

EXPLAIN IT!

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.
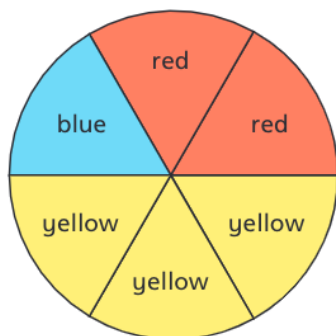
a) There are **30** red counters in the bag. How many counters in the bag in total?

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.
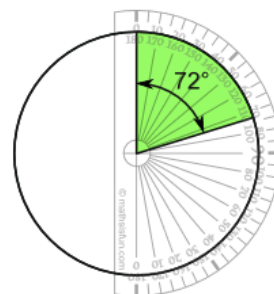There are three times as many _____ counters as _____ counters.

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 × 10 = 70°
Netball	8	
Football	12	
Hockey	5	
Rugby	4	
Total	36	36 × 10 = 360°

   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 × ☐ = 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.
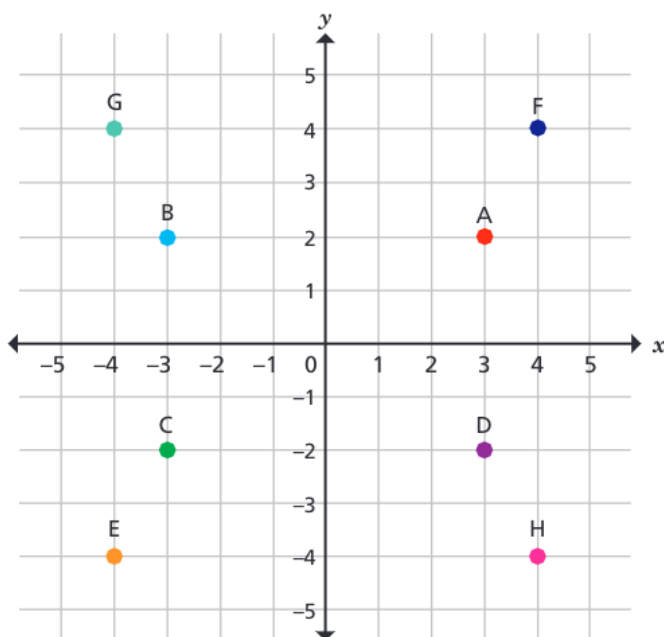
Lesson 4:

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
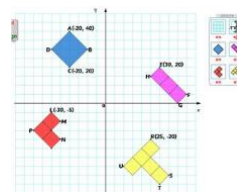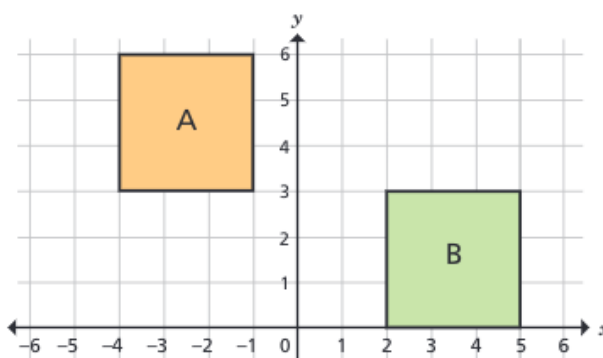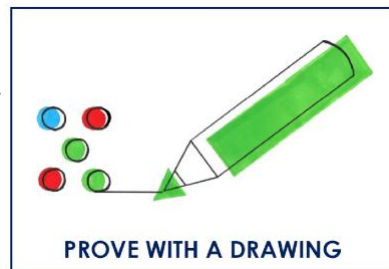
1)

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 you have drawn.
      The quadrilateral is a _____.

PROVE WITH A DRAWING

4)
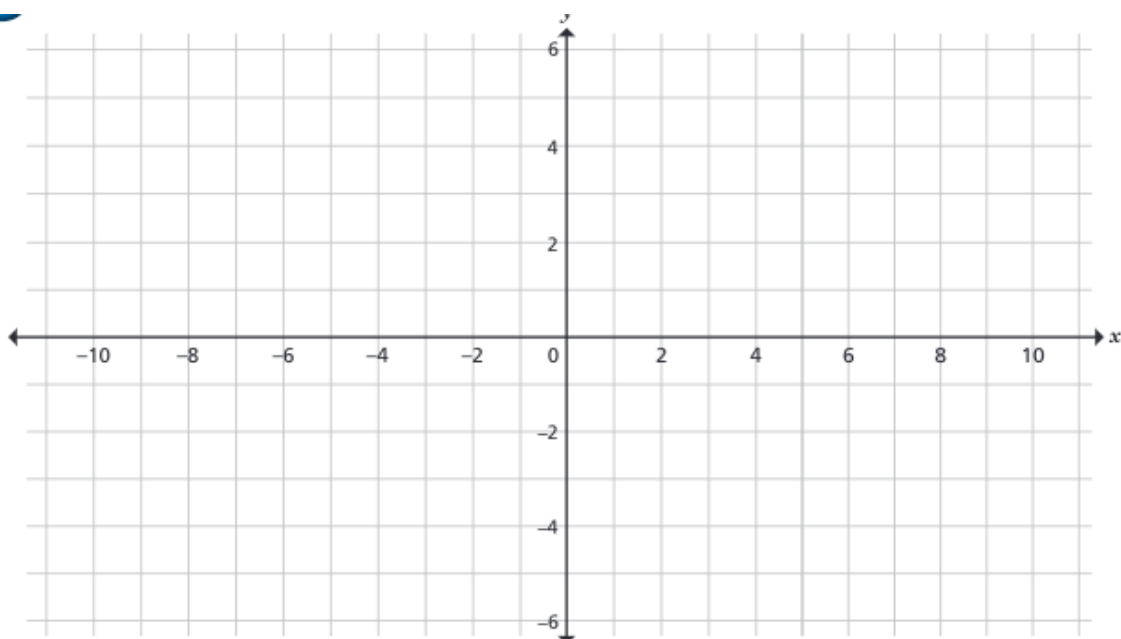
a) Plot these coordinates.
   (-8,4)   (4,-2)   (10,-5)   (-4,2)   (-6,3)
b) Write three other coordinates that would be in the same line.

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

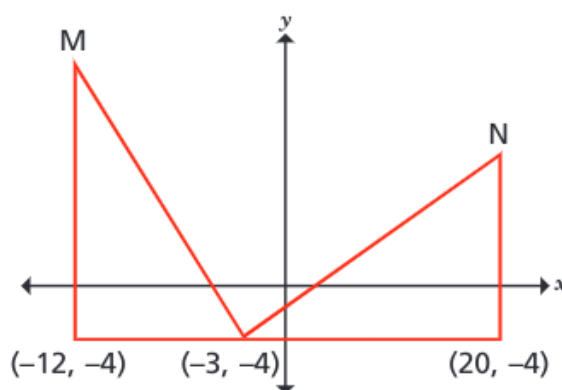(−12, −4)   (−3, −4)   (20, −4)

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	aya

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

Sentence starters that you could use.	Punctuation check list	
To begin with …	Do you have a sentence with a semi colon?	
I would also like to add…	Do you have a sentence with a colon?	
Further to this…	Do you have a range of complex sentences?	
However…	Do you have rhetorical questions?	
In summary…	Do you have sentences with relative clauses?	

LI: to evaluate a piece of writing.
Context: Persuasive letter.

- Read your piece of writing.
- Discuss WWW and EBI.
- Reflect on language used and the effect it will have on the reader.

CHOOSE A SENTENCE FROM YOUR WRITING THAT YOU THINK IS EFFECTIVE. EXPLAIN WHY YOU HAVE CHOSEN IT.

Which sentence from your piece of writing do you think is the most effective to the reader? Explain why.

The phrase ___ was the most effective in my writing because…

I like the phrase ____. I think it was effective in my writing because it made the reader feel…

HOW DO YOU WANT THE READER TO FEEL WHEN THEY READ YOUR WRITING? WHY?

How did you want your reader to feel when they read your writing? Was this effective? Find out and reflect.

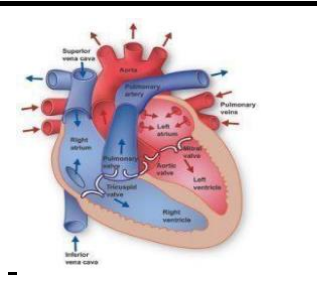*I wanted my reader to feel ____ after reading my writing. This was successful because…*

I wanted my reader to feel ____ after reading my writing. This was successful because…

R.E

LI : To reflect on a place that is of special significance to me **Context: Pilgrimage**	
Discuss the reasons why people may take a pilgrimage Identify a place that is special to me Describe why the place is of significance to me	

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?

Sentence Stems

…………. is a place of special significance to me.
At this place you can…… as well as…….. .
When I visit here I feel …… because ………. .

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

1.   Why is blood important?

THE BIG QUESTION

1.   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.**'

AGREE, CHALLENGE OR BUILD?

Art

L.I. To design a religious pattern Context: Islamic prayer mat STS: - Look carefully at the examples to see which patterns are included. - Choose a design to adapt. - Sketch designs of prayer mat ideas.	

Activity

For your outcome, you will be using ink printing to place an Islamic style design onto material to make a prayer mat. You will create your design today that you will be able to replicate into a polystyrene stencil next lesson.

You can use the mat designs on your tables for inspiration as well as the patterns your created last lesson.

Be sure to include:
- Pattern around the edge (preferably symmetrical)
- Separate design (or blank) in the middle
- Point at the top of the blank area
- Choice of colours

IslamicBookstore.com