

Hub B Year 6 Home Learning

Week beg 17th May 2021

Reading –

The Islamic Celebration: Eid al-Fitr

What is Ramadan?

Ramadan is in the ninth month of the Islamic lunar calendar. The festival begins at different times for Muslims, depending on when the new moon is first sighted. It lasts from dawn until sunset for 29 or 30 days. Ramadan is a very important time for Muslims and is celebrated all over the world. During Ramadan, Muslims request forgiveness for sins in the past, pray for direction and try to cleanse themselves through self-control and great acts of faith.

It is a time of fasting for the Islamic people as fasting is one of the Five Pillars or duties of Islam. The Islamic name for this fasting is 'Saum'.

Why do Muslims fast?

Fasting is intended to help teach Muslims to focus their attention on God, be self-disciplined and generous. It also reminds them of the suffering of the poor, who may rarely get to eat well. The prophet Muhammad set the example of fasting.

Each day during the month of Ramadan, Muslims all over the world abstain from eating and drinking from dawn until sunset. At the end of the day after sunset, Muslim families will often all eat together and celebrate their day of fasting.



How do Muslims mark the end of Ramadan?

The end of Ramadan is a big celebration called 'Eid al-Fitr': The Festival of the Breaking of the Fast. Muslims celebrate the end of fasting and thank Allah for the strength that he gave them throughout Ramadan. Eid al-Fitr officially begins when the first sight of the new moon is seen in the sky. Traditionally, Eid al-Fitr would commence at the first sight of a sliver of a crescent moon.

Did you know?

An estimated 2.1 billion Muslims across the globe will celebrate Eid al-Fitr to mark the end of the month-long fasting period of Ramadan - a third of that number are from the African continent.



How is Eid al-Fitr celebrated?

On the first morning of the celebration, many gather in local mosques or open-air locations for special prayers called Salat al-Eid, and have breakfast. Muslims put on their finest clothes for what will be their first daylight meal in a month. Whilst there, some Muslims will exchange gifts and greeting cards. Celebrations continue for one, two or maybe even three days. People wish each other 'Eid Mubarak' (Blessed Eid) or 'Eid Said' (Happy Eid). Celebrations vary from country to country but usually include gatherings to view the new moon, decorating homes inside and out, family visits, eating special foods, neighbourhood parties and wearing special, new clothes.

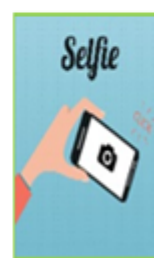
Vocabulary

Word	Definition

Explain in your own words what Ramadan is.

Why must Muslims show 'self-restraint' during Ramadan?

What does 'Eid al-Fitr' mean? Why is it celebrated?



Why is the crescent moon a symbol of Islamic faith?

List seven activities that Muslims may take part in during their Eid al-Fitr celebrations.

Can you think why Ramadan fasting is more challenging to complete when it falls during the summer months?

Can you think of an example of a situation where you have 'exercised self-restraint'?

Look at the last paragraph "How is Eid al-Fitr celebrated?" summarise this section in two multi-clause sentences.



If By Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings - nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!

L.I. To use a variety of reading strategies.

Read the question carefully

Think about what reading strategy applies.

Skim the text for the key word in the question

Locate the key word

Read around the word to find the information you need

1. Who is the poem written for? Give evidence for your answer.

2. Why did Kipling write this poem?

3. Explain the phrase '...keep your head...'.

4. Which quality is the poet writing about in line 5?

L.I. To use a variety of reading strategies.

Read the question carefully

Think about what reading strategy applies.

Skim the text for the key word in the question

Locate the key word

Read around the word to find the information you need

1. Explain the phrase '...don't deal in lies.'

2. Which poetic device is used in lines 11 and 12? Explain your answer.

3. What might the word 'knaves' mean?

4. Summarise the meaning behind lines 21-24.

L.I. To use a variety of reading strategies.

Read the question carefully

Think about what reading strategy applies.

Skim the text for the key word in the question

Locate the key word

Read around the word to find the information you need

1. Explain your understanding of the following line: 'Or walk with Kings – nor lose the common touch,'.

2. What did the poet mean when he wrote the following lines? Explain your reasoning.

'If you can fill the unforgiving minute

With sixty seconds' worth of distance run,'

3. Which do you think is the best piece of advice? Explain your reasoning.

4. Write a new piece of advice which would be appropriate to add to the poem.

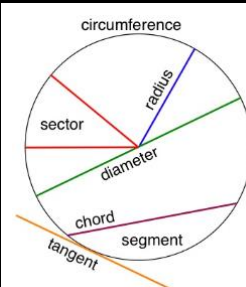
Maths: Circles/Pie Charts

Lesson 1:

LI: To **identify** the properties of a circle.

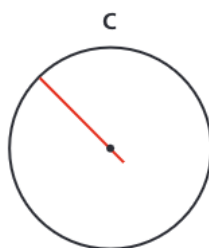
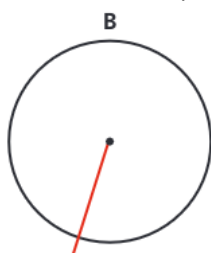
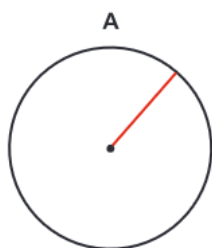
STS:

- **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.**

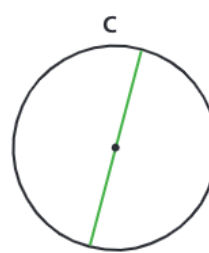
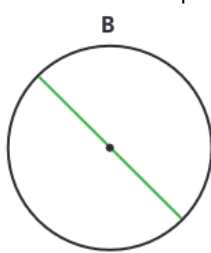
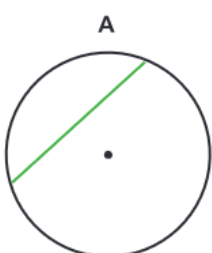
Is this statement true or false? Explain.



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?

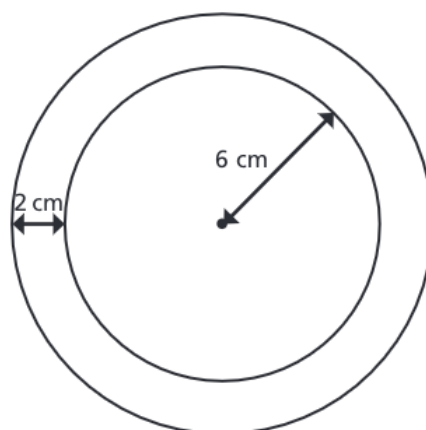
4) Complete the table.

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

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

EMPTY BOX PROBLEM

- 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?

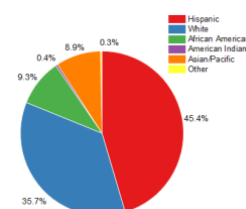
Lesson 2:

LI: To read and interpret statistics.

Context: Pie Charts

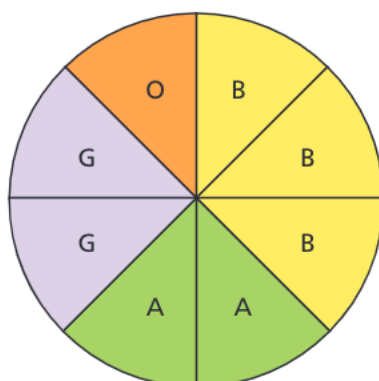
STS:

- **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



- 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?



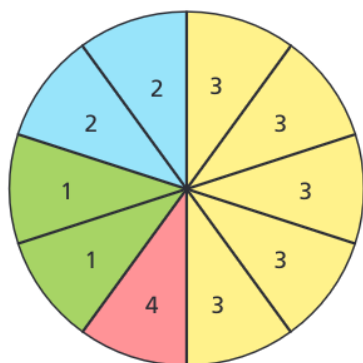
banana (B)

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.



1

2

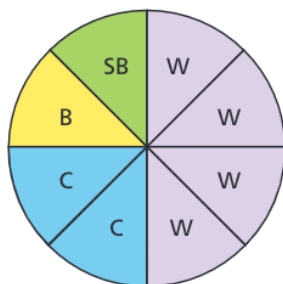
3

4

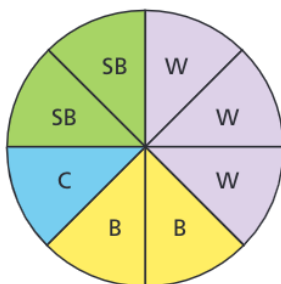
- How many people have **two** televisions in their home?
- How many people have **more than two** televisions in their home?
- What fraction of people have **fewer than three** televisions in their home? Give your answer in the simplest form.

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

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'.

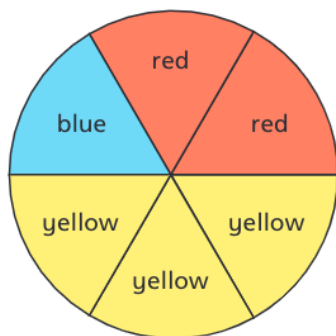
- a) Do you agree with Tommy?
Explain your answer.



- 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.

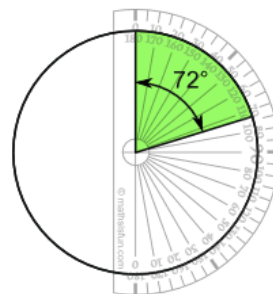
Lesson 3:

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.

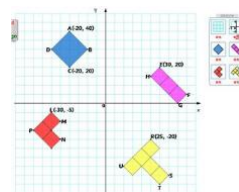
Lesson 4:

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

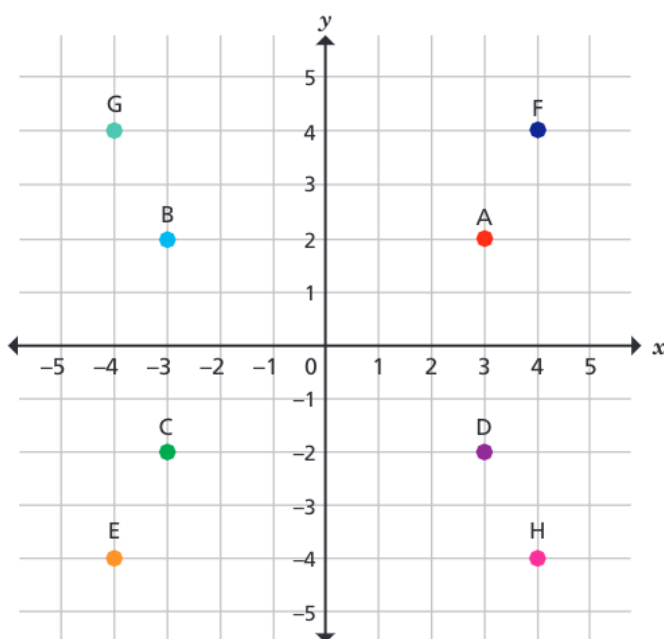
Context: position and direction

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

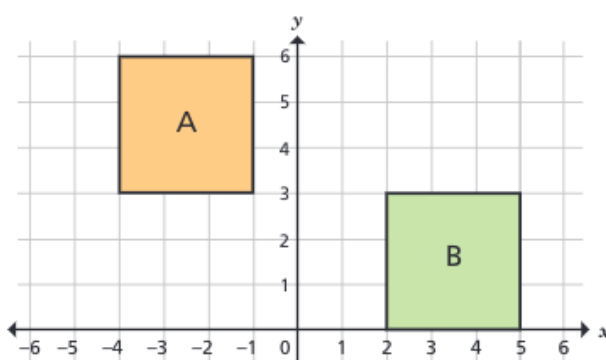


1)



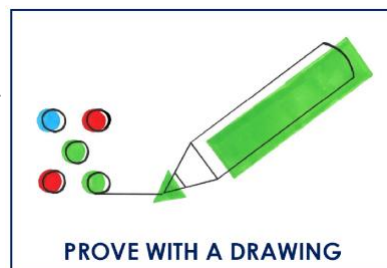
Write the coordinates of points A to H.

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



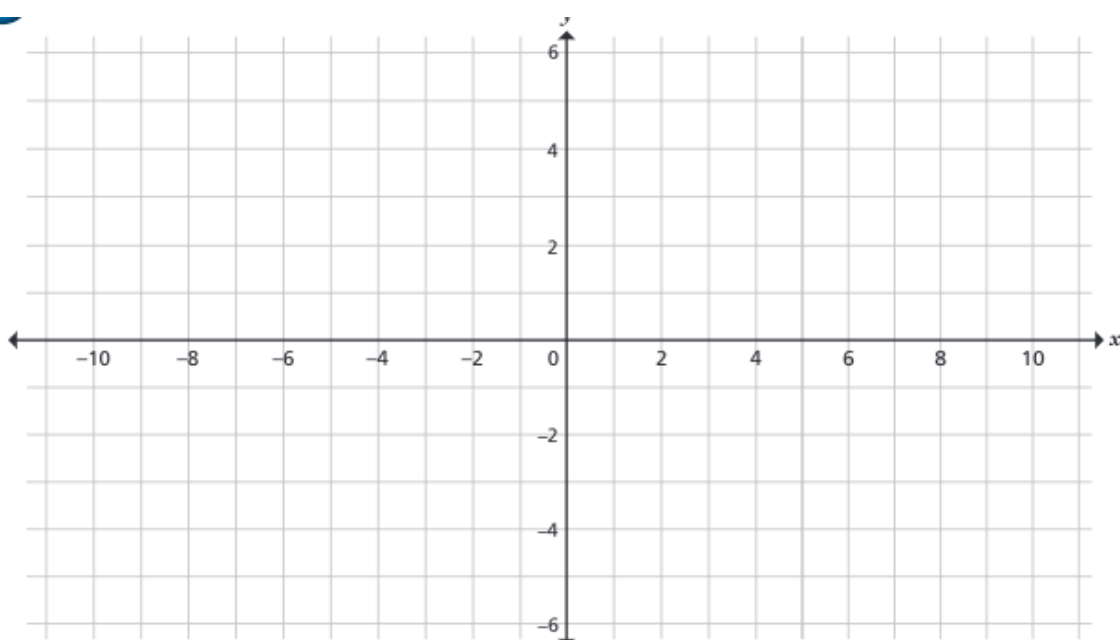
3) Draw a -5 to 5 grid on both the x and y axis.

- 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

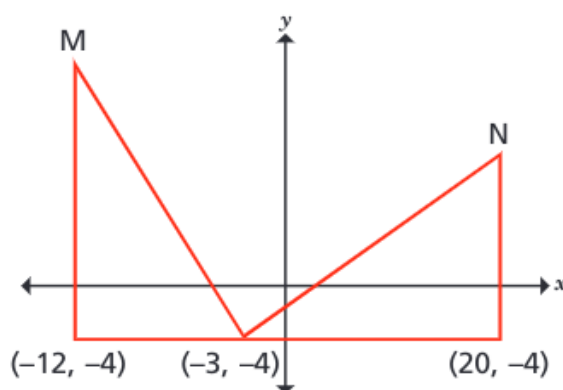
coordinates.

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

- 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 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.

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



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 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...

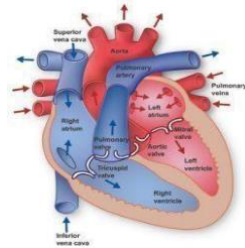
I wanted my reader to feel ___ after reading my writing. This was successful because...

R.E

LI : To reflect on a place that is of special significance to me Context: Pilgrimage	
<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

<u>LI: to identify the components of blood.</u>	
<ul style="list-style-type: none"> ❑ 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. 	
<p style="text-align: center;">Vocabulary</p> <p>Blood vessels, arteries, veins, circulatory system, oxygen, carbon dioxide, nutrients, plasma, platelets, red blood cells, white blood cells</p>	

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



AGREE, CHALLENGE OR BUILD?

cells.'

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



