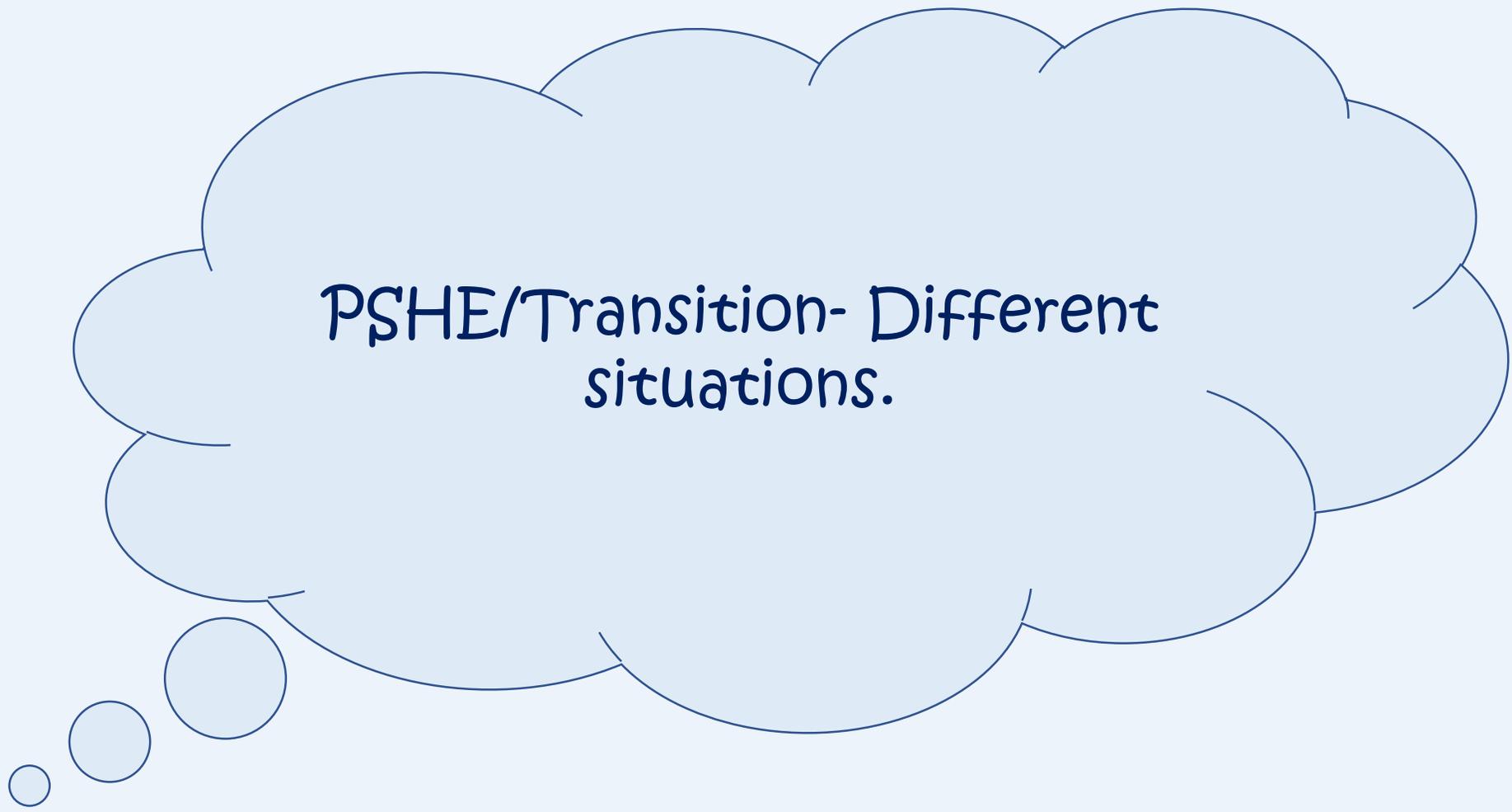


Monday



PSHE/Transition- Different
situations.

This week in Transition...

We are going to be discussing the different situations that we may find ourselves in when going to our new schools, e.g. making new friends.

Talk with the people around you.

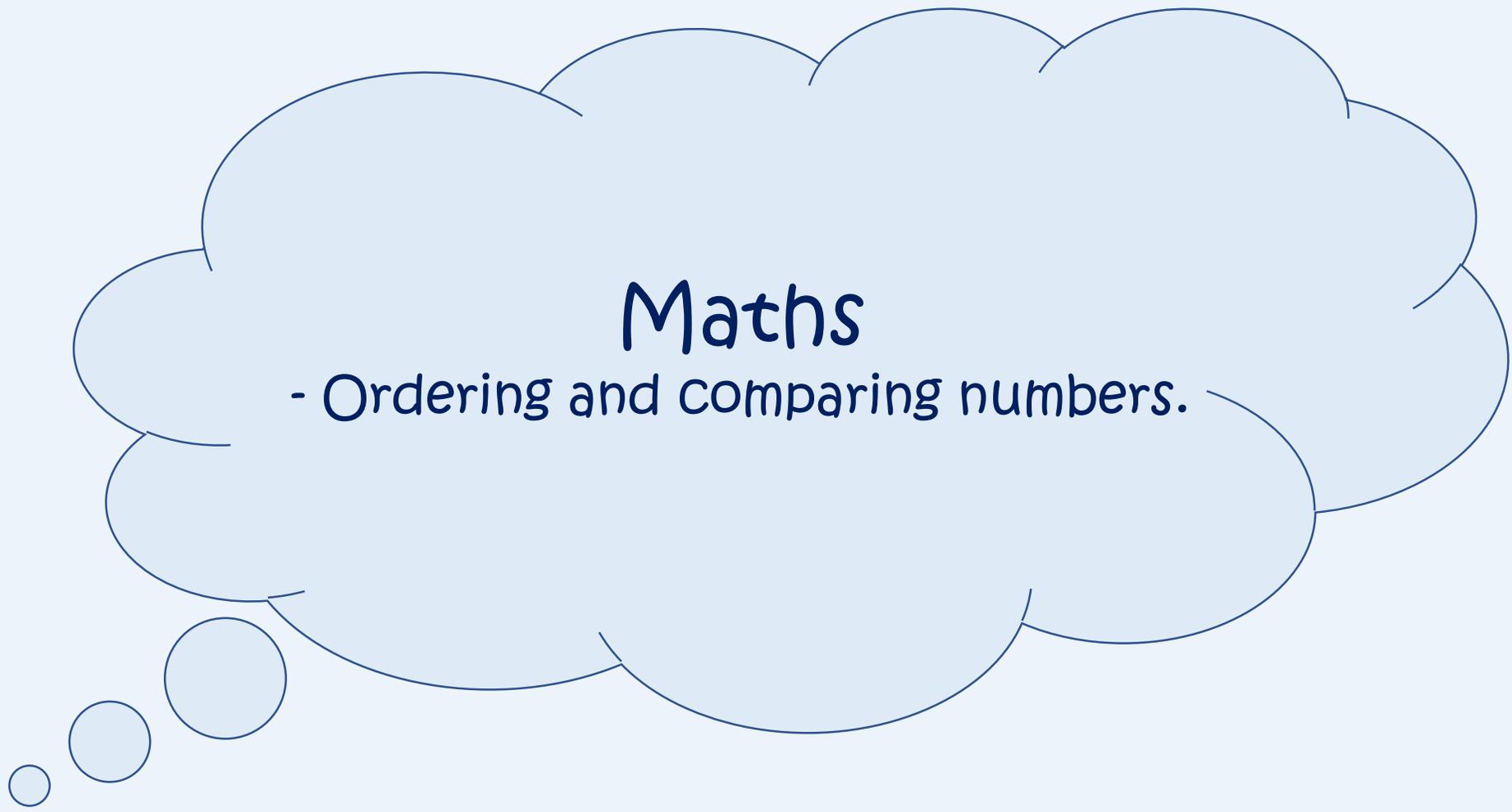
What new situations may you come across?

How would you deal with the new situation?

What are the negatives and positives that could come from the situation?

After our discussion, we are going to draw a comic strip to show possible scenarios.

Show how you could deal with the situation and the consequences of possible choices.



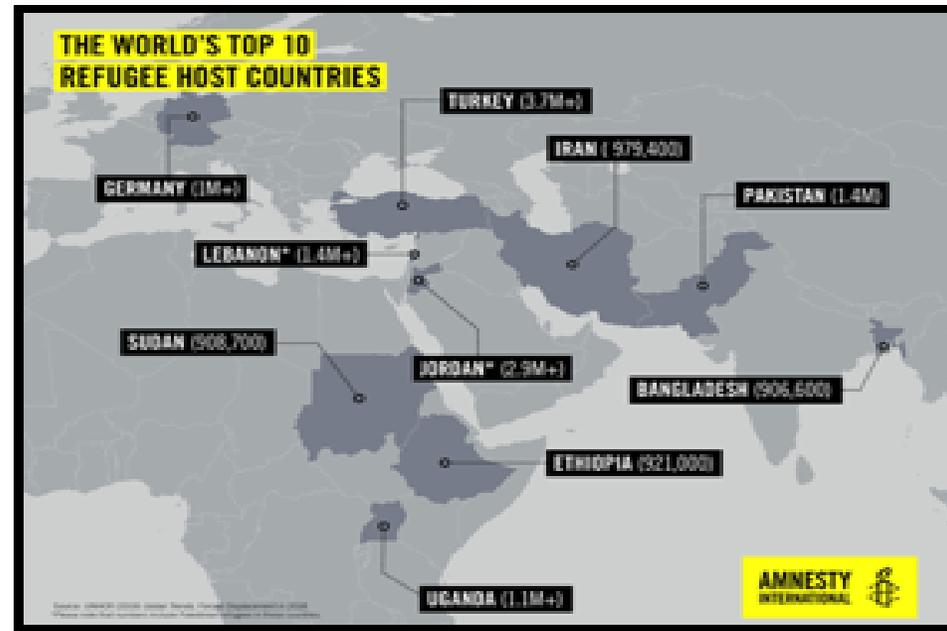
Maths

- Ordering and comparing numbers.

Look at the slide on the next page and answer the questions.

We are going to be consolidating our skills in ordering and comparing numbers including decimals. Think about the key skills you will need to help answer the questions.

Question 1 asks us to tell the story, this is basically explaining what we see and any comparisons we can make, such as bar 1 has the most compared to the rest.



1. Tell me the story.
2. What do you notice about the countries that hosted the most refugees in 2019?
3. Which country in the story hosted the most refugees in 2019?
4. Which country in the story hosted the least refugees in 2019?
5. Order the countries from the most to least refugees that were hosted in 2019.
6. Approximately, what was the total number of refugees that were hosted by the countries in the above story in 2019?



Reading

- Independent reading and
language

Chapter: Hope

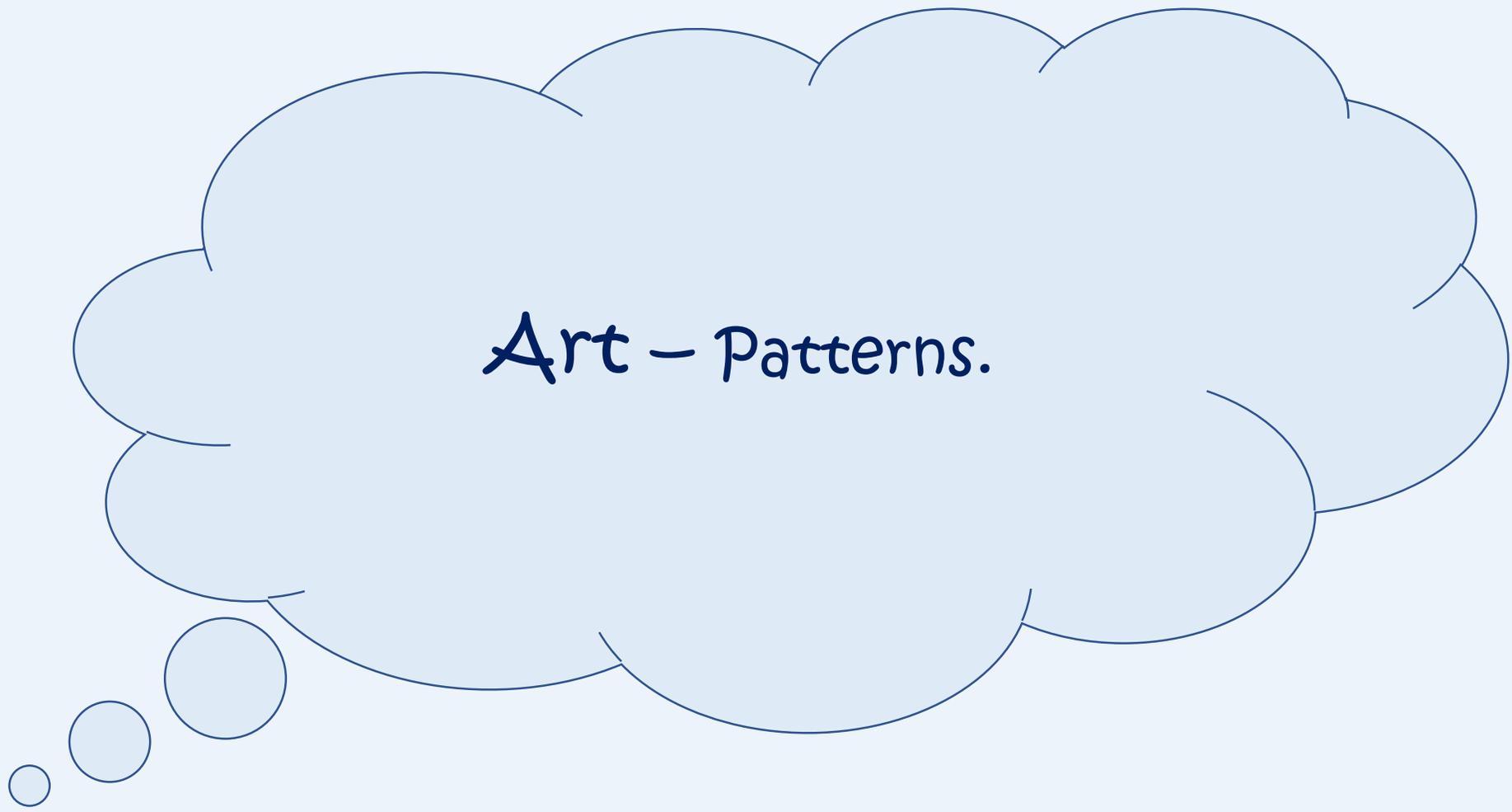
Read the chapter entitled 'Hope.'

Can you find any key vocabulary that you don't understand? Write it down. Make a guess at what you think it means before going to look it up.

Were you correct?

rafters, stifle, hollowness, scan,
aisles, limp, blocks, slaves, patrol.

These are some of the key words in the chapter - do you
know what they all mean?



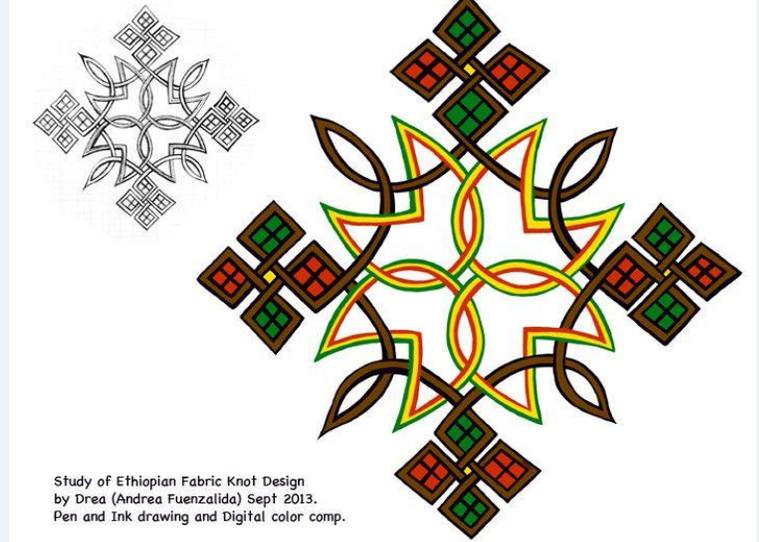
Art - Patterns.

Today we are going to be creating some art using patterns as inspirations.

Pattern art is a traditional form of artwork from Ethiopia which they use regularly on their clothing.

Look at the next slide - what do you notice about the patterns?

Traditional Ethiopian patterns

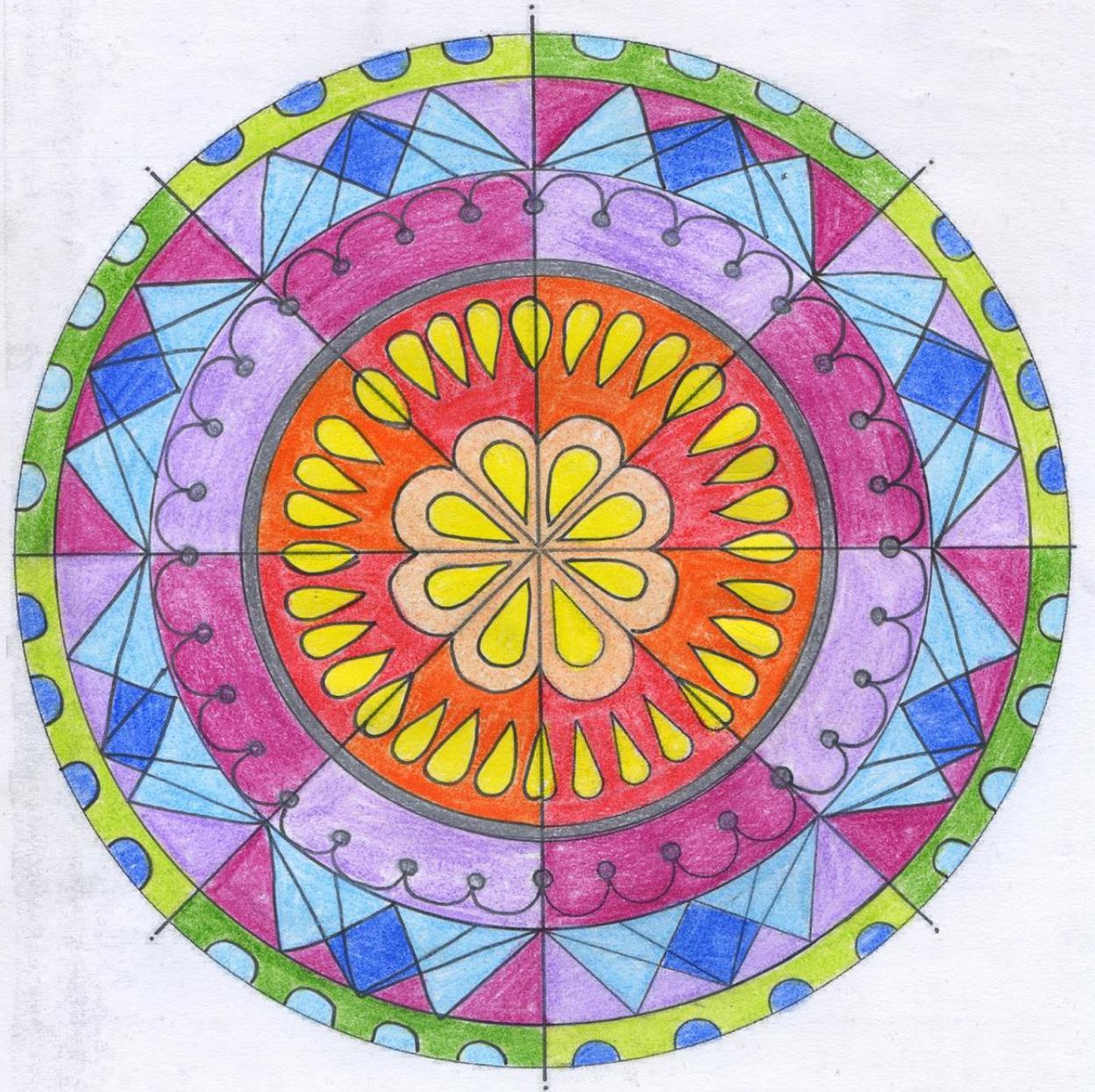


The patterns you could see had symmetry.

What is symmetry?

We are going to be producing artwork that has radial symmetry. This means the art work has a central point.

- As you can see from the image, the artwork has a central point - the symmetry comes from here.

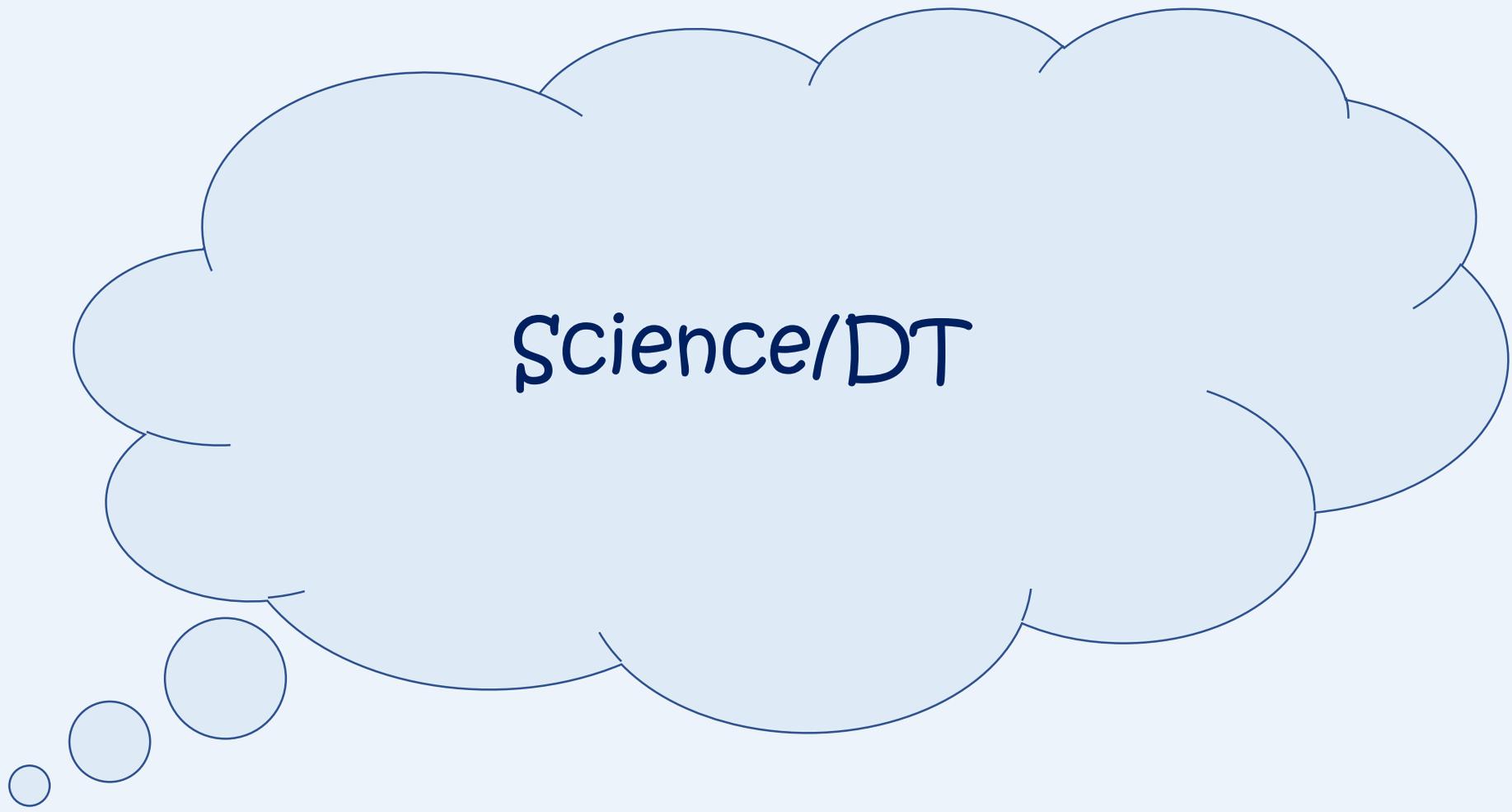


Now it's your turn!

Here are some tips to help you and things to think about:

- How can we ensure symmetry?
 - What shapes will you use?
- What colours will be effective?

Tuesday



Science/DT

Today in science/DT we are going to be creating boats using paper and card to see who can create the most structurally sound model for an experiment on Friday.

What are we going to need to do to the boat to help it to float?

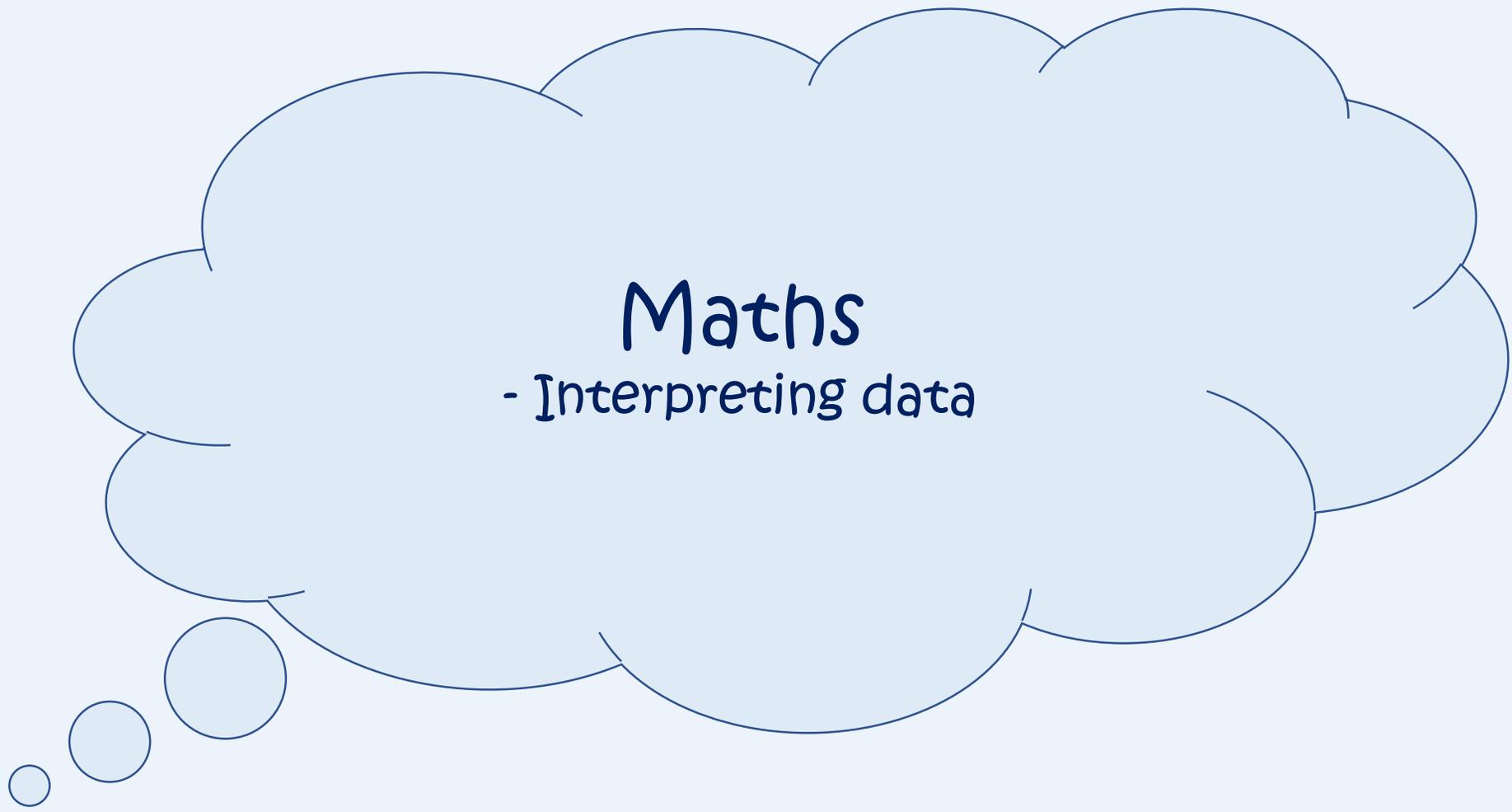
What sort of forces are we going to have to consider?

https://www.google.com/search?q=making+a+paper+boat&rlz=1C1GGRV_enGB783GB783&oq=making+a+paper+boat&aqs=chrome..69i57j0l7.4146j0j9&sourceid=chrome&ie=UTF-8#kpvalbx=iAMMX7b7BMPqygPlyl9o72

This link will take us to an instructional video on making paper boats.

After this we will modify our boats to make them waterproof.

Later in the week we will be testing them to see which boat can carry the most weight.



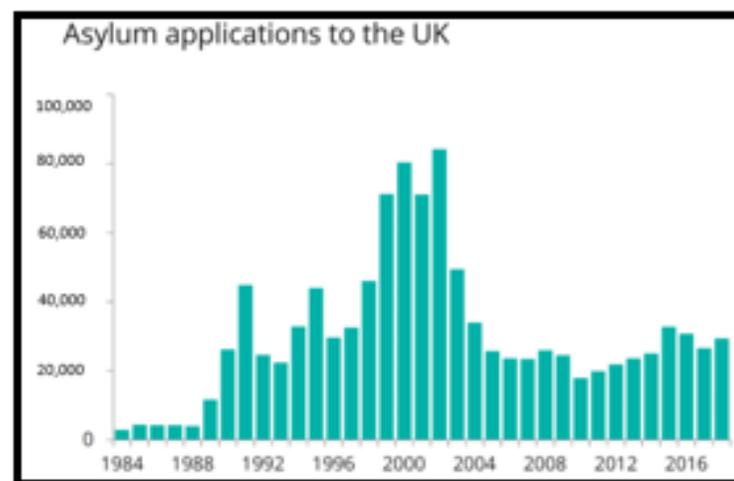
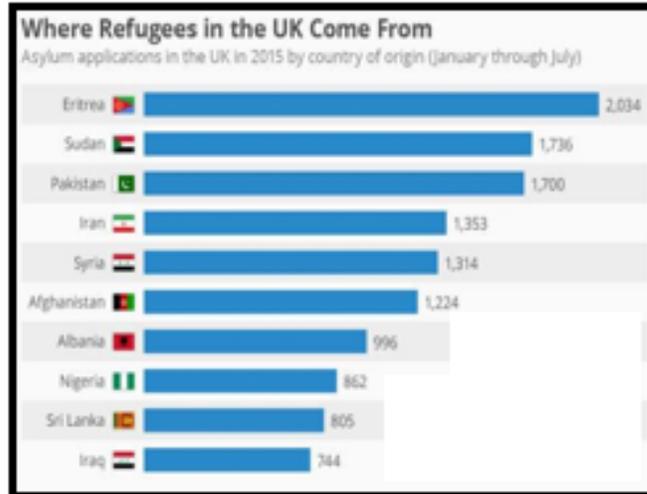
Maths
- Interpreting data

Today we will be continuing work on interpreting data

We are going to be looking at the data within a graph and making comparisons between what we can see.

Extension:

Can you turn the data into a pie chart? What would you need to do to the data first?



1. Tell me the story.

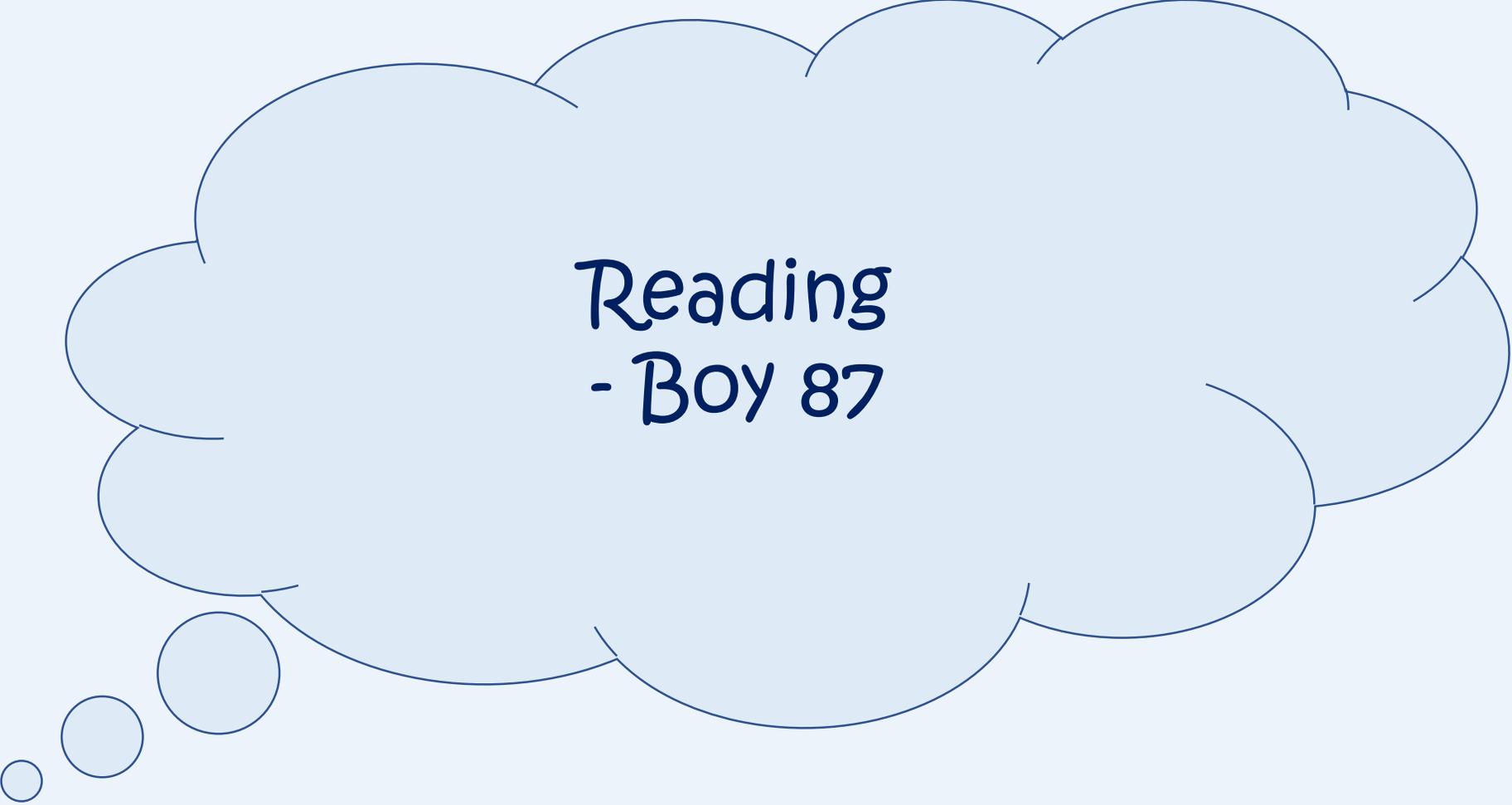
Story #1 →

Story #2 →

2. What do you notice about the geographical location of the top 10 countries that the UK's refugees flee from (story #1)?

3. What is the total number of refugees (taken from the countries above) that were hosted by the UK in 2015 (story #1)?

4. In what year did asylum applications peak in the UK (story #2)?



Reading
- Boy 87

Look at the chapter entitled 'Hope'

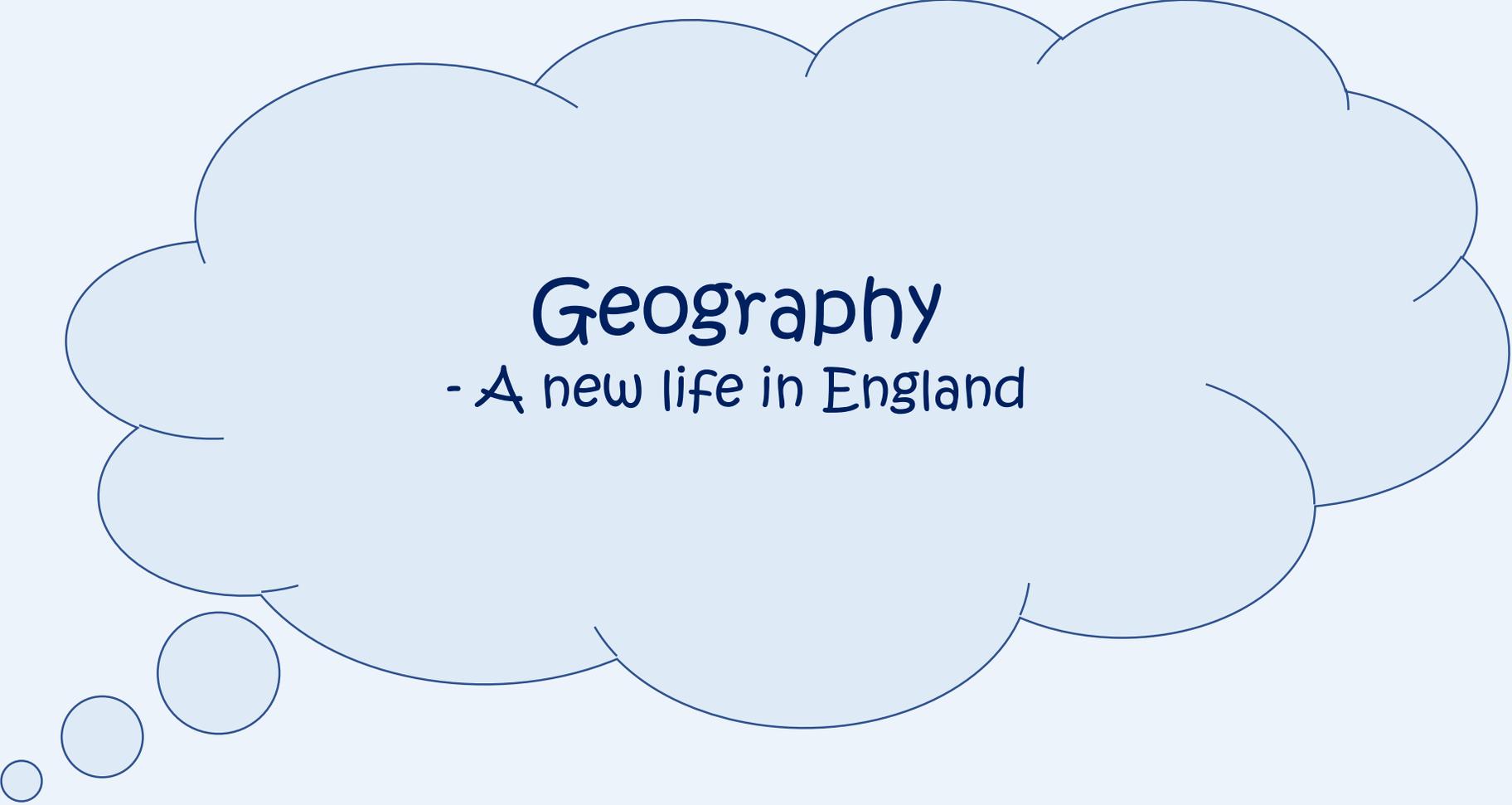
Read the chapter again.

In this chapter the new characters show kindness to Shif – list how.

Now look at the following statement.

Do you agree or disagree? Find evidence to support your answer.

*Humans are treated like sheep/
animals.*



Geography

- A new life in England

Today we are going to thinking about Shif and his new life in
England

We are going to use the information given to us in the text to
look at Shif's old home and his new one.

<https://www.youtube.com/watch?v=LBZiqJDESr8>

<https://www.youtube.com/watch?v=ZPuHFYPET2g>

Watch the clips above and make comparisons with the two
videos. Which country do you think each place is?

We are going to be making comparisons between Eritrea and England.

Use knowledge from the book and research using the internet to find out as much as you can about each country.

Some of the things you may want to find out are:

The national dish

The population

The average temperature in summer and winter

The amount of rainfall

The wildlife.

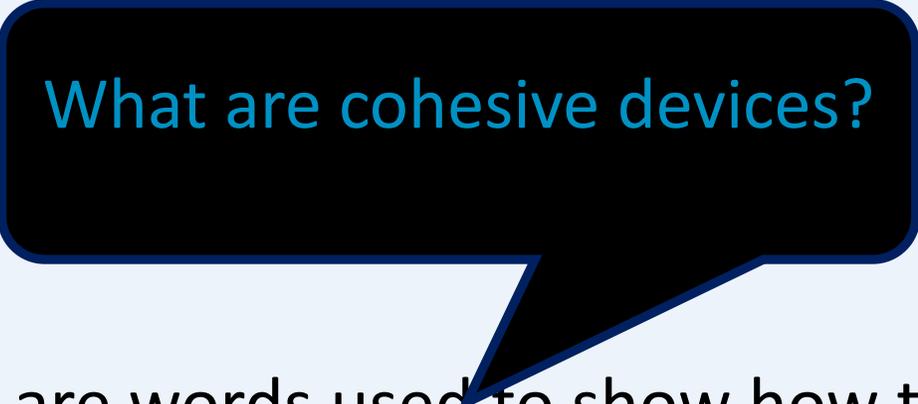
Wednesday



English
- Boy 87

Lesson 1 – Cohesion

LC: Use a wide range of devices to build cohesion within and across a paragraph.



What are cohesive devices?

Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion.

Some examples of cohesive devices are:

- Determiners and pronouns, which can refer back to earlier words
- Conjunctions and adverbs, which can make relations between words clear.
- Use of repetition or use of synonyms.

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

Some examples of cohesive devices are:

Determiners and pronouns, which can refer back to earlier words.

Conjunctions and adverbs, which can make relations between words clear.

| | | |
|---|---|---|
| Julia's dad bought her a football. <u>The</u> football was expensive! |  | The determiner refers us back to the particular football. |
| Joe was given a bike for Christmas. <u>He</u> liked it very much. |  | The pronoun refers back to Joe and the bike. |
| We'll be going shopping <u>before</u> we go to the park. |  | The conjunction makes a relationship of time clear. |
| I'm afraid we're going to have to wait for the next train. <u>Meanwhile</u> , we could have a cup of tea. |  | The adverb refers back to the time of waiting. |

Which cohesive devices have been used here?

How do they link the ideas in the text?

A visit has been arranged for **Year 6**, to the **Mountain Peaks Field Study Centre**, leaving school at 9.30am. **This is an overnight visit.** **The centre** has beautiful grounds and *a nature trail*. During the afternoon, **the children** will follow *the trail*.

Text is cohesive if:

- It is clearly organised so readers can find their way round the ideas.
- It includes words and phrases that act like 'signposts' helping readers to follow the author's train of thoughts.
- The writing 'holds together', so that it is easy to read and understand.

Look at the chapter Hiding.

- Gather examples of cohesive devices from the chapter. Make a note of words or phrases that have been used to link ideas.
- Use these examples and what you have learnt today to create a poster to explain to other people what cohesive devices are.

Cohesion

LC: Use a wide range of devices to build cohesion within and across a paragraph.

- Look at the extract of a recount on the following page.
- Work with a partner to look at the text and evaluate it.
- Do the ideas flow?
- Have any cohesive devices been used?
- How could you improve the text?
- Edit the text to improve the cohesion. Make it easier for the reader to read and enjoy.

My Best Holiday

I went on the most amazing holiday to Spain. My family had never been to Spain before and my dad wanted to go there because my dad because my dad was fed up of sitting around in the damp and gloom!

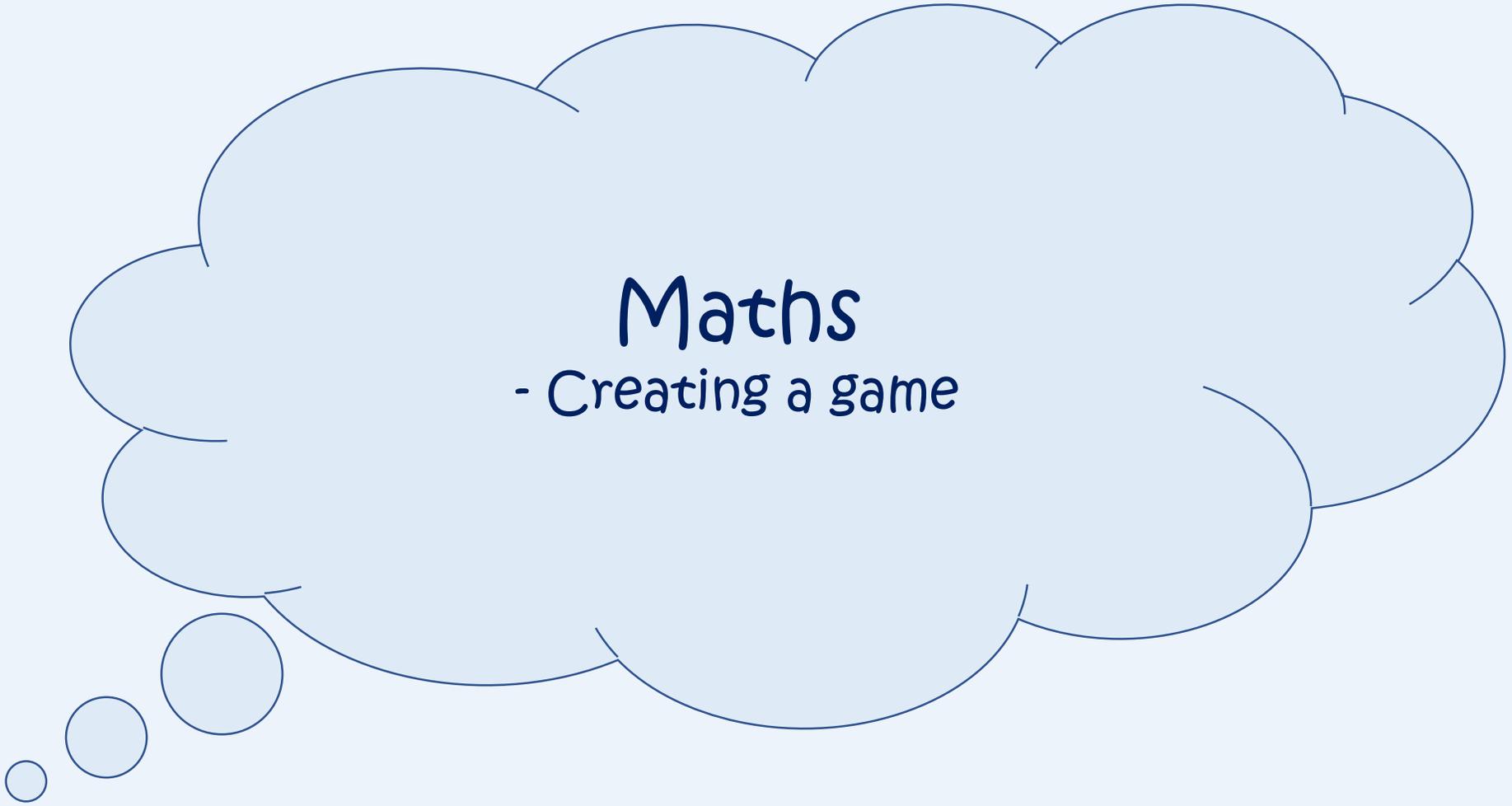
The villa it was baking hot. My Dad took a shower. My dad needed to cool off after such a long journey. There was a swimming pool. We spent a lot of time mucking about in the water. We spent a lot of time splashing water over Dad!

We went to visit caves in the hills. The caves were the most amazing stalagmites and stalactites. The stalagmites and stalactites were knobbly and looked like massive, misshapen spears. The stalagmites and stalactites were like bars in a zoo. The guide tapped the stalagmites and stalactites and it was like playing a glockenspiel. The caves were quite cold and by the end of the tour we were all ready for a bit of sun and an ice cream.

We visited a beach. The waves were just right for surfing. We hired some bodyboards. Dad was worried that we would drown. Dad spent the afternoon standing in the sea watching us. It was a breeze! The waves were strong enough to float in on. The waves were not too powerful.

Dad was so useless at cooking. We had to go into the town every night to eat. There You could buy chips and calamari at a stall. The calamari were squid cooked in batter – it tasted like rubbery fish. We played on the pinball machines.

Mum wanted to see all the photos. I had a magnificent picture of Dad's very red face from too much sun. It was a great holiday and I can't wait to go back.

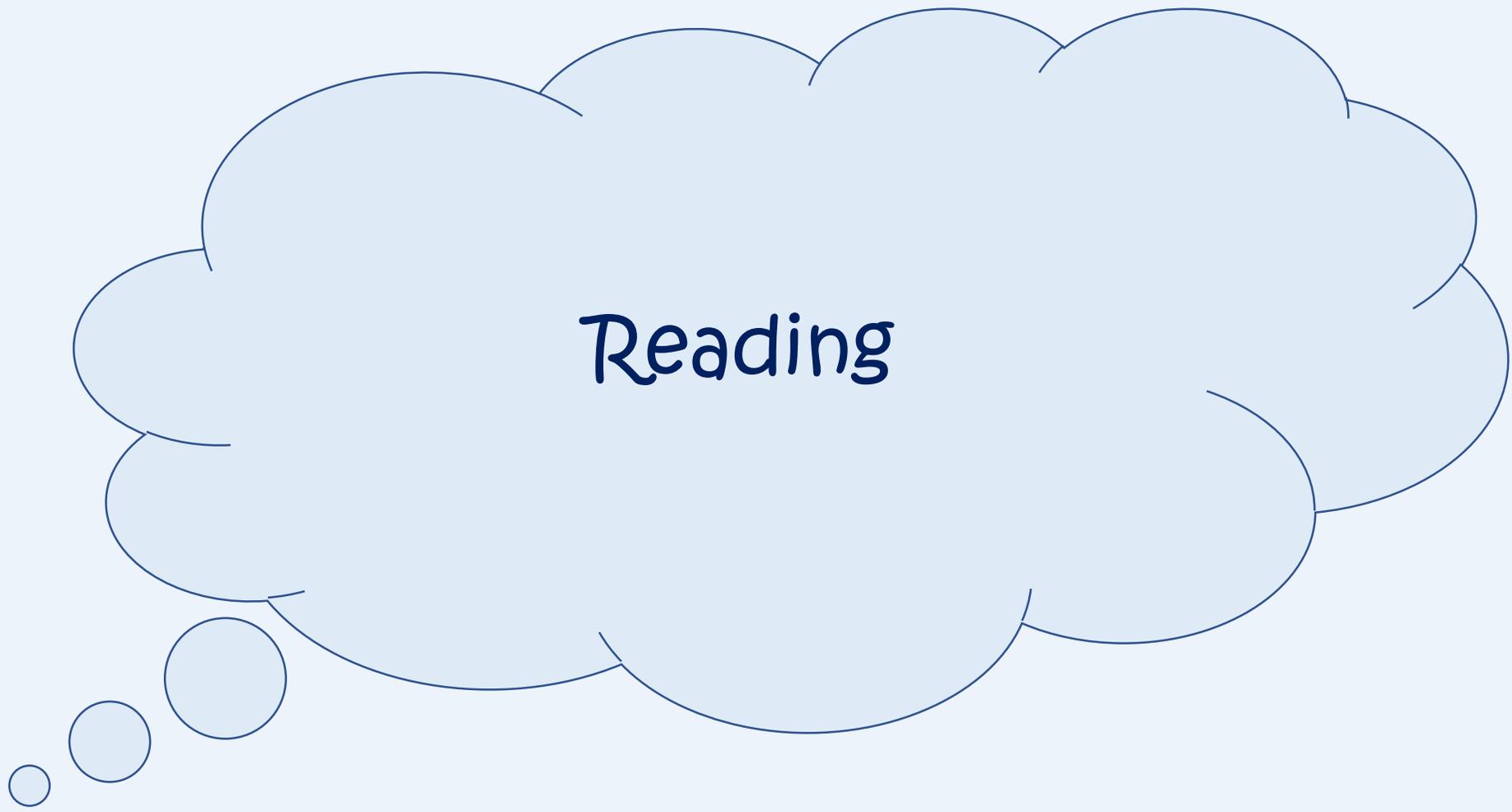


Maths
- Creating a game

Today we are going to finish making our game. I want you to have them ready to laminate and play by the end of the session.

Think about an aspect of maths you know a lot about. How could you turn this into a game?

Fractions, decimals or times tables are just some examples of what you could do.

A light blue thought bubble with a dark blue outline. The word "Reading" is written in a dark blue, cursive-style font in the center of the bubble. To the bottom-left of the main bubble are three smaller, light blue circles of increasing size, also with dark blue outlines, arranged in a diagonal line.

Reading

Today you will be continuing to read more of Boy87 independently.

As you read through can you think of 5 green questions that you could ask your peers? You will need to make sure that you know the answer before asking them.



RE

- The good Samaritan

The Parable of

The Good Samaritan



twinkl

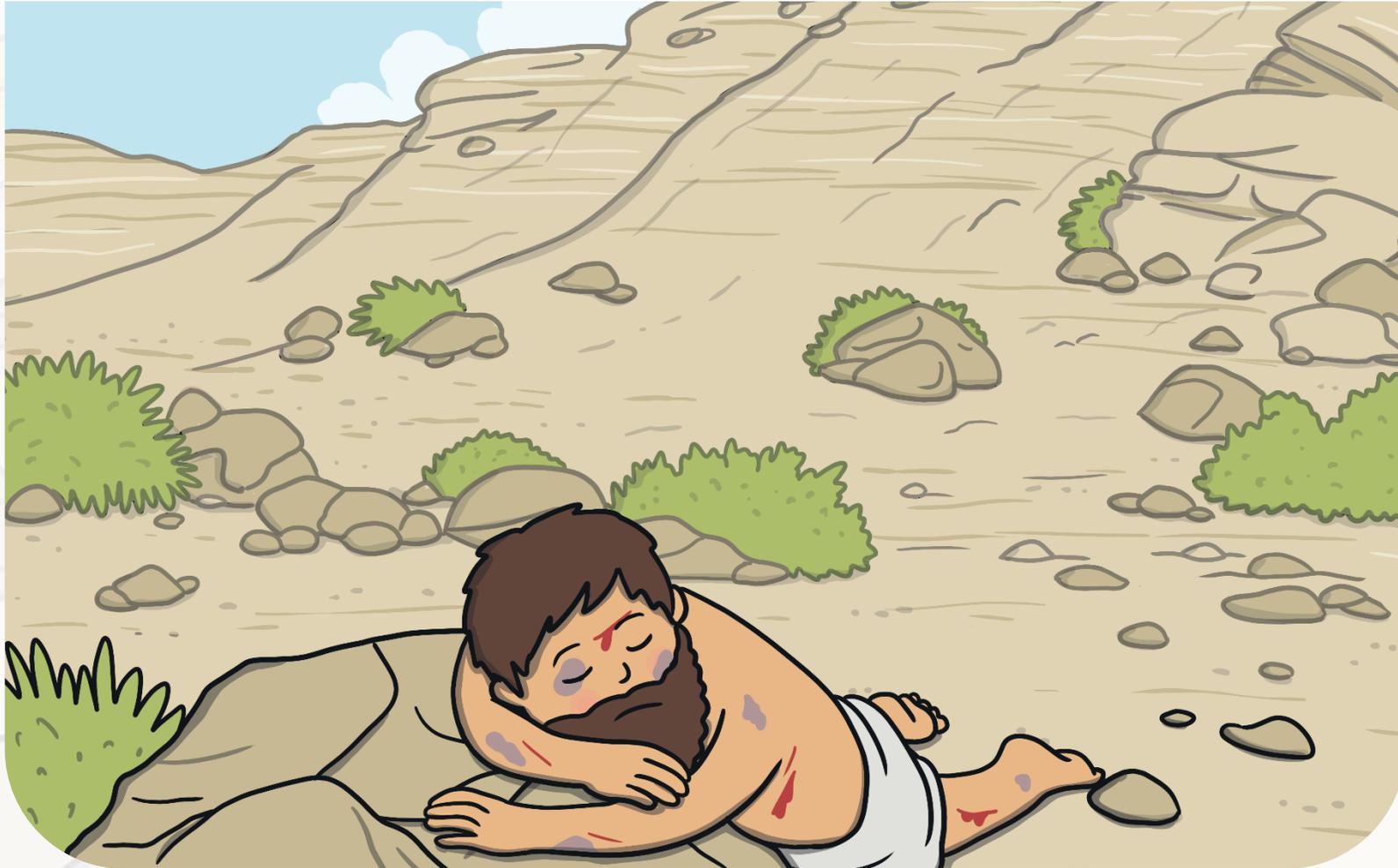
One day, a Jewish man went out for a stroll along the road between Jerusalem and Jericho.



Along the way, two bandits jumped onto the road and stole all of the man's belongings.



The bandits stole his clothes, beat him and left him for dead at the side of the road.



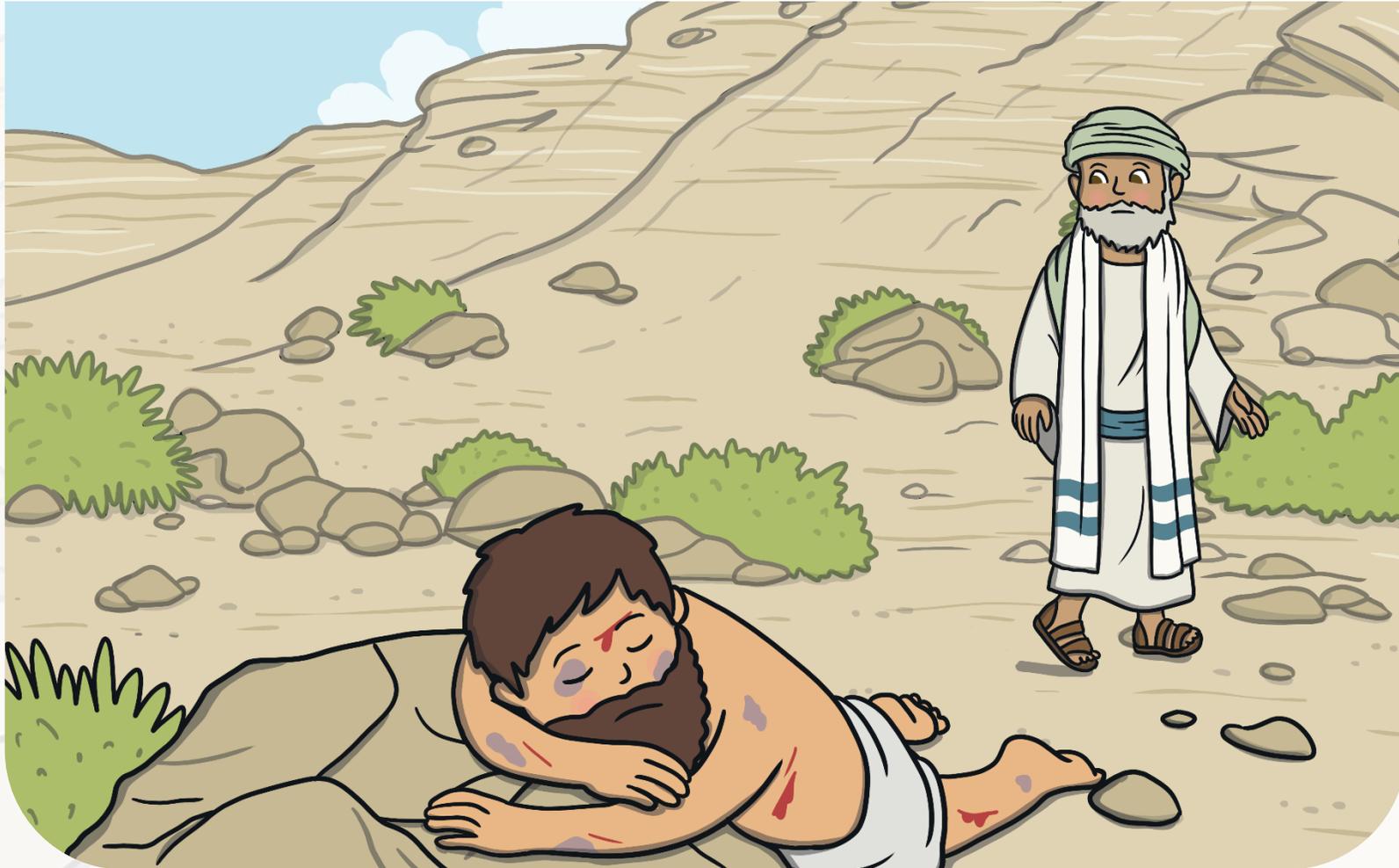
After a short while, a priest walked by and saw the man lying on the ground.



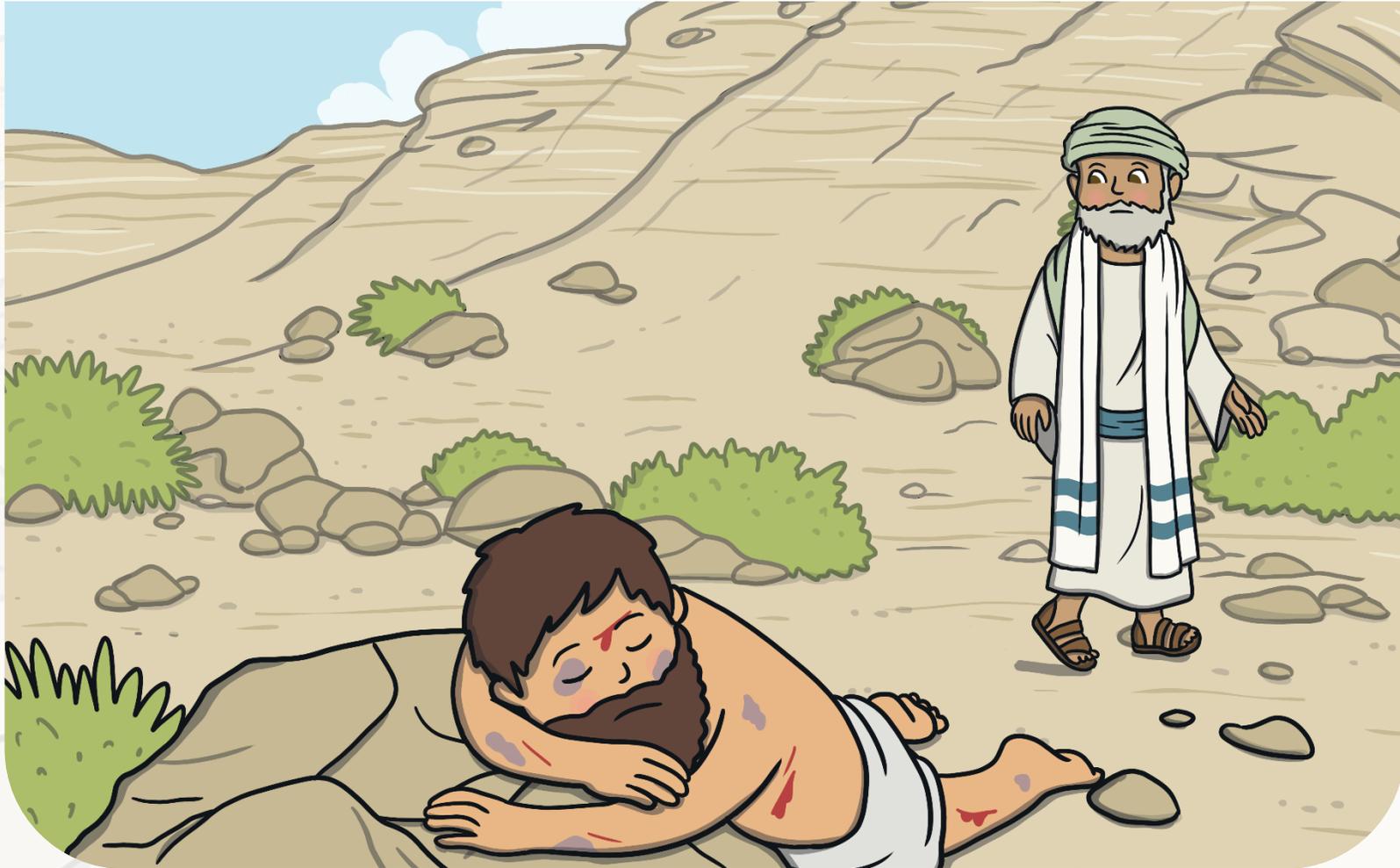
Did the Priest help? No, he walked away.



The next traveller to walk by was a Levite. The Levite's job was to help with the duties at the temple in Jerusalem.



Did the Levite help? No, he walked away.



Soon, a Samaritan came along and saw the Jew lying on the ground. Samaritans and Jews usually didn't get along at all. They had very different beliefs, which made them treat each other badly.



Did the Samaritan help? Yes! The Samaritan couldn't leave the Jewish man to die.



The Samaritan covered the dying man with his cloak.



He put the man on his donkey and took him to a nearby inn.

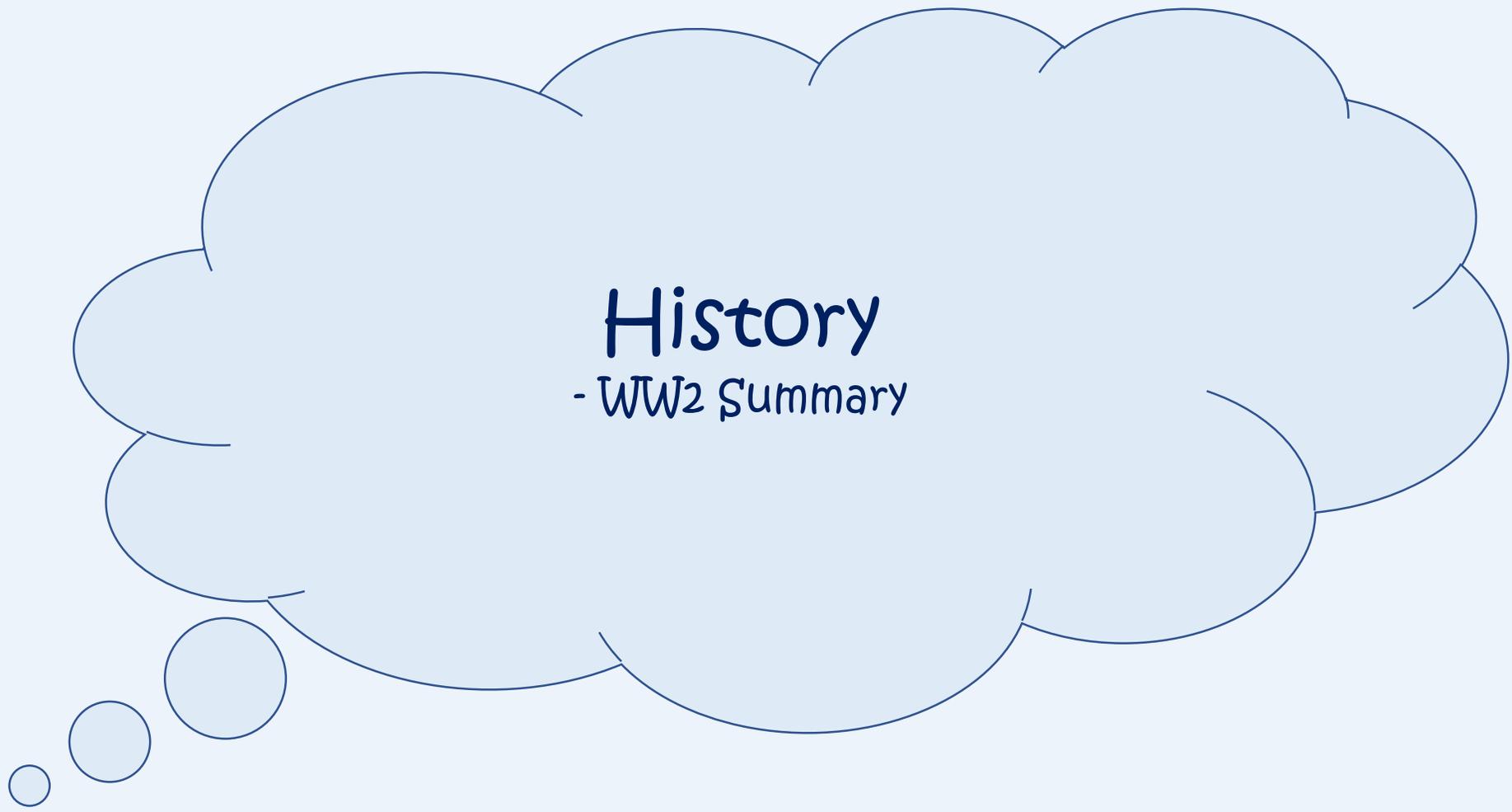


He bought expensive medicine, wine, oil, and bandages to help heal the man.



Even though the Samaritans and Jews didn't often get along, the Samaritan showed the man kindness. He was a true neighbour to this stranger.





History

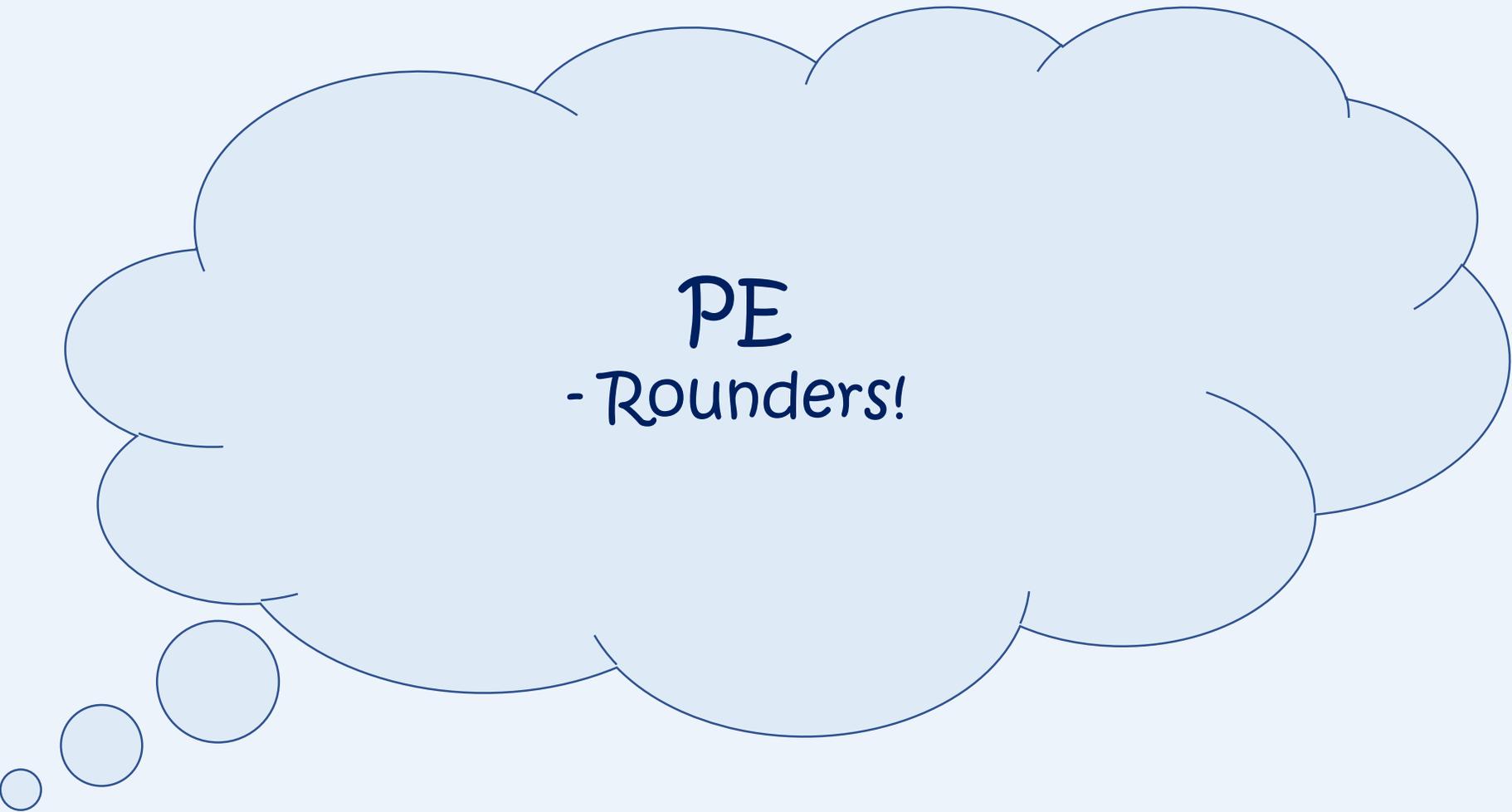
- WW2 Summary

Today we are going to create a PowerPoint to show what we have learnt about WW2 over the past 6 weeks!

Is there anything in your book that will help you?

Make it informative and exciting!

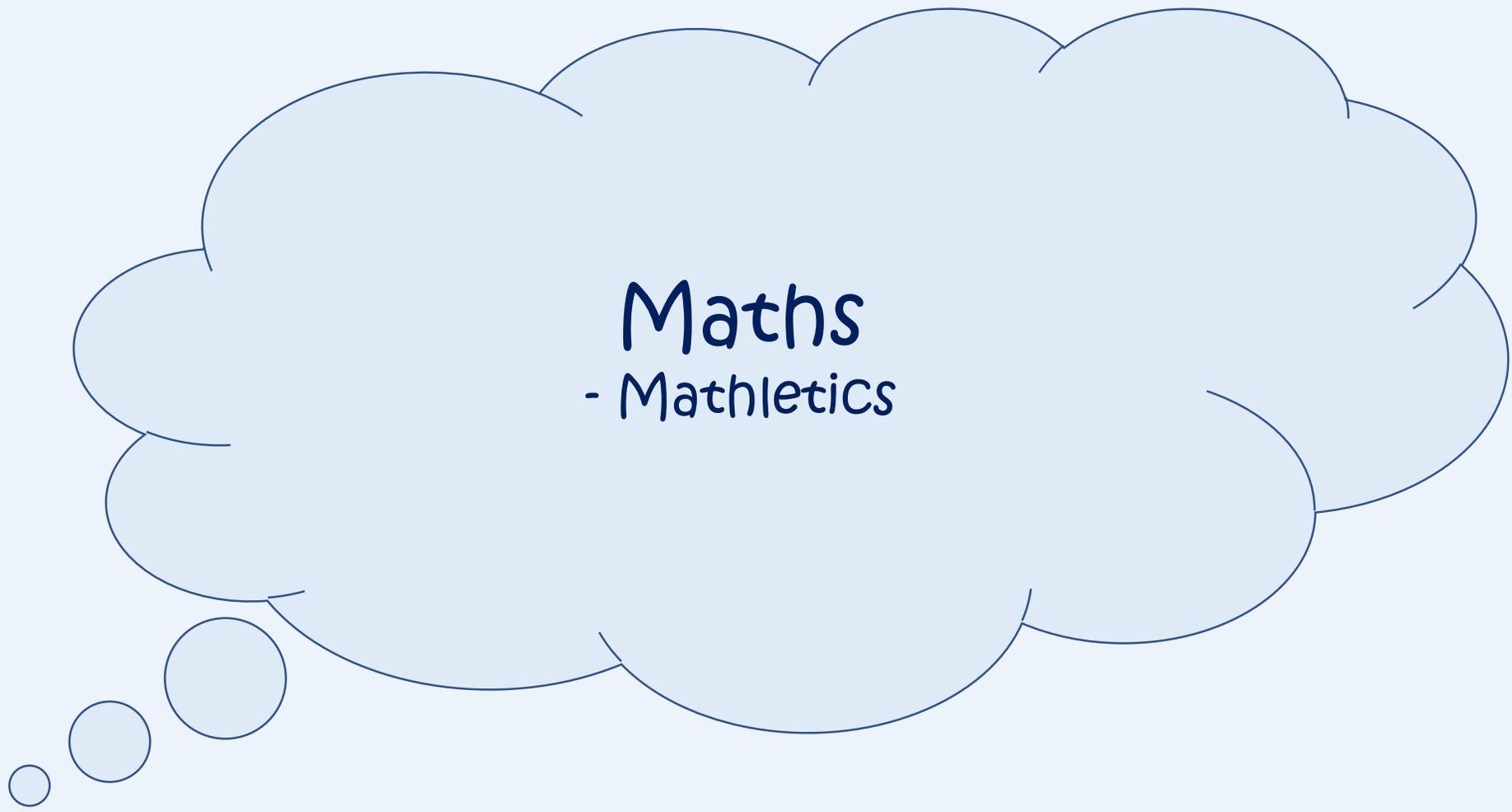
Thursday



PE
- Rounders!

Today we will be putting what we have learnt together to play a game of rounders.

Remember the skills that you have picked up from the lessons.



Maths
- Mathletics

Today we are going to be working on Mathletics, complete the tasks set for you and then go on play live to compete against your friends.



Reading

- Independent reading

We will continue reading Boy 87 independently.

In the last 10 minutes of our reading session we will review the book so far.

What did you think about the story?

Would you read it again?

Would you recommend the book to a friend?

A large, light blue thought bubble with a dark blue outline. Inside the bubble, the text "Online Safety!" is written in a dark blue, sans-serif font. To the bottom left of the main bubble, there are three smaller, light blue circles of increasing size, also with dark blue outlines, arranged in a diagonal line.

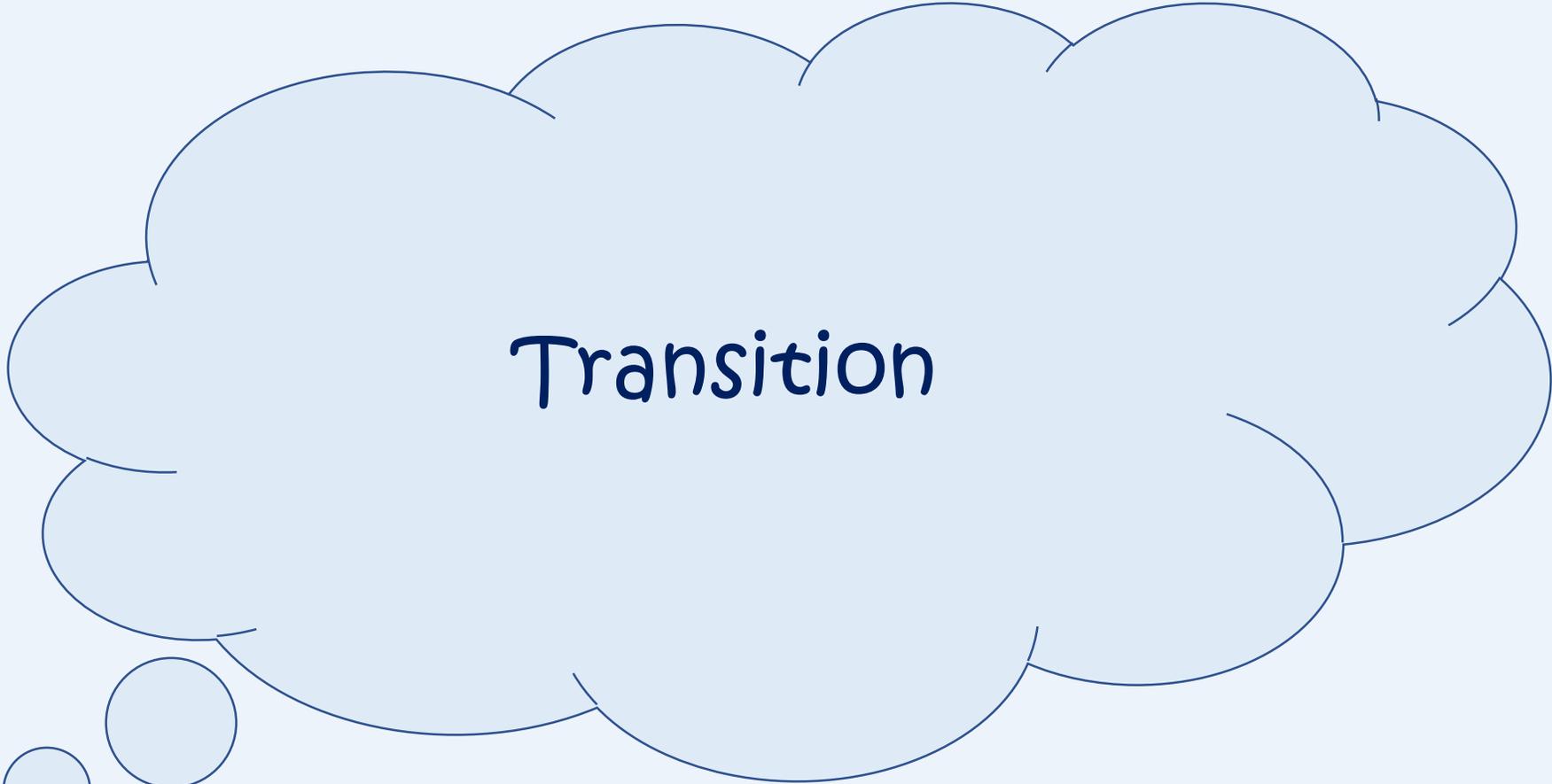
Online Safety!

Following on from what we have learnt over the last two weeks.

Can you create an information poster to help keep people safe whilst using the internet?

What do you think is the most important piece of information we could give people?

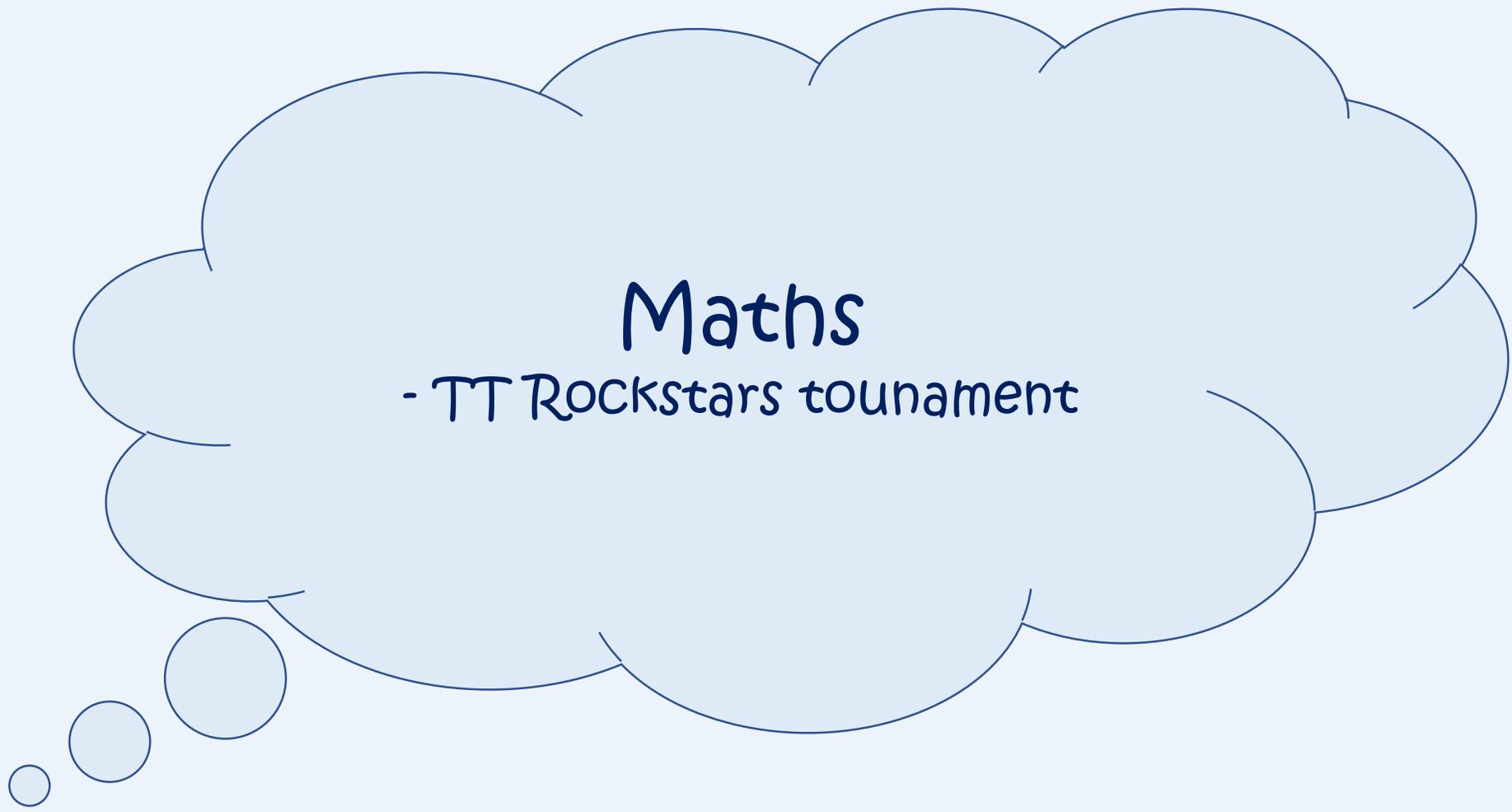
Friday



Transition

Independent Writing

Today we are going to be writing up our leavers speeches onto some nice paper ready for next Monday. Make sure you have written everything you want to include and remember this will be how some of your friends and your teachers will remember you so think about the message you want to leave them with.



Maths

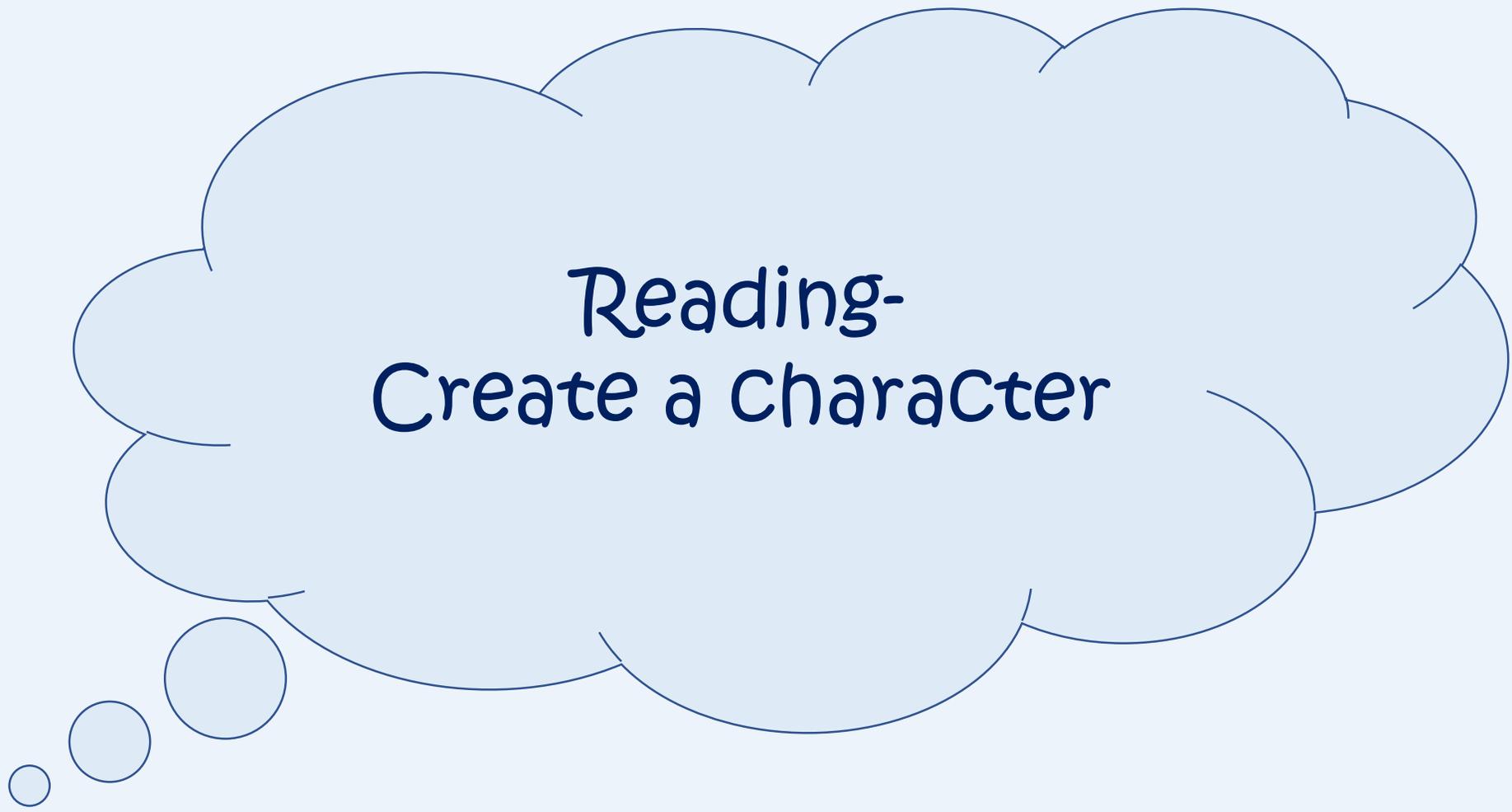
- TT Rockstars tournament

Today we will spend some time on TT Rockstars.

We will be holding a tournament between boys and girls.

Who will come out on top this week? Will Octopus once again rule the school or will Jellyfish regain some pride?

Join us at 11:30!



Reading-
Create a character

Today we are going to create a character that could be placed into the story of Boy87.

Think about the book and the characters in the book. What will your character be like? What will they look like?

Design your character in your book. Include a picture and annotate it.



Science
- Investigation

On Tuesday we created our boats. Today we are going to use them to see which one is able to carry the most weight.

Make a prediction. Why have you chosen this boat as the one that will be the most successful?

How are we going to make the investigation fair?
How will we record our results?