



Home Schooling Daily Plan

Year Group: 6

Date: Wednesday 03.06.20

Today we explore work of a Christian charity and its mission to help others, we consider how tension and atmosphere are used in our book Skellig, we have a computing activity set by Mr Tuson to complete and in maths we are ordering fractions, decimals and percentages.

If you have any other problems, queries or questions relating to home schooling or school itself then please contact me via this email address:

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Pentecost & Mission

Today we learn about the mission of a Christian charity.

Everything you need to know about Christian Aid

Christian Aid...

works with people of
all religions and none

asks politicians and
governments to change
things that aren't fair

works in around 50
countries in Africa,
Asia, Latin America
and the Caribbean

asks people in the UK
and Ireland to help by
giving money, taking
action and praying for
an end to poverty

helps in emergencies
and disasters like
earthquakes, floods,
droughts and hurricanes

believes that the Bible
says people should help
those in need

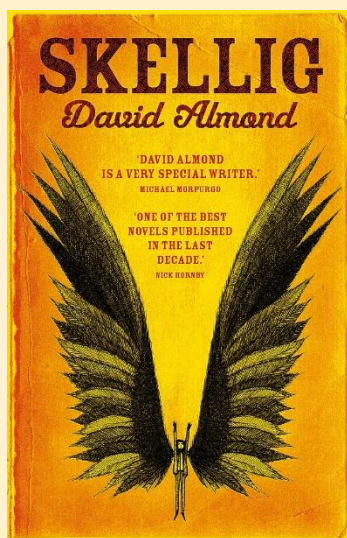
believes that children can
help change the world





RE WAGBAT: Understanding how Christian missions can help others

*Task	**Task	***Task
<p>Watch the video that details the work of Christian Aid:</p> <p>https://www.youtube.com/watch?v=xa4jC5AeAZo</p> <p>When you have watched the Video, using the fact sheet above order them from the most to the least important.</p>	<p>Watch the video that details the work of Christian Aid:</p> <p>https://www.youtube.com/watch?v=xa4jC5AeAZo</p> <p>When you have watched the Video, using the fact sheet above order them from the most to the least important.</p> <p>Why have you ordered them in this way? Can you explain why you chose a particular fact to be the most important?</p>	<p>Watch the video that details the work of Christian Aid:</p> <p>https://www.youtube.com/watch?v=xa4jC5AeAZo</p> <p>When you have watched the Video, using the fact sheet above order them from the most to the least important.</p> <p>Look again at the Gospel values. Can you link any of them to the facts that you have ordered. Explain your reasoning.</p>



English WAGBAT: identifying evidence in a text to justify an opinion



The Definitive Guide

"Struggling with PEE? Use the hints and tips below as a guide to writing answers."



Do this!

- Keep referring back to the question
- Use short, specific quotations
- Use embedded quotations
- Look closer at words used and comment on their significance or effect(s)
- Ensure that your analysis is linked to your point
- Check that your analysis is linked to the quotation(s) that you have chosen from the text
- Be specific in your analysis

Don't do this!

- Use long quotations
- Use "This quotations says..." or "This quotations shows..."
- Make general, sweeping statements - be specific!
- Re-tell the story or what has been written. Remember: you are analysing.
- Use quotations which do not match your analysis - you need evidence to match your idea

Point, Evidence, Explain

*Task	**Task	***Task
Let's read Chapter 5 and 6 in Skellig. You'll find them at the bottom of this page. As you read chapter 6 think about the following question: How is tension created in Chapter 6? Can you find at least one example where the author builds tension?	Let's read Chapter 5 and 6 in Skellig. You'll find them at the bottom of this page. As you read chapter 6 think about the following question: How is tension created in Chapter 6? Can you find at least three examples where the author builds tension?	Let's read Chapter 5 and 6 in Skellig. You'll find them at the bottom of this page. As you read chapter 6 think about the following question: How is tension created in Chapter 6? Can you find as many examples as possible where the author builds tension? Present your evidence in the PEE format as seen above.



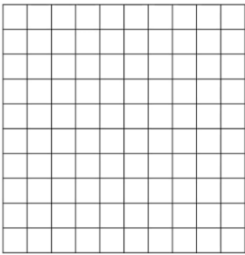
Maths WAGBAT: Ordering fractions, decimals and percentages

This Week we will using the White Rose Math's resources. Start by watching the video for Week 6, Lesson 3: Order FDP by following this link:

<https://resources.whiterosemaths.com/resources/year-6/> Click on Week 6 and then the 'Video' tab:

<https://vimeo.com/420690973>

Order fractions, decimals and percentages



Which would shade more squares?

Shading 50 % of the squares

or

Shading $\frac{1}{2}$ the squares

Answers to previous questions can also be found at this link.

The video is really useful to help you understand the work coming up. The video will take you through some sample questions and explain the concept of ratio clearly and simply. You only need to do the questions I have listed in your group task. However, if you wish to do more that would be great.

Year 6

Summer Term Week 6
(w/c 1 June)

Lesson 1

Fractions to percentages <https://vimeo.com/420690848>

Lesson 2

Equivalent FDP <https://vimeo.com/420690973>

Lesson 3

Order FDP <https://vimeo.com/420691109>

Lesson 4

Percentage of an amount <https://vimeo.com/420691195>

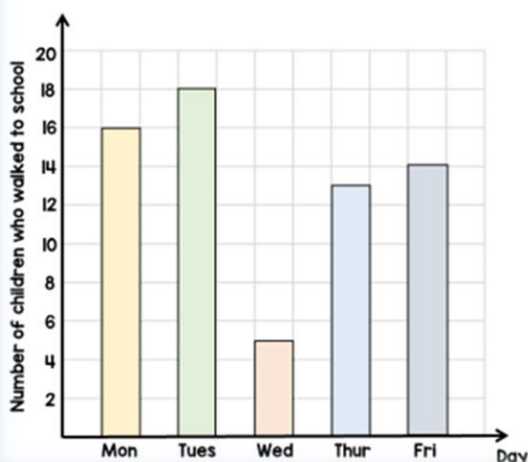


When you finish here's a challenge here to really test you!

Challenge



- 1 There are 25 children in a class. The bar chart shows the number of children in the class who walk to school each day.



- (a) What percentage of the class walked to school on Thursday?
(b) One of the days it rained. Which day do you think it was? Explain to your friend.

- 2 Order the following numbers. Start with the smallest.

3.1

$\frac{18}{5}$

$3\frac{1}{4}$



*Task	**Task	***Task
<p>Follow this link to get today's activity: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Order-FDP-2019.pdf Complete questions 1-3</p>	<p>Follow this link to get today's activity: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Order-FDP-2019.pdf Complete questions 1-5</p>	<p>Follow this link to get today's activity: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Order-FDP-2019.pdf Complete questions 1-7</p>
<p>Topic WAGBAT:</p> <p>Please complete the assigned computing activity found in Purple Mash in the 2Do section.</p>		
*Task	**Task	***Task



five

I asked them at breakfast what was going to happen to the garage now. "When they coming to clear it out?" I said.

Mum clicked her tongue and sighed and looked up at the ceiling.

"when we can get somebody to come," said dad. "It's not important, son. not now."

"Ok," I said.

He was going to be off work today so he could get on with the house. Mum was taking the baby for more check-ups at the hospital.

"should I stay off so I can help?" I said.

"Yes," he said. "You can take Ernie's toilet out and scrub the floorboards round it."

"I'll go to school," I said. And I shoved my packed lunch into my sack and headed out.

* * *

Before we moved, they asked me if I wanted to move school as well, but I didn't. I wanted to stay at Kenny Street High with Leakey and Coot. I didn't mind that I'd have to get the bus through town. That morning I told myself that it gave me time to think about what was going on. I tried to think about it but I couldn't think. I watched the people getting on and off. I looked at them reading their papers or picking their nails or looking dreamily out of the windows. I thought how you could never tell just by looking at them what they were thinking or what was happening in their lives. Even when you got daft people or drunk people on buses, people that went on stupid and shouted rubbish or tried to tell you all about themselves, you could never really tell about them either.

I wanted to stand up and say, "There's a man in our garage and my sister is ill and it's the first day I've travelled from the new house to the old school."

But I didn't. I just went on looking at all the faces and swinging back and forward when the bus swung round corners. I knew if somebody looked at me, they'd know nothing about me, either. It was strange being at school again. Loads had happened to me, but school stayed just the same.



Rasputin still asked us to lift up our hearts and voices and sing out loud in assembly. The yeti yelled at us to keep to the left in the corridors. Monkey Mitford went red in the face and stamped his feet when we didn't know our fractions. Miss Clarts got tears in her eyes when she told us the story of Icarus, how his wings had melted when he flew too close to the sun, and how he had dropped like a stone past his father Daedalus into the sea.

At lunchtime, Leakey and Coot argued for ages about whether a shot had gone over the line. I couldn't be bothered with it all. I went to the fence at the edge of the field and stared over the town towards where I lived now.

While I was standing there, Mrs Dando, one of the auxiliaries, came over to me. She'd known my parents for years.

"You ok, Michael?" she said.

"Fine."

"And the baby?"

"Fine, too."

"Not footballing today?"

I shook my head.

"Tell your parents I was asking," she said. She took a fruit gum out of her pocket and held it out to me. A fruit gum. It was what she gave the new kids when they were sad or something.

"Just for you," she whispered, and she winked.

"No," I said. "No, thanks." And I ran back and did a brilliant sliding tackle on Coot. All day I wondered about telling somebody what I'd seen, but I told nobody. I said to myself it had just been a dream. It must have been.

six

At home, there was a hole in the floor where Ernie's toilet had been. It was filled with new cement. The plywood screen had gone. Ernie's old gas fire had been taken away and there was just a square black gap behind the hearth. The floor was soaking wet and it stank of disinfectant. Dad was filthy and wet and grinning.



He took me into the wilderness. The toilet was standing there in the middle of the thistles and weeds.

Thought it'd make a nice garden seat for us," he said.

The gas fire and the plywood were down by the garage door, but they hadn't been taken inside. He looked at me and winked. "Come and see what I found."

He led me down to the garage door. "Hold your nose," he said. He bent down and started to open a newspaper parcel.

"Ready?"

It was a parcel of birds. Four of them.

"Found them behind the fire," he said. "Must have got stuck in the chimney and couldn't get out again."

You could make out that three of them were pigeons because of their grey and white feathers. the last one

was pigeon-shaped, but it was all black.

"This was the last one I found," he said. "It was under a heap of soot and dust that had fallen down the chimney."

"Is it a pigeon as well?"

"Yes. Been there a long, long time, that's all."

He took my hand.

"Touch it," he said. "Feel it. Go on, it's ok."

I let him hold my fingers against the bird. It was hard as stone. even the feathers were hard as stone.

"Been there so long it's nearly a fossil," he said.

"it's hard as stone," I said.

"That's right. Hard as stone."

I went and washed my hands in the kitchen.

"Today was ok?" he said.

"Yes. Leahey and coot said they might come over on Sunday."



"That's good. You managed the buses ok, then?"

I nodded.

"Might be able to drive you there next week," he said. "Once we're sorted out a bit."

"It's ok," I said. "Mrs Dando asked about the baby."

"You told her she was fine?"

"Yes," I said.

"Good. Get some coke and a sandwich or something. I'll make tea when the others come home."

Then he went upstairs to have a bath. I looked down through the wilderness. I waited for ages, listening to dad's bathwater banging its way through the pipes. I got my torch off the kitchen shelf. My hands were trembling. I went out, past Ernie's toilet, the fire, and the dead pigeons. I stood at the garage door and switched the torch on. I took a deep breath and tiptoed inside. I felt the cobwebs and the dust and I imagined that the whole thing would collapse. I heard things scuttling and scratching. I edged past the rubbish and the ancient furniture and my heart was thudding and thundering. I told myself I was stupid. I told myself I'd been dreaming. I told myself I wouldn't see him again.

But I did

