



Home Schooling Daily Plan

Year Group: 6

Date: Wednesday 15.7.2020

Welcome to Wednesday. Only 3 more days as a pupil of St Augustine's.

Today we will again focus in RE on our Gospel Values, as these are something that could help guide us in our future lives, we will reason again in maths and in both English and PSHE we will complete some transition activities that will help us prepare for secondary school.

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

Year6@staugustines.dorset.sch.uk





RE WAGBAT: employing the key messages in our school Gospel Values



The school at its heart is built around our Gospel Values. These 8 values represent ways in which we can lead better lives, they can guide us and offer us a framework around which we can build a world-view.

Just to remind you, the school's Gospel Values are...

Humility- seeing life as gift

Compassion - empathy

Kindness - working for a fairer world

Forgiveness - reconciliation

Integrity - do what you say

Peace - committed to peace-making, non-violence

Courage - standing up for the truth

Justice - working for a fairer world

*Task	**Task	***Task
Today, using one of the Gospel values write a story that uses this as the main theme of the narrative.	Today, using one of the Gospel values write a story that uses this as the main theme of the narrative.	Today, using one of the Gospel values write a story that uses this as the main theme of the narrative.



English WAGBAT: Identifying key questions about my new school

Complete the questions below...

Secondary School question sheet 2

Secondary School: _____

Questions about Who's Who	Best way to find out	Answer
Name of your form tutor		
Name of your Head of Year		
Name of the Head Teacher		
Name of the Deputy Head		
Who else do you need to know? What do they do and when will you see them?		

Questions about the timetable and learning opportunities in School	Best way to find out	Answer
How does the timetable work?		
What subjects will I be able to study?		
What facilities does the School have (e.g. sports equipment, science laboratories)?		
What happens if I find the work hard?		
Is there support in lessons?		
Does it offer anything after school?		
What other activities are offered?		
Which could I join?		



Any other questions I have	Best way to find out	Answer
1.		
2.		
3.		
4.		



Maths WAGBAT: Consolidating our reasoning skills and identifying areas for development

Q1 Two decimal numbers add together to equal 1.

One of the numbers is 0.007.

What is the other number?

1 mark

Q2 Pineapples are delivered to supermarkets in trays of 14.

Save-a-lot supermarket ordered 462 pineapples.

How many trays of pineapples will they receive?

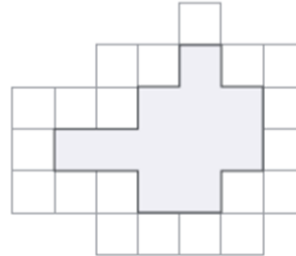
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pineapples

THIRD SPACE LEARNING

2 marks

Q3 Here is a set of squares around a shaded space.



What is the area of the shaded space?

squares

1 mark

Complete the above questions first. Once you have done this look back at the two reasoning papers you completed on Monday and Tuesday. Attached to the question papers are the mark schemes. If you have not already done so mark both of the papers. When you have done this identify three targets that you could improve upon to increase your score when you next tackle a set of reasoning problems.

Target 1	
Target 2	
Target 3	



PSHE WAGBAT: Learning how to cope in Secondary School

Coping in Secondary School

Think about how you are expected to behave in School and the reasons for this.

Fill in the chart below. If you cannot think of some reasons there are some suggestions below.

School expectations	Positive results if I do the things in column 1	Negative results if I do not do the things in column 1
Attend classes		
Work hard		
Produce work on time		
Co-operate with others		
Get a good qualification and a good recommendation from School		



These are some positive and negative statements to help you.

People will think I am productive. Other students may ask for my help.	
	Tutors and family will be concerned that I am not achieving my full potential.
People will think I am conscientious, I will feel satisfied with my studies.	
	Tutors will be concerned if I disrupt the group and stop other students from working. People who disrupt other students' work are often asked to leave the school.
I am likely to get an interesting and rewarding job. I will feel happy.	
	Tutors and family will worry about me. Tutors will not be able to their job of teaching and helping me.
People will think I am reliable. I will feel good.	
	I am unlikely to get a good qualification and so will have less employment choices available to me. I may not earn enough money to pursue my interests.
People will think I am good to work with.	
	Tutors and family will worry about me. They may feel I am not taking full responsibility for my work, and not asking for help when it is needed.