

Timetable T3 Week 5

Monday 1 <sup>st</sup> Feb	Tuesday 2 <sup>nd</sup> Feb	Wednesday 3 <sup>rd</sup> Feb	Thursday 4 <sup>th</sup> Feb	Friday 5 <sup>th</sup> Feb
<p><b>Word of the day decrease</b></p> <p>Learn the spelling, look up the meaning and write in a sentence</p>	<p><b>Word of the day automatic</b></p> <p>Learn the spelling, look up the meaning and write in a sentence</p>	<p><b>Word of the day insert</b></p> <p>Learn the spelling, look up the meaning and write in a sentence</p>	<p><b>Word of the day persuade</b></p> <p>Learn the spelling, look up the meaning and write in a sentence</p>	<p><b>Word of the day signal</b></p> <p>Learn the spelling, look up the meaning and write in a sentence</p>
<p><b>Maths</b> <b><u>WALT find percentages of amounts.</u></b></p> <p>Please watch the second video on the link below called 'Understanding Percentages'. You can ignore the part that tells you to do the worksheet.</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/spring-week-3-number-percentages/">https://whiterosemaths.com/homelearning/year-6/spring-week-3-number-percentages/</a></p> <p>Now watch the second video on the link below called 'Percentages of an</p>	<p><b>Maths</b> <b><u>WALT find percentages of amounts.</u></b></p> <p>Please watch the third video on the link below called 'Percentages of an amount (2)'. You can ignore the part that tells you to do the worksheet.</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/spring-week-4-number-percentages-2/">https://whiterosemaths.com/homelearning/year-6/spring-week-4-number-percentages-2/</a></p> <p>Then log-in to Power Maths. If you select 'Lesson 2: percentages</p>	<p><b>Maths</b> <b><u>WALT find percentages of amounts.</u></b></p> <p>Please watch this video from Oak academy.</p> <p><a href="https://classroom.thenational.academy/lessons/solve-problems-involving-the-calculation-of-percentages-of-amounts-c5gkqe?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/solve-problems-involving-the-calculation-of-percentages-of-amounts-c5gkqe?step=2&amp;activity=video</a></p> <p>Then log-in to Power Maths. If you select 'Lesson 3: percentages</p>	<p><b>Maths</b> <b><u>WALT find percentages of amounts.</u></b></p> <p>You can re-watch any of the videos from this week's lessons if you would like to re-cap the learning on percentages.</p> <p>Then log-in to Power Maths. If you select 'Lesson 4: percentages of (4)' you will find example questions and example methods for solving the questions on pages 60-61. You can then complete pages 44-</p>	<p><b>Maths</b> <b><u>Arithmetic</u></b></p> <p>As revision, please watch the third video on the page called 'Inverse Operations (addition and subtraction)'. You can ignore the part that tells you to do the worksheet.</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/week-3/">https://whiterosemaths.com/homelearning/year-6/week-3/</a></p> <p>Now Log in to Purple Mash for this week's arithmetic test. You should give yourself 30 minutes to answer as</p>

<p>amount (1)'. You can ignore the part that tells you to do the worksheet.</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/spring-week-4-number-percentages-2/">https://whiterosemaths.com/homelearning/year-6/spring-week-4-number-percentages-2/</a></p> <p>Then log-in to Power Maths. If you select 'Lesson 1: percentages of (1)' you will find example questions and example methods for solving the questions on pages 48-49. You can then complete pages 35-37 in 'Year 6: practice Book B'.</p>	<p>of (2)' you will find example questions and example methods for solving the questions on pages 52-53. You can then complete pages 38-40 in 'Year 6: practice Book B'.</p>	<p>of (3)' you will find example questions and example methods for solving the questions on pages 56-57. You can then complete pages 41-43 in 'Year 6: practice Book B'.</p>	<p>46 in 'Year 6: practice Book B'.</p>	<p>many questions as you can.</p>
<p><b>SPaG</b></p> <p><b><u>WALT use bullet points</u></b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/z2yydxs">https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/z2yydxs</a></p>	<p><b>Literacy</b></p> <p><b><u>WALT: plan</u></b></p> <p>Today you are going to plan your balanced argument to answer the question</p>	<p><b>Literacy</b></p> <p><b><u>WALT: write a balanced argument</u></b></p> <p>Today's task is to start writing your Balanced argument for</p>	<p><b>Literacy</b></p> <p><b><u>WALT: write a balanced argument</u></b></p>	<p><b>Literacy</b></p> <p><b><u>WALT: edit and improve your work</u></b></p> <p>Today is the chance for you to edit and improve your</p>

<p>Watch the above clip on bullet points.</p> <p>Why and when do we use bullet points?</p> <p>Complete the 2do set on purple mash - T3W5 WALT use bullet points.</p> <p>You will also find the answers on purple mash.</p>	<p><b><i>Should children have been evacuated during WWII?</i></b></p> <p>There are 3 documents on Purple Mash to look at before you begin:</p> <ul style="list-style-type: none"> <li>• W5 writing a balanced argument powerpoint</li> <li>• W5 Balanced-argument WAGOLL</li> <li>• W5 Balanced argument planning frame</li> </ul> <p>Complete the planning sheet by printing it off or copying onto paper.</p>	<p><b><i>Should children have been evacuated during WWII?</i></b></p> <p>We are giving you 2 days to do this, just like we would in class, so please take your time.</p> <p>There is a 2Do on Purple Mash which is a blank document for you to write on. It's called W5 Balanced Argument - Should children be evacuated during WWII?</p>	<p>We would like you to continue with your writing from yesterday. See Wednesday's lesson for more information.</p> <p><b>Do not hand your work in yet!</b></p>	<p>work before handing it in to us for marking.</p> <p>Watch the clip below to remind yourself of the kind of things you should be looking for.</p> <p><a href="https://www.youtube.com/watch?v=XP5yWz-MNpM">https://www.youtube.com/watch?v=XP5yWz-MNpM</a></p> <p>We are expecting a really polished piece of work with no mistakes. Good luck and we look forward to reading them.</p>
<p><b><u>Guided Reading WALT sequence events and draw inferences from a text.</u></b></p> <p>Rose Blanche activities - please see the Powerpoint on Purple Mash for further information</p>	<p><b><u>Guided Reading WALT Infer and provide justification for our views.</u></b></p> <p>Rose Blanche activities - please see the Powerpoint on Purple Mash for further information</p>	<p><b><u>Guided Reading WALT make comparisons within a text.</u></b></p> <p>Rose Blanche activities - please see the Powerpoint on Purple Mash for further information</p>	<p><b><u>Guided Reading WALT justify our inferences with evidence from the text.</u></b></p> <p>Rose Blanche activities - please see the Powerpoint on Purple Mash for further information</p>	<p><b>Spelling</b></p> <p>Use your favourite strategy to learn this week's Words of the Day.</p> <ul style="list-style-type: none"> <li>• Bubble writing</li> <li>• Write 3 ways</li> <li>• Different colour vowels</li> <li>• Pyramid writing</li> </ul> <p>Can you ask someone to test you?</p>

<p><b>P.E</b></p> <p>Complete the following activities - unlock the circle and transporter.</p> <p><a href="https://www.getset4pe.co.uk/ResourceBank/ResourceCategory/1002">https://www.getset4pe.co.uk/ResourceBank/ResourceCategory/1002</a></p> <p>You can also follow along to Joe Wicks PE lessons via youtube.</p>	<p><b>Science</b></p> <p><u>WALT: compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</u></p> <p>Complete the 2DOs set in Purple Mash:</p> <p>How a bulb works in a circuit</p> <p>The ordering of bulbs</p> <p><b>PAPER PACK WORK</b> - complete the Escape the Wind Farm activity</p>	<p><b>Music</b></p> <p>Listening to and appreciating music and creating a piece of writing/artwork to illustrate your reaction to the music.</p> <p>Starting point BBC 10 Pieces (any of the 3 sets of 10 Pieces).</p> <p><a href="https://www.bbc.co.uk/programmes/articles/qt76WSzksPSPmkj9tbVOp9/the-pieces-and-composers">https://www.bbc.co.uk/programmes/articles/qt76WSzksPSPmkj9tbVOp9/the-pieces-and-composers</a></p> <p>Choose one of the pieces and create one of the following based on your thoughts about the music.</p> <ol style="list-style-type: none"> <li>1. A mind map</li> <li>2. A piece of artwork</li> <li>3. A poem</li> <li>4 A short descriptive piece of writing.</li> </ol>	<p><b>R.E</b></p> <p><u>Why do Muslims fast?</u></p> <p><a href="#">Ramadan and Eid-ul-Fitr   Religious Studies - My Life, My Religion: Islam - YouTube</a></p> <p>Watch the clip above and then answer the following questions:</p> <p>How long does Ramadan last for?</p> <p>In which month does Ramadan take place?</p> <p>During Ramadan when do Muslims have to fast?</p> <p>What is the name of the Islamic holy book?</p> <p>What is the importance of fasting for Muslims?</p>	<p><b>DT/Computing</b></p> <p><b>DT Project - Anderson Shelter</b></p> <p>We are setting you a DT project to be completed over the next 2 weeks.</p> <p>Firstly, we would like you to find out what an Anderson shelter is and why they were important during WWII.</p> <p>Next, we would like you to make your own Anderson shelter model ideally set in a garden. If you aren't able to make a model, please imagine that you have an Anderson Shelter in your garden and sketch what you think it would look like. We would love to see your models so please upload a photo to Purple Mash or email us via the school office. Have a look at what</p>
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		<p>How does the music make you feel? What pictures does it paint in your mind?</p> <p>Musical Element of Texture. Use the Incredibox website, clicking on 'try web version', and choose one of the demos to build your own multi-layered piece of music.</p> <p>What sections worked well? What happens to the piece if you use more of one textural type than the others?</p> <p><a href="https://www.incredibox.com/demo/">https://www.incredibox.com/demo/</a></p> <p>HYPERLINK "https://www.incredibox.com/demo/"</p>		<p>another class has done here: <a href="https://www.youtube.com/watch?v=yMUxAQf2A98">https://www.youtube.com/watch?v=yMUxAQf2A98</a></p> <p>There is a document uploaded onto Purple Mash where you can record the task: W5 DT Design Sheet</p> <p>Finally, we would like to know what 5 items would you want to take into the Anderson shelter when the siren went off?</p> <p>There is a 2Do set on Purple Mash W5 DT Girl/ Boy - Anderson Shelter. If you are able to take your photo, you can turn yourself into an evacuee and tell us about your items in the speech bubble. If you aren't able to take a photo, just tell us about your items.</p> <p>Don't forget you have 2 weeks for this project!</p>
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		222		<b>Computing:</b> continue to work through the Coding tasks set as 2Dos
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**Collective Worship - to be completed during the week**

**Unconditional Love**

This overview plan accompanies the collective worship video that can be found here: <https://youtu.be/YkDGUZox3QY>  
Please ensure you watch any video clips to ensure they are suitable for your context.

<b>Gather</b>	<b>Engage</b>	<b>Respond</b>	<b>Send</b>
<p>Welcome to Worship Light the candle</p> <p>"The Lord be with you"</p>	<p>Have you ever been given conditions for using or borrowing something. Conditions are a bit like rules. "You can borrow it if you promise to put it back, put it on charge and if you break it you have to pay for a new one?"</p> <p>Or you can only go out in the garden to play when you have done your homework.</p> <p>Both of these situations have conditions or rules attached. The opposite of giving conditions would be to give someone something with no conditions - or to give it unconditionally. What does unconditional mean?</p> <p><i>Unconditional love, simply put, is love without strings attached. It's love you offer freely. You don't base it on</i></p>	<p>Jesus wasn't worried that the lady was a woman and a Samaritan. He saw her as a person, who he loved unconditionally.</p> <p>This was not romantic love, but agape love or friendship love.</p> <p>Many Christians try to love others unconditionally as God does. I wonder what you think this means?</p>	<p>We will find out what happens next in the story next time.</p> <p>Remember loving people unconditionally is hard, but follow the example of Jesus and just see a person who is just like you.</p>

*what someone does for you in return. You simply love them and want nothing more than their happiness.*

The Bible tells Christians that God's love is unconditional.

Christians know they don't have to do anything to earn the love of God, because he loved them even before they were born.

**1 John 4:10**

<sup>10</sup> This is love: not that we loved God, but that he loved us and sent his Son as an atoning sacrifice for our sins.

Today we are going to meet another person who met Jesus. This meeting totally transformed their life and the life of their whole community.

**John 4: 4- 9 – The woman at the well**

So, Jesus left Judea and went back once more to Galilee. Now he had to go through Samaria. So he came to a town in Samaria called Sychar, near the plot of ground Jacob had given to his son Joseph. Jacob's well was there, and Jesus, tired as he was from the journey, sat down by the well. It was about noon.

When a Samaritan woman came to draw water, Jesus said to her, "Will you give me a drink?" <sup>8</sup> (His disciples had gone into the town to buy food.)

God looks at the heart of people not the outside.

I wonder what loving people unconditionally actually looks like?

For our prayer time today, we are going to use our hands to help us think about people we find it easy to love and those it is harder to love.

Hold your hands together as we say a prayer.

I invite you to join me in prayer:

Dear God,

Help me to love people unconditionally as you do, not seeing what is on the outside, but what is on the inside.

There are some people I find it hard to love, so please will you help me to be more loving and kind.

Thank you God for all the people in my life who love me.

Amen

Go in joy, go in love, go in peace to love people unconditionally.

Amen

Blow out the candle

<sup>9</sup> The Samaritan woman said to him, "You are a Jew, and I am a Samaritan woman. How can you ask me for a drink?" (For Jews do not associate with Samaritans.)

In Bible times, it was not normal practice for men to talk to women, especially those they didn't know. You will also remember from last week that Jews and Samaritans were enemies and did not mix.

So according to the custom of the time there were two big reasons why Jesus should not be talking to this woman. Jesus however, went against these unwritten rules and stood by the woman to engage in conversation with her.

I wonder what this tells you about Jesus and how he feels about people?