

KS2

Thursday 11th February 2021 – Year 6

9 - 10am Close Reading	10 - 11am English	11- 11.15	11.15 - 12.15pm Maths	12.15 – 1.15	1.15 -2:15pm Computing / RE
<p><u>LO: to support my conclusions using evidence from the text</u></p> <p>Today, we will be answering questions based on the 'Smugglers' Park' text we have been studying this week. We will use the APE system to answer the questions:</p> <p>A - Answer it: this could be as simple as answering 'yes' or 'no' - it is a short, clear answer P - Prove it: in this section, a quote or fact from the text is provided to support the simple answer given in the 'Answer it' section E - Explain it: finally we provide an explanation which shows how the quote or fact we have written in the 'Prove it' section supports the answer given in the 'Answer it' section.</p>	<p>On Friday morning and afternoon google meet sessions, we will be presenting a live debate on the topic: How wrong was Goldilocks? Grammar <u>LO: to construct sentences using structures in a debate</u> Task 1 You will be required to use terms and phrases used in a formal debate. An example will be presented to you and then you will be required to mimic the structures to match your ideas Writing <u>LO: to counter balance an argument</u> Read the argument on: How wrong was Goldilocks? You will be practising the skill of countering an argument or responding to a former speaker. The ideas will be based on the topic How wrong was Goldilocks Task 1 You will present an argument (point) and counter it (those in Mr Kinson's Group) Task 2 You will present an argument in response to a former speaker (those in Mrs Clover's Group) Task 3 You will present an argument and counter it then respond to a former speaker (those in Mr Chikandwa's Group)</p>	<p><i>Break</i></p>	<p><u>LO: to convert fractions, percentages and decimal numbers</u> There is a recap activity for this mental starter. You need to recall mathematical facts relating to fractions, percentages and decimal numbers.</p> <p>LO: to calculate missing angles in quadrilaterals</p>	<p><i>Lunch</i></p>	<p><u>Computing LO: to apply spreadsheet skills</u> Last week, you applied your knowledge of how to use 2Calculate by generating a spreadsheet to help with planning a bake sale. Today we will use that spreadsheet to help us to calculate how much of the different ingredients we will need to buy. We have practised all of the skills needed in this lesson during earlier lessons this term. If you need to, please revisit lessons to help you to recap on the skills required. Today, everyone should be able to complete Tasks 1, 2 and 3 and many of you will also be able to attempt the challenge. Remember at the end of your lessons to save your work in your class folder.</p> <p><u>RE LO: to explore the idea of moral courage</u> This week, we will continue to explore the idea of moral courage- looking at what moral courage and lack of moral courage look like. Task 1 There is a suggested list of ideas on what moral courage looks like. You will choose 4 aspects and give examples matching the 4 (Mr Kinson's Group) Task 2 You will be presented with suggested list of ideas of what lack of moral courage looks like. Choose 4 and give examples to match the 4 (Mr Clover's English Group) Task 3 Choose 3 from each of the list and write comparing the 3 ideas on moral courage and lack of moral courage (Mr Chikandwa's English Group)</p>

Please send your completed work to 6C@marshill.bham.sch.uk / 6KC@marshill.bham.sch.uk

English and Maths to be emailed by 12.30pm

Foundation work to be emailed by 2.30pm

This is to allow staff to respond to work completed daily.

Question: Did Lukas try to win the race? Support your answer using evidence from the text.

Answer:

A:

P:

E:

Question: “Children who stay inside and play video games are guaranteed to be safe” Is this statement correct? Use evidence from the text to support your answer.

Answer:

A:

P:

E:

Question: What evidence is there that Lukas was scared when the two men appeared? Support your answer using evidence from the text.

Answer:

A:

P:

E:

Computing

Using a supermarket's website, can you include any pictures of the ingredients we plan to purchase? Can you include an additional column to help you to record this information?

Task 1

Find your spreadsheet from last week by opening 2Calculate, clicking on the purple button with three white lines in the top left hand corner and selecting 'Open'. Expand your Spreadsheet to give you enough space to recreate the new section included in the example to the right with the headings: 'Ingredient', 'Price', 'Quantity required', 'Cost' and the ingredients listed in yellow underneath the 'Ingredient' heading. Remember to include the yellow cells to the right of the main section which is where we will, later, record the cost to produce each cupcake and the price we will sell each cupcake for.

Remember at the end of the lesson to save your spreadsheet in the class folder.

Task 2

How complete the cells under the price column, either by copying values in the example above or by using a supermarket's website to research the items' prices (remember to format the cells as money)

Task 3

Follow the steps below to complete your spreadsheet:

1. Decide how much of each item you will need to purchase (use the information you calculated in your spreadsheet last week to help you).
2. Record the quantities needed under the 'Quantity required' column and then create a formula to calculate the cost of each ingredient under the 'Cost' column.
3. Finally, create a 'Total cost' cell at the bottom of the cost column and use a formula to find the total of all the values.
4. Find the cost for each cupcake by dividing the total cost for 400 cupcakes by 400.
5. Taking into account the cost for each cupcake, and our desire to make a profit, decide on how much to charge for each cupcake

	A	B	C	D	E	F	G	H	I
1	Ingredient	Price	Quantity required	cost					
2	butter 250g	£0.95	1	£0.95					
3	butter 500g	£1.80	12	£21.60		Total cost for 400 cupcakes	£67.38		
4	water sugar 2kg	£2.45	2	£4.90		cost each	£0.14		
5	water sugar 1kg	£1.48	0	£0.00					
6	water sugar 500g	£0.99	1	£0.99					
7	flour 1.5kg	£0.80	3	£2.40		lowest to	charge for a	cupcake is	£0.20
8	flour 500g	£0.50	0	£0.00					
9	eggs 12	£1.75	6	£10.50					
10	eggs 6	£0.89	0	£0.00					
11	milk 1.1l	£0.75	0	£0.00					
12	milk 2.3l	£0.99	1	£0.99					
13	king sugar 1kg	£1.55	5	£7.75					
14	king sugar 500g	£0.78	0	£0.00					
15	tea time cake 72	£0.75	6	£4.50					
16	salt	£0.80	1	£0.80					
17	food coloring gel bottle	£1.00	2	£2.00					
18			Total cost	£67.38					

Challenge

RE: Task 1

Choose 4 ideas based on what moral courage looks like and give an example for each of your choice.

Moral courage looks like:



- helping someone push a car out of a snowbank, even if it means being late
- standing up to a bully on the playground
- picking up litter
- doing homework or chores without being reminded
- refusing to listen to or repeat gossip
- practicing what you preach, even when no-one is looking or knows
- turning in a toy or a wallet to the Lost and Found
- giving others an equal voice regardless of race, socioeconomic status, religion, gender
- reporting someone for doing wrong even if they are your friends

Task 2

Choose 4 ideas from what lack of moral courage looks like and give examples to match each idea.

Lack of moral courage looks like:

- walking away from someone in need
- taking more than your fair share
- laughing at someone's misfortune or accident
- grabbing the spotlight from someone who has earned it
- remaining silent in the face of wrong-doing or injustice
- justifying for action/lack of action
- choosing sides after seeing which way the wind is blowing
- breaking a promise
- lying or cheating

Task 3

Choose 3 ideas from Task 1 and 2 and write comparing the ideas. You are only expected to do 1 task linked to your group. Remember to write the tasks you are answering.

Writing

Critics of

Those who oppose the idea that Goldilocks is just a thief argue that However this ignores the idea that this is stealing

The chair person, I would like to show that Goldilocks was because

The chair person, I intend to show that Goldilocks..

I therefore would like to conclude that Goldilocks was right/wrong because...

Task 1 to present an argument

The chairperson, I would like to argue in support of Goldilocks because Surely Goldilocks cannot be expected to starve when there is enough food in the house. He ate the food because it was there and for that he should not be blamed. This shows that when a person is hungry surely they cannot help it but save themselves therefore Goldilocks should not be blamed.

Use your own point in this style mimicking it so that you support it using evidence of what actually happened

Task 2

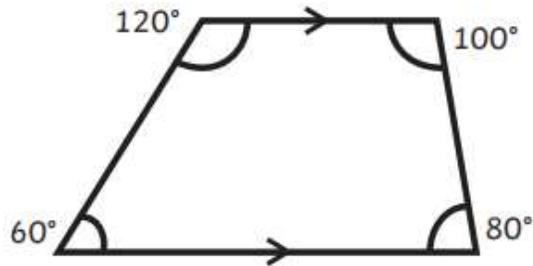
Presenting an argument in response to a former speaker

The chairperson, the former speaker tried hard to justify why Goldilocks broke into a house (without permission) and went on to steal food that was not meant for him. If he was really hungry, he could have waited for the house owner so that he could ask for permission but he did not do that: he chose to steal. Since when has stealing become permissible?

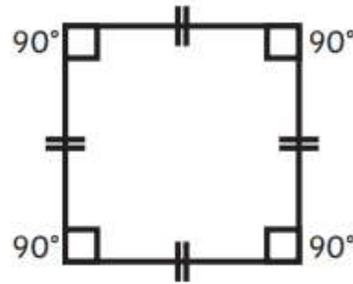
Task 3

You will present an argument and counter it then respond to a former speaker. You will need to mimic the skills in task1 and 2 in your paragraph.

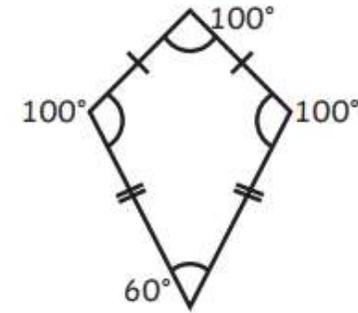
The interior angles in all quadrilaterals total 360°



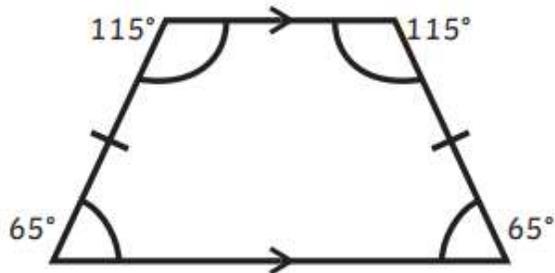
Irregular Trapezium



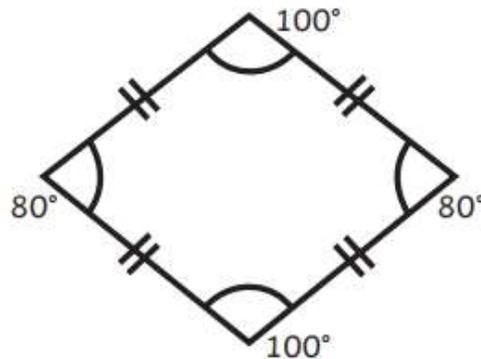
Square



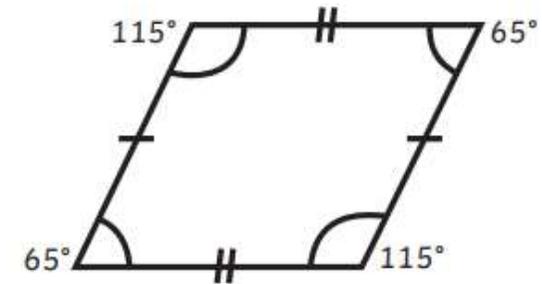
Kite



Isosceles Trapezium



Rhombus



Parallelogram

KS2

Thursday 11th February 2021 – Year 6

The image on the left shows a robot's face. Can you see the ears, eyes and mouth?

Using the attached document about angles in different types of quadrilaterals, label the size of as many missing angles as you can. Remember that the total within a quadrilateral will always be 360° and that opposite angles tend to be equal/the same size.

