

KS2

Tuesday 12th January 2021 – Mr Chikandwa's groups

9:00-10am	10-11am	11-11.15am	11.15-12.15pm	12.15 – 1.15pm	1.15 -2:15pm
<p style="text-align: center;">Close Reading</p> <p>LO to understand how counter arguments are presented</p> <p>Sheet A: <i>Do circuses still need animal acts</i></p> <p>We are going to analyse how counter arguments are presented in order to write our own argument</p> <p style="text-align: center;"><i>Task</i></p> <p><i>Let us analyse how counter arguments are presented from paragraph 3 onwards</i></p> <p><i>Use these questions to help you analyse the text</i></p> <ol style="list-style-type: none"> 1. <i>How is the third paragraph started? Which idea is presented</i> 2. <i>What technique has been used to oppose this idea?</i> 3. <i>Of the 2 ideas used in paragraph 3, which idea is stronger? Explain your choice using evidence from the text.</i> 4. <i>What style do you notice is similar between paragraph 3 and 4?</i> 5. <i>What 2 ideas have been used to dismiss the view that animals should be</i> 	<p style="text-align: center;">English –</p> <p>LO: to explore word classes</p> <p>2. log on <i>and follow the video:</i></p> <p>https://classroom.thenational.academy/lessons/to-explore-word-class-65k6ar</p> <p><i>Task: log on to and complete the following SPaG.com</i></p> <p><i>And do the work on clauses</i></p> <p>3. Write an opening paragraph to your argument on the topic below. Follow the style used in the text we are reading this week.</p> <p>A motorway is to be built where Marsh lane is, so that traffic passes through Erdington faster.</p> <p>Write your ideas for the opening paragraph in bullet points ready for tomorrow</p>	<p><i>Break</i></p>	<p style="text-align: center;">Maths -</p> <p style="text-align: center;">Starter:</p> <p>LO: to solve equations that involve order of operation</p> <p>Solve the quiz in the video</p> <p>Main</p> <p>Log on to:</p> <p>https://classroom.thenational.academy/lessons/order-of-operations-ctk3et?step=2&activity=video</p> <p>solve these problems and then go on to the work sheet</p> <p>$3 \times 12 + 11 + 8$</p> <p>$12 + 8 \times (5 - 4)$</p> <p>$(4 + 10) \times 3 - 4$</p> <p>Mr Chikandwa's Group Work Sheet 1</p> <p>Remember to submit your work via</p> <p>Y6C@marshill.bham.sch.uk</p>	<p><i>Lunch</i></p>	<p><i>This term our topic is Baghdad AD900. That's a very long time ago. How many years is that? This term we are going to approach this topic through Geography first the History in Spring 2.</i></p> <p><i>Log on to:</i></p> <p><i>LO: to locate Baghdad on the map in comparison to London and understand the background of Baghdad I AD900</i></p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8</p> <p><i>Task</i></p> <ol style="list-style-type: none"> 1. <i>On that world map, in which country is Baghdad?</i> 2. <i>In which continent is it.</i> 3. <i>About how many people lived in Baghdad during AD900.</i> 4. <i>Between how many rivers was Baghdad built</i> 5. <i>Which rivers are these?</i> 6. <i>Explain why you think the city was built between these 2 rivers.</i> 7. <i>What would you say is similar in terms of where London, Birmingham and Baghdad are built?</i> <p><i>Remember to submit your work via</i></p> <p>Y6C@marshill.bham.sch.uk</p>

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<p><i>used in circuses paragraph? Explain fully using examples</i></p> <p>6. <i>In the last paragraphs, is the writer in favour of using animals in circuses? Explain using examples from the text.</i></p> <p>Please remember to complete your work by 2:30. It is important that you do all your work. Remember to submit your work via Y6C@marshill.bham.sch.uk</p>	<p>Please remember to take photos of your work and send it to me by 2:30</p> <p>Remember to submit your work via Y6C@marshill.bham.sch.uk</p>				
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Please send your completed work to 6C@marshill.bham.sch.uk / 6KC@marshill.bham.sch.uk

Work Sheet 1 Mr Chikandwa's Maths Group

$$5 + 7 \times 4 - (11 + 6)$$

2:

$$5 \times 2 \times 8 - (12 \times 9)$$

3:

$$9 - 12 + 9 - (9 \times 2)$$

4:

$$2 - 5 \times 12 + (5 \times 10)$$

5:

$$11 \times (11 - 12) \times 11 - 9$$

6:

$$12 + (11 \times 5 - 5) + 10$$

Reading Text 1

Do circuses still need animal acts?

For over a century, touring circuses have provided family entertainment with a mixture of human and animal acts. As more information about animal behaviour becomes available, the question arises, of whether it is any longer acceptable for animals to be kept for performing.

Supporters argue that circuses are part of our tradition, and that many families who visit a circus might not go to other sorts of live entertainment. But traditions can and do change with time, and a circus without animal acts still provides plenty of variety, with clowns, trapeze and high wire acts, jugglers and acrobats.

It is claimed that circuses are educational, as they give many people the chance to see wild animals such as lions and elephants at close quarters. However, it could be argued that zoos and safari parks offer this opportunity more successfully, since they contain a far wider range of creatures living in a more natural habitat. They also usually provide additional information in the form of leaflets, signs and captions, and have staff available to answer questions.

Those in favour of animals in circuses say that the animals enjoy performing and are trained using rewards and tit-bits, so no cruelty is involved. Nevertheless, opponents point out that animals do not perform in their natural environments, and therefore it is not right to coerce them into doing this merely for the entertainment of humans. They also criticise the cramped living conditions in which circus animals are forced to spend most of their time.

Through watching informative programmes on television, more people have a growing understanding of the needs of wild animals, such as plenty of space to roam and the freedom to live with their own kind. In the 21st century, it seems unnecessary and even cruel to confine wild animals and train them to do tricks for the public's amusement.