

Home Learning KS2 Week Beginning: 22 June 2020

English:

Journey to J'burg by Beverley Naidoo

Continue reading the book until the end

You now know how the story ends for Naledi and her family but you are going to plan, draft and write a new chapter.

Naledi has come to England to further her education, you have met her at the station (you have already written this dialogue) but you need to integrate this into your story.

- Begin by setting the scene, it could be at a train station, at an airport, at a bus station. Remember to use all your senses in your description so your audience feel that they are there with you.
- Dialogue as you take Naledi to your home
- The following morning -Naledi starts secondary school with you. It is both of your first days, create an atmosphere and incorporate both of your feelings. You may want to briefly explain about the wider schooling that Naledi is now receiving by being in the UK.
- After a week, Naledi needs to decide whether she stays or goes back to South Africa. Remember to include explanations backing up her decisions.

<https://www.bbc.co.uk/bitesize/topics/zpccwmn> - planning a mapping a story

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z9n73k7> - paragraphs

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3> fronted adverbials

Take care with the planning and draft, email your class teacher so we can give you feedback before writing the final chapter. We are really looking forward to reading your stories.

Geography:

Watch Fair Trade Video – focuses on Fair Trade chocolate (11+ minutes long)

<https://www.bing.com/videos/search?q=chocolate+and+fair+trade+ks2&&view=detail&mid=3C794E6D0D13650AF6273C794E6D0D13650AF627&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3Dchocolate%2520and%2520fair%2520trade%2520ks2%26qs%3Dn%26form%3DQBVD MH%26sp%3D-1%26pg%3Dchocolate%2520and%2520fair%2520trade%2520ks2%26sc%3D1-28%26sk%3D%26cvid%3DE5FD1A0115BB4490A94B5006ACF9EC39>

Whilst watching the video consider the following questions:

- What Is Fair Trade?
- Which Products Are Fairly Traded?
- What do they have in common?

So how does Fair Trade Work, attached is a matching activity:

- Match each person with their role in the production of the goods.
- Put them in sequence order.
- Finally decide how much each person earns from the cost of the produce/product

There are three levels to the task, make sure you choose the level that will challenge you.

Citizenship:

Year 6

As we move to the end of the academic year we reflect on the roles that many of our year 6's have undertaken, PM and Play Pals, School Councilors, House Captains and Sports Captains. Every year we strive, as a community, to develop the role based on the views and opinions of the children that have carried out the role or experienced its impact in action. This week Year 6 we would like you to write a short piece about the role you have undertaken this year consider:

- How you were trained
- The responsibilities you had
- What did you add to the community of Speenhamland
- How could the role improve

If you haven't had a role did you visit PM pals, were you lead by a sports captain to participate in a sport. Did a school councilor help develop an idea from your class. Write a piece about the impact on you from the support you received. Your views of the services provided by the roles is equally important.

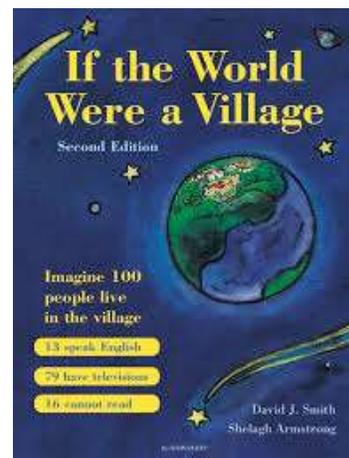
Year 5:

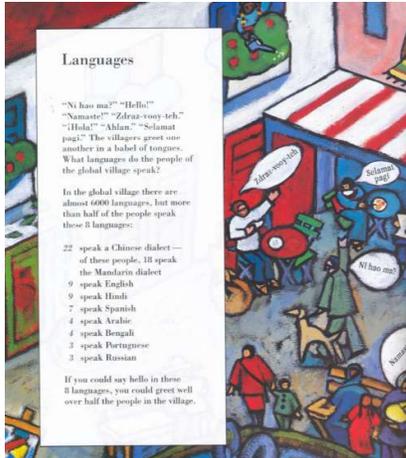
In September, as a year 6, would you like to be a house captain, sports captain, PM and Play Pal, now is the time to apply for one of these roles. Attached is an application to complete, and return to Mrs Osmond class11@speenhamland.newburyacademytrust.org. You can apply for more than one position.

Maths:

This week we will be continuing to investigate and present data. You will need to read or watch 'If the World were a Village' by David Smith

https://www.youtube.com/watch?v=W1Fs0kohK_8





Whilst you watch make some notes on some the data it shares you. Then pick some of the data to present. Think carefully about which type of graph would best suit the data you are presenting, you can choose the type of graph you would like to use from line graph, bar graph, pie chart or pictogram. Write some sentences interpreting what the graph shows. Challenge: In the book it tells you how the population is predicted to grow over the coming years, create a line graph to show the predicted increase in population within the village.

Some of the data has been created in to a slideshow which can be accessed from the link below:

https://www.slideshare.net/PriscillaChu/if-the-world-were-a-village-13379766?next_slideshow=1

Maths Investigation: Marvellous Matrix

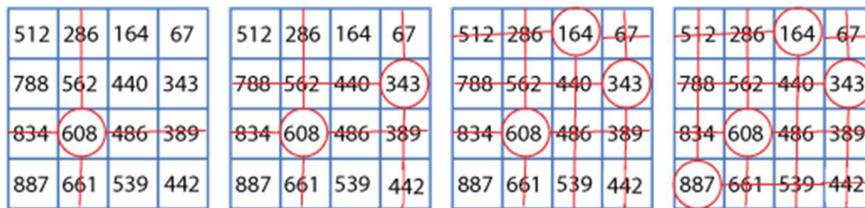
Circle any number in the matrix, for example, 608 as below.

Draw a line through all the squares that lie in the same row and column as your selected number.

Circle another number which has not got a line through it, for example, 343 and again rule out all squares in the same row and column.

Repeat for a third time, then circle the remaining number which has not got a line through it.

| | | | |
|-----|-----|-----|-----|
| 512 | 286 | 164 | 67 |
| 788 | 562 | 440 | 343 |
| 834 | 608 | 486 | 389 |
| 887 | 661 | 539 | 442 |



Add all the circled numbers together. Note your answer.

Try again with a different starting number. What do you notice?

See if you can work out how this matrix works.

Below is a simpler one which might be easier to investigate.

| | | | |
|----|----|----|----|
| 21 | 17 | 26 | 31 |
| 23 | 19 | 28 | 33 |
| 15 | 11 | 20 | 25 |
| 30 | 26 | 35 | 40 |

Can you make a similar matrix which generates a different total?