

## Home Learning Timetable

### Year **6CD** Term 3 Week 5 - 1.2.21

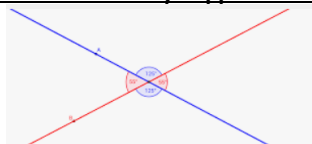
Session	Time	Hyperlink	Meeting ID	Password
PE	9.00am	<a href="https://www.youtube.com/c/TheBodyCoachTV/videos">https://www.youtube.com/c/TheBodyCoachTV/videos</a>	x	x
Maths (Mr S)	10.00am	<a href="https://us02web.zoom.us/j/85102190104?pwd=cEdMQ3YzRmNCOXc5QVRVSTRaS09vQT09">https://us02web.zoom.us/j/85102190104?pwd=cEdMQ3YzRmNCOXc5QVRVSTRaS09vQT09</a>	851 0219 0104	286371
English (Mr M)	11.30am	<a href="https://zoom.us/j/99215409410?pwd=WEpqSTBqbfJUVjB6TU52R09RbDdqUT09">https://zoom.us/j/99215409410?pwd=WEpqSTBqbfJUVjB6TU52R09RbDdqUT09</a>	992 1540 9410	9cBGPp
Afternoon Session	2.00pm	(Mr S - Mon, Tues & Wed) <a href="https://us02web.zoom.us/j/85102190104?pwd=cEdMQ3YzRmNCOXc5QVRVSTRaS09vQT09">https://us02web.zoom.us/j/85102190104?pwd=cEdMQ3YzRmNCOXc5QVRVSTRaS09vQT09</a>	851 0219 0104	286371
		(Mr M - Thurs & Fri) <a href="https://zoom.us/j/92098725513?pwd=bnZMSnNrRXJFdvBqSm95YlZlZWxB4Zz09">https://zoom.us/j/92098725513?pwd=bnZMSnNrRXJFdvBqSm95YlZlZWxB4Zz09</a>	920 9872 5513	52frhF

- PE Sessions will be Mondays, Wednesdays & Fridays
- Maths, English and Afternoon Sessions will be each week day, unless stated otherwise
- Please arrive on time to the sessions to avoid missing out. Place yourself in the waiting room five minutes before the lesson starts if you are able to
- **Please ensure that your device is named as your first name and surname.**
- Record any work in your home-learning book. This can then be photographed and emailed to your teacher
- The Garlinge PE team are providing videos and activities that can be done at home. Click this link and go to the PE & Sports tab to find out more: <https://www.garlingeprimary.co.uk/home-school-learning>

### Monday 1.2.21

#### Maths

##### Calculate Vertically Opposite Angles



<https://www.bbc.co.uk/bitesize/article/s/zhvn2v4>

Please open the BBC link, this lesson includes: two videos and two worksheets. Check that you know the linked vocabulary. Use the bitesize lesson to help to teach you about vertically opposite angles.

##### Top Tips

- 360 degrees in a full turn.
- 180 degrees in half a turn.
- 90 degrees in a right angle.
- When two straight lines cross, vertically opposite angles are always equal.
- Calculations and workings are useful.

**Activity:** use all of today's learnt knowledge to complete the two different quizzes and then the two worksheets under Monday's maths below. The answers are there for checking afterwards. Remember you do not need a protractor for this; you are looking at the information given to help you calculate.

#### English



Why are fire drills important at school?

Read through the Fire Drill comprehension. Discuss the importance of these. Why do schools have practise fire drills? What do you think a Fire Marshall is?

Make a note of any words that you are unsure of and find their definition in a dictionary or online.

Answer the questions on the questions sheet. Remember to reference your answers in the text.

**Extension:** Create a poster outlining the important steps of a fire drill.

#### Science

**LI:** To investigate what changes the length of a shadow.

Shadows are formed due to a lack/absence of light. Since objects block the path of light, a shadow is cast behind the object. If an object is close to a light source, then the shadow will be large as the object blocks a lot of light. If the object is far from the light source, then the shadow is small.

Watch this video to learn more:

<https://www.bbc.co.uk/bitesize/clips/z87jm/p3>

**Task 1:** Look at the image in the resources. What's wrong with the shadows of some of the characters. Write these down in your home-learning book.

**Task 2:** Create a shadow puppet show! Watch the videos to learn how to make some shadow puppets. Try and make your shadows larger and smaller by moving the object away from a light source.

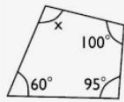
<https://www.youtube.com/watch?app=desktop&v=OsdMqNICrls>

<https://www.youtube.com/watch?app=desktop&v=Kz8wP2RYy64>

## Tuesday 2.2.21

### Maths

#### Angles in Quadrilaterals



Angles in a quadrilateral add up to 360°

<https://www.bbc.co.uk/bitesize/articles/z4vfxbk>

Please open the BBC link, this lesson includes: two videos and two worksheets. Check that you know the linked vocabulary.

Use the bitesize lesson to help to teach you about angles in a quadrilateral.

#### Top Tips

- A quadrilateral is a four-sided shape.
- There are different types of quadrilaterals.
- The internal angles in a quadrilateral add up to 360 degrees.

Complete the angles in quadrilaterals worksheet and then check your answers. Please do show your workings.

### English

#### Adverbs for Possibility

An adverb describes a verb, an adjective, or another adverb and answers the questions below.

How?  
easily  
happily  
loudly  
quickly  
quietly  
sadly  
silently  
slowly

How Often?  
always  
every day  
frequently  
never  
often  
once  
seldom  
sometimes

When?  
after  
before  
early  
now  
since  
soon  
today  
yesterday

Where?  
away  
everywhere  
here  
home  
inside  
near  
outside  
there

In this lesson you will learn how to identify an adverb within a sentence and use an appropriate adverb to determine possibility.

What does an adverb do?

Can you identify them in a sentence?

**Activity** - Complete the worksheet below. Identify the adverbs used in the sentences and complete the sentences using the most appropriate adverb to indicate possibility.

**Extension:** Complete worksheet 2. These adverbs show when, how often and where something is. Can you write your own sentences and highlight the adverbs you have used in your writing?

### Topic

#### Mayan Gods



Religion was an integral part of the ancient Maya culture. They believed in and worshipped lots of different gods. They believed that the gods had a good side and a bad side and that they could help or hurt them. The Maya would dance, sing and sometimes make offerings of blood to the gods to show their respect and loyalty.

Watch the introductory clip below:

<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p>

<https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-gods-and-goddesses/>

What did you find out?

Use the videos and resources to create a fact file about four of the Mayan Gods.

**Extension:** Tomorrow you will be designing your own Mayan god. Have a go at drawing them using the designs / ideas you have seen. Use bright colours and give him / her a name.

## Wednesday 3.2.21

### Maths

#### Angles in Polygons



<https://www.bbc.co.uk/bitesize/articles/z6rsm39>

This lesson includes: one video and two quizzes. Check that you know the linked vocabulary. Use the bitesize lesson to teach you about angles in a polygon.

#### Top Tips

- Polygons are 2D shapes that have straight sides. Regular polygons have sides and angles all the **same size**.
- The formula to work out the sum of internal angles = (number of sides - 2) x 180°. So, for a pentagon it is 5 - 2 = 3 Then x by 180.
- Did you know that once you have subtracted 2 from the number of sides, this actually **represents the number of triangles that the polygon is able to be partitioned into** from the same vertex?

Today, have a go at both of the quizzes, then check you have understood the formula by reading the BBC quiz again.

### English

#### To design and create a Mayan God



Following yesterday's lesson, design and create your own Mayan god. What would he or she be responsible for? What would their name be? What do they carry or wear? Do they require sacrifices?

Use your imagination and the planning sheet below to generate ideas. Try to use all of the research you have found so far to help you

**Extension:** Draw him or her, if you started this yesterday. Try and draw in the style of the Mayans (see below)

### RE



**LI:** To describe what happens on a pilgrimage

What inspirational place would you like to visit? What will you need to help you achieve this goal?

What do you think a pilgrimage is?

The Hajj is a pilgrimage which all Muslims are expected to carry out at least once in their life.

<https://www.youtube.com/watch?app=desktop&v=Ok7-mB62xeE>

<https://www.youtube.com/watch?v=FpLLiHSHXY>

Task 1: Think about the key moments of the Hajj (there are some images to help you). Imagine you go on the Hajj Pilgrimage.

Write down in the form of a diary recount a particular day or memory from the pilgrimage. What did you do? How did you feel? What did you find exciting? Tiring?

Task 2: Using the pictures for help, draw out the Hajj Pilgrimage using pictures and a road.

## Thursday 4.2.21

### Maths

#### Circles - Radius and Diameter



<https://www.bbc.co.uk/bitesize/articles/zcfy6g8>

Please open the BBC link, this lesson includes: two videos and two worksheets. Check that you know the linked vocabulary.

Use the bitesize lesson to help to teach you about circles.

#### Top Tips

- The diameter is double the radius. It passes from one side of the circle to the other through the centre point.
- The radius is from the middle of the circle to the edge and is half of the diameter.
- The circumference goes all the way round the outside of the circle.

### English - Comprehension

#### Celebrating the NHS



Read through the Celebrating the NHS comprehension. Discuss - Why should we be thankful to the NHS?

Make a note of any words that you are unsure of and find their definition in a dictionary or online.

Answer the questions on the questions sheet.

*Extension: Create a Thank-you poster for the NHS/ keyworkers that you could display in your window at home.*

### Art/Topic

#### Mayan Religion/Spiritually



Both the ancient and highland Maya today believe that they have a spirit/animal companion. The ancient Maya called it Way (pronounced 'Why') and the Maya today call it their nahual/nawale. Your birthdate defines what animal/spirit companion you have and also tells you your character traits.

#### Find out your Maya spirit-companion!

Spirit-companions are linked with the twenty sacred calendar days (Tzolk'in). Use the web-site below to discover your companion.

<https://www.mayaarchaeologist.co.uk/school-resources/maya-spirit-animals/>

Now that you know your spirit companion, create your design. Return to the web-page we looked at yesterday and scroll down until you reach the 'Children's Activities' section and create your design.

<https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-gods-and-goddesses/>

## Friday 5.2.21

### Maths

#### Geometry Properties of Shape

Today is assessment day. Please look through all of this week's work on properties of shape and check if you made any errors.

Can you correct where you went wrong possibly?

What key vocabulary have we learnt this week?

Assessment - scroll down to today's lesson and under Friday's maths there is an assessment today. Please work through with plenty of workings out remembering what we have learnt. If you have forgotten anything look back through the BBC shape links from this week.

Good Luck!

### English

#### Instruction Writing



The ancient Maya people enjoyed making and eating delicious corn tortillas.

The ancient Maya loved to make and eat delicious corn tortillas.

Look at the recipe below and follow the instructions. Can you make them with the supervision of a grown up?

Can you write an instructional text of your own to make your favourite food or drink?

#### Remember to include the following

#### features:

1. A title
2. Subheadings
3. Bullet points for lists
4. A list of equipment needed
5. A list of ingredients
6. Imperative (bossy verbs) e.g. cut, roll, mix etc.
7. Time conjunctions e.g. firstly, secondly, finally etc.

### PSHE

#### Showing Kindness - Part 2



What did you do two weeks ago to show kindness at home?

How did your adult feel after your act of kindness?

Show some more kindness to your adults by carrying out another act of kindness.

Perhaps repeat the thing that you did, or come up with something new?

Discuss with someone the ideas that you would like to carry out to show kindness.

#### Task:

Write down a list of some of the things that you have done to show kindness.

Now write down a few things which you can aim to do this weekend to help spread even more kindness!



## Other Activities for the Week

Use the following link to practise your times tables. <https://ttrockstars.com>



Try watching Newsround each day

[https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround)



Can you write a list of top tips for the week linked to some of our mathematics learning? Remember to include key vocabulary. Can you list and draw the different types of: triangles, quadrilaterals and other polygons?

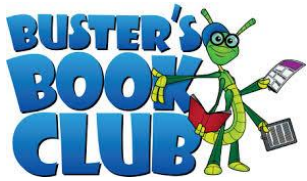
### **Sing-up at Home**

<http://www.singup.org/singupathome> This link should take you to a page with a bank of songs which all children can access. Scroll down to access playlists.

### **Isle of Tune**

<https://isleoftune.com/> Create your own music by making roads and repeated rhythms!

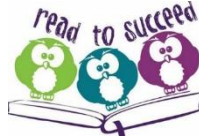
**Remember to read for Buster's Book Club every Wednesday.** Here are the reading targets that you should aim for!



Years R and 1 - Aim for at least 10 mins of reading (sharing a book with a grown up)

Years 2 and 3 - Aim for 15 minutes of reading with an adult.

Years 4, 5 and 6 - Aim for 20 minutes of reading (with an adult or independently).



**Try to read at least 20 minutes - three times a week!**

Enjoy storytime with free online books and videos, play games, win prizes, test your knowledge in our book-themed quizzes, or even learn how to draw some of your favourite characters. <https://www.booktrust.org.uk/books-and-reading/have-some-fun/>



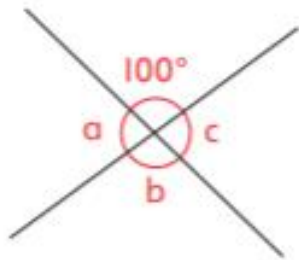
<https://clubs-kids.scholastic.co.uk/quizzes>

This is a great site where children can complete quizzes on a range of different books from KS2. There are also activity sheets and colouring sheets based around a number of ks2 books. Could we add this to the home learning extra resources section for years 3-6?

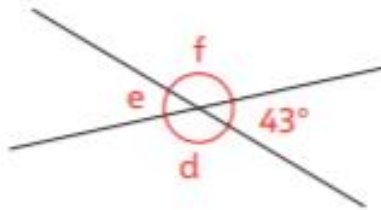
## Monday's Maths

1 Calculate all the angles that you can.

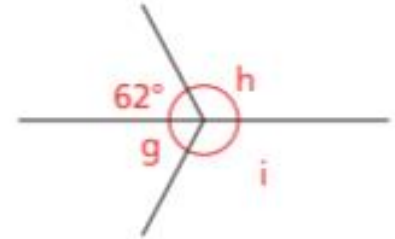
a)



b)



c)

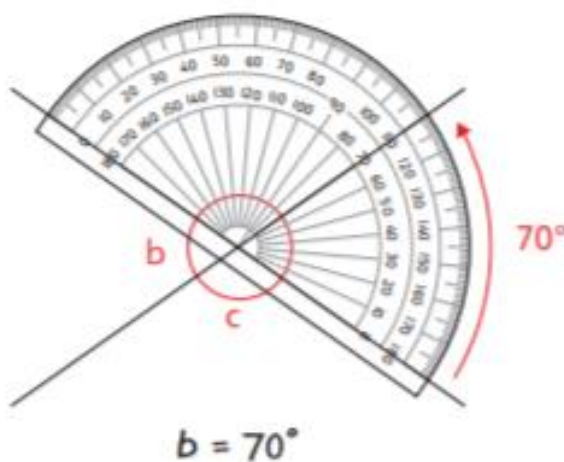


I am not sure all of these are possible.



2

Draw pairs of straight lines that cross at different angles. Check that the opposite angles are equal by measuring with a protractor.



I measure one angle, then predict the rest of the angles before I check with a protractor.



# Vertically opposite angles

1 Draw lines to match each diagram with the missing angle.

2 Circle the diagram that does **not** show vertically opposite angles.



3 Calculate each of the missing angles below.

a) b) c)

## Answers

### Answers

#### W11 Y56 L6 activity 1

1: Angles clockwise from given angle:

a)  $100^\circ$ ,  $80^\circ$ ,  $100^\circ$ ,  $80^\circ$ ;

b)  $43^\circ$ ,  $137^\circ$ ,  $43^\circ$ ,  $137^\circ$ ;

c)  $62^\circ$ ,  $118^\circ$ , unknown, unknown

2: You should have drawn a pair of crossing straight lines.

#### W11 Y56 L6 activity 2

1. 1st missing angle =  $110^\circ$

2nd missing angle =  $70^\circ$

3rd missing angle =  $55^\circ$

4th missing angle =  $125^\circ$

2. Third diagram should be circled.

3. Missing angles from the top going clockwise:

a)  $135^\circ$ ,  $45^\circ$ ,  $135^\circ$

b)  $142^\circ$ ,  $142^\circ$ ,  $38^\circ$

c)  $114^\circ$ ,  $66^\circ$ ,  $66^\circ$

# Fire Drills

Fire drills are a really important part of your school organisation as they are designed to keep us safe. A drill just means doing the same thing until it becomes well-practised and this is what you do in your school so everyone knows what to do in a real fire. Sometimes, you will know there is a drill going to happen, others times you might not, but at any time there could be a real fire and you would need to carry out the drill perfectly to keep everyone safe.



## Responding to a Fire Drill

The drill will start with the sound of your fire bell or fire alarm. This will be different in different schools, but it will be quite loud and will not sound the same as the bells you are used to. This is so you are clear it is a fire alarm. In a drill it will be the person in charge of the building or the headteacher that will usually switch on the alarm; someone will also start a timer to see how long it takes everyone to get out of the building to safety.

On hearing the alarm, everyone stops what they are doing, stands up, puts chairs back under tables and walks to the nearest exit. Children should not talk so that if teachers need to give instructions, everyone can hear. If you are not near your usual exit or your exit is blocked, then that's what these green emergency exit signs are for - they let people know in any public building, where the nearest exit is.

As everyone leaves the building, all the doors will be shut behind them - this is because closed doors stop fires spreading from one room to the next and stop air and oxygen circulating around the building which will help fire grow and spread quicker.





Once everyone is out of the building, the whole school will assemble together, lined up in classes so that teachers can check that everyone is there and out of the building. Again, it is really important to keep silent so that any messages or instructions can get through. The teachers will tell the headteacher, or the person in charge of the drill, if their class are all there. If anyone was missing in a real fire, then the fire brigade would need to know that someone was still in the building, so they could be rescued.

### **Remember!**

Fire drills are nothing to be too concerned about; think about them as being prepared. Listening and remembering what to do, however, will help to keep everyone safe!

### **Things you can do to help yourself and the school:**

- If you hear the fire alarm, just go quickly and quietly (but don't run) to the nearest exit and out to the assembly point.
- If you've been sitting on a chair, push it back under the table.
- Listen to what all the adults are saying.
- Know what to do if you find a fire in school.
- Keep an eye out for things that could cause a fire in school.





# Fire Drills Questions

1. Why do we need to do fire drills if it isn't a real fire?

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2. How will you know that it's the fire alarm and not your normal school bell?

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3. How should you leave the building in a fire drill?

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4. If you weren't sure where the nearest exit was, what would you look for?

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5. Why do you think you need to put chairs back under tables if you've been sitting on them?

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6. Why should you not talk during a fire drill?

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7. Will the fire brigade turn up at your school for a fire drill?

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8. In the sixth paragraph, what does the word 'assemble' mean?

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9. Name three things you can do to help yourself and others in a fire drill.

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10. Can you think of a reason that you might be separated from your class when the alarm goes and what would you do in this situation?

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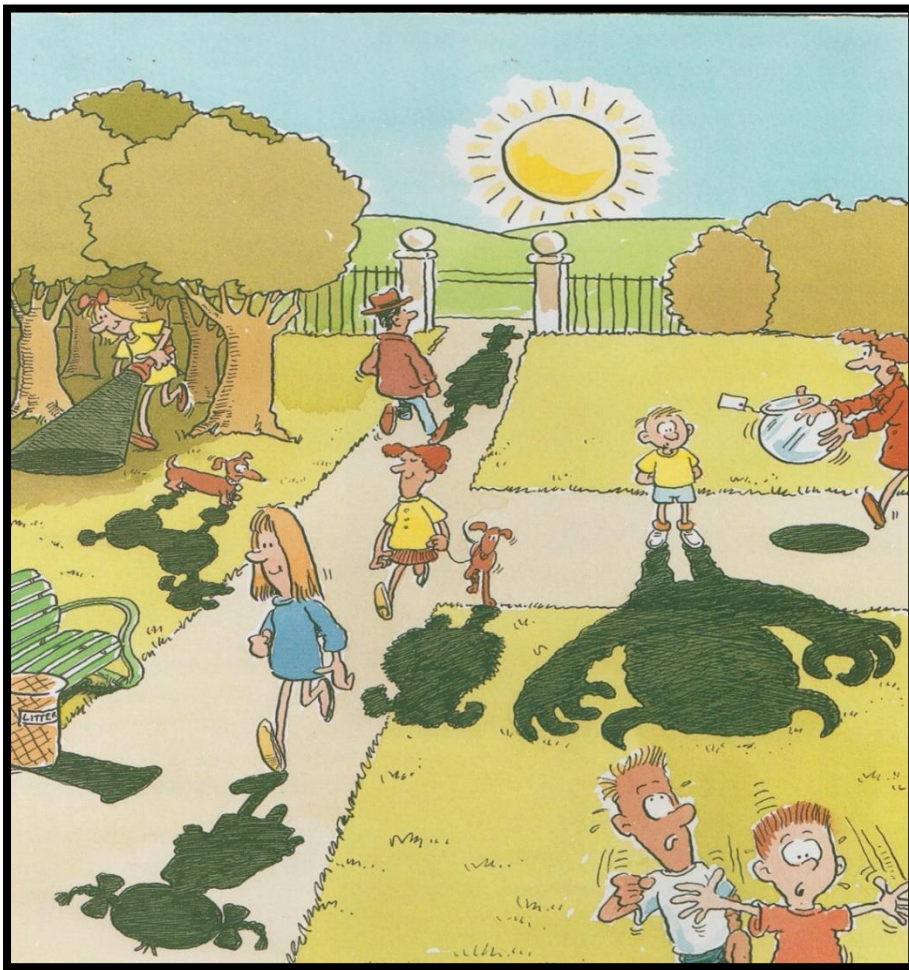
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# Fire Drills Answers

1. Why do we need to do fire drills if it isn't a real fire?  
**We need to do them in order to practise, so we know what to do in a real fire.**
2. How will you know that it's the fire alarm and not your normal school bell?  
**The fire alarm will sound different and usually it is a lot louder.**
3. How should you leave the building in a fire drill?  
**You should leave quickly and quietly (also: not running or panicking).**
4. If you weren't sure where the nearest exit was, what would you look for?  
**You would look for the green running person/emergency exit sign.**
5. Why do you think you need to put chairs back under tables if you've been sitting on them?  
**You need to put the chairs under so they don't get in the way or trip people up when they are trying to leave the room. It leaves a clear pathway.**
6. Why should you not talk during a fire drill?  
**You should not talk so that you (and everyone including teachers) can hear information or instructions (or anyone shouting for help).**
7. Will the fire brigade turn up at your school for a fire drill?  
**No – but they would in a real fire when someone would call 999.**
8. In the sixth paragraph, what does the word 'assemble' mean?  
**Assemble means gather together in one place – like the word 'assembly'.**
9. Name three things you can do to help yourself and others in a fire drill.  
**Any three from: go quickly and quietly, go to nearest exit, don't talk, don't run, know what to do in the drill, watch out for dangers, close doors, push chairs under tables, listen.**
10. Can you think of a reason that you might be separated from your class when the alarm goes and what would you do in this situation?  
**Use as a discussion as a class: include things like being in the toilet or delivering the register to the office, or collecting something from another class. Talk about the layout of your school, finding the nearest exit and joining up with your class at the assembly point.**

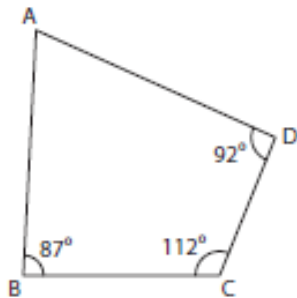
Monday's Science



**Quadrilateral - Angles**

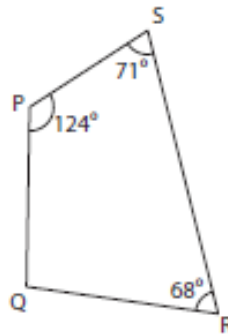
Find the measure of the indicated angle in each quadrilateral.

1)



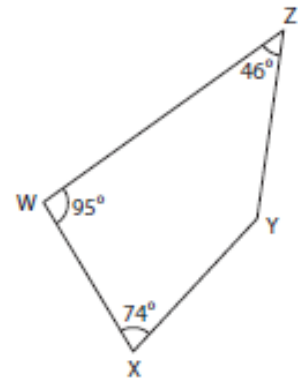
$m\angle A = \underline{\hspace{2cm}}$

2)



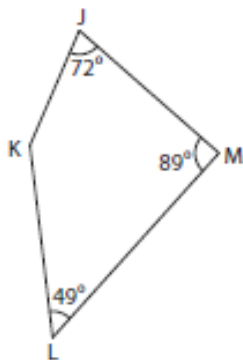
$m\angle Q = \underline{\hspace{2cm}}$

3)



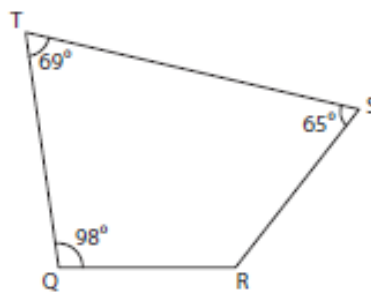
$m\angle Y = \underline{\hspace{2cm}}$

4)



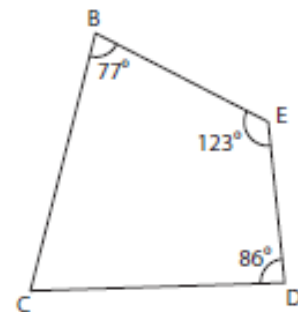
$m\angle K = \underline{\hspace{2cm}}$

5)



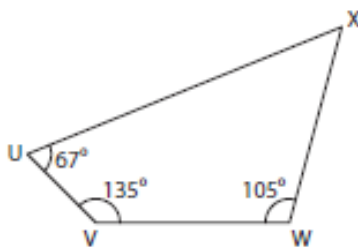
$m\angle R = \underline{\hspace{2cm}}$

6)



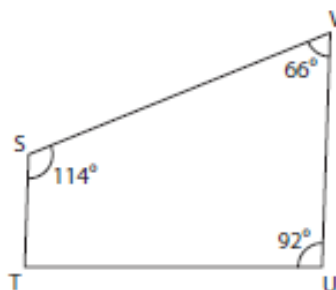
$m\angle C = \underline{\hspace{2cm}}$

7)



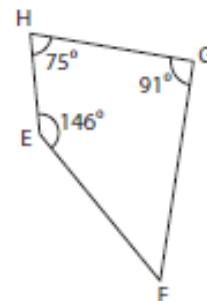
$m\angle X = \underline{\hspace{2cm}}$

8)



$m\angle T = \underline{\hspace{2cm}}$

9)



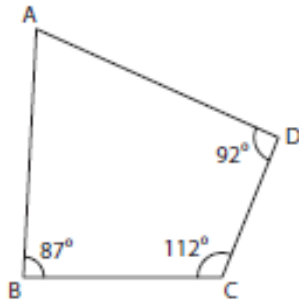
$m\angle F = \underline{\hspace{2cm}}$



**Quadrilateral - Angles**

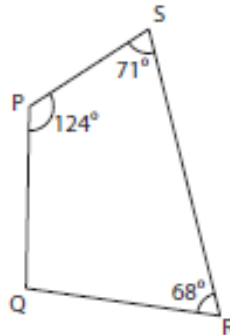
Find the measure of the indicated angle in each quadrilateral.

1)



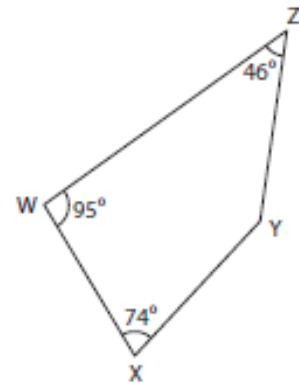
$m\angle A = \underline{69^\circ}$

2)



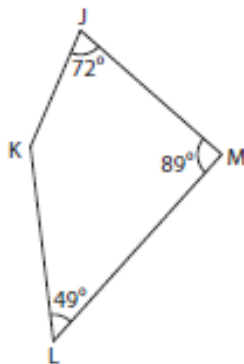
$m\angle Q = \underline{97^\circ}$

3)



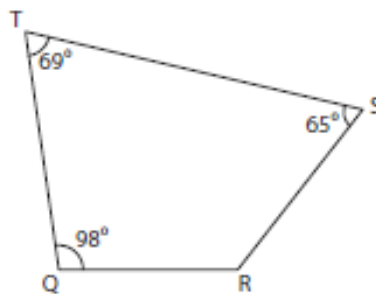
$m\angle Y = \underline{145^\circ}$

4)



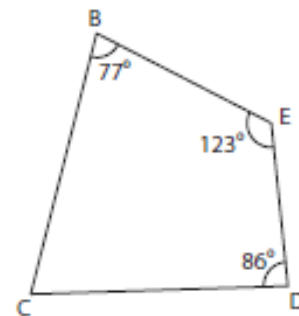
$m\angle K = \underline{150^\circ}$

5)



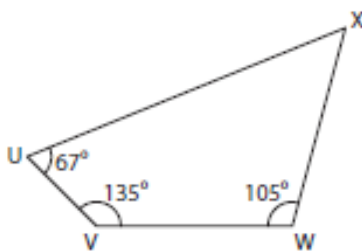
$m\angle R = \underline{128^\circ}$

6)



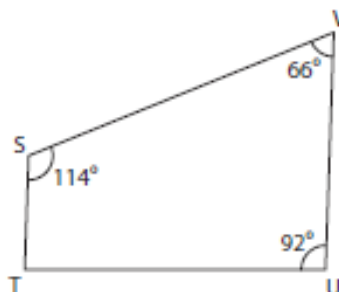
$m\angle C = \underline{74^\circ}$

7)



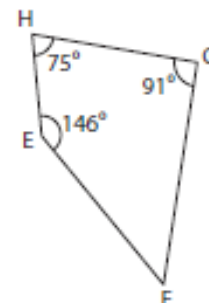
$m\angle X = \underline{53^\circ}$

8)



$m\angle T = \underline{88^\circ}$

9)



$m\angle F = \underline{48^\circ}$

**Challenge** - Can you have a go at the practical activity on the BBC site testing with the paper and scissors?

## Tuesday's English

Begin by underlining the adverb of possibility in each sentence - think about which word is giving information about how likely something is. Then choose a suitable way to finish the sentence.

1. The sky seemed white and low and it was obviously going to \_\_\_\_\_.
2. As she was nervous about tomorrow, perhaps \_\_\_\_\_.
3. As they had such a big lead in the race, surely they would \_\_\_\_\_.
4. I can't come this time but I definitely will \_\_\_\_\_.
5. Clearly the \_\_\_\_\_ is good but the \_\_\_\_\_ is even better.
6. It feels like my mum has been out for a long time, maybe \_\_\_\_\_.
7. We'll bring some food and we might possibly bring \_\_\_\_\_.
8. Don't say anything is impossible until you have \_\_\_\_\_.
9. Undoubtedly, the best way to chop wood is \_\_\_\_\_.
10. If you haven't tried the \_\_\_\_\_, then you certainly should!

## Tuesday's Answers



Multiple possible answers for sentence blanks.

1. The sky seemed white and low and it was obviously going to *snow*.
2. As she was nervous about tomorrow, perhaps *she would forget her lines*.
3. As they had such a big lead in the race, surely they *would win*.
4. I can't come this time but I definitely will *next time*.
5. Clearly the *game* is good but the *new one* is even better.
6. It feels like my mum has been out for a long time, maybe *she is lost!*
7. We'll bring some food and we might possibly bring *a cake*.
8. Don't say anything is impossible until you have *tried it*.
9. Undoubtedly, the best way to chop wood is *with a razor sharp axe*.
10. If you haven't tried the curry, then you *certainly* should!

## Tuesday's English

Adverb Word Bank					
happily	tomorrow	next	soon	carefully	slowly

1. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Next, she looked for her coat.
- e) It would be his turn soon.



2. Complete the sentences below. Use the **Adverb Word Bank** to help you.

- a) She ran \_\_\_\_\_ down the road.
- b) It will be my birthday \_\_\_\_\_.
- c) He wandered \_\_\_\_\_ home.
- d) \_\_\_\_\_, she had to wrap her brother's present.
- e) Her dad was coming to pick her up \_\_\_\_\_.



# Maya Gods Fact File

FACTS



Name: \_\_\_\_\_

Meaning of Name: \_\_\_\_\_

God of: \_\_\_\_\_

Appearance: \_\_\_\_\_

Interesting fact: \_\_\_\_\_

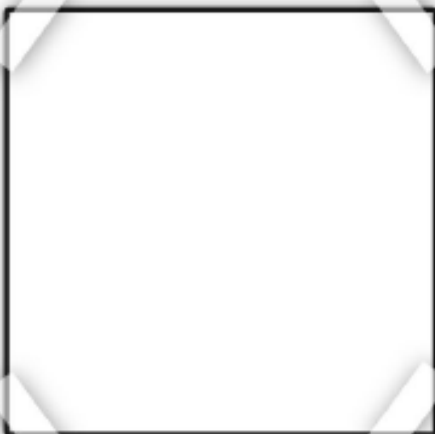
Name: \_\_\_\_\_

Meaning of Name: \_\_\_\_\_

God of: \_\_\_\_\_

Appearance: \_\_\_\_\_

Interesting fact: \_\_\_\_\_



Name: \_\_\_\_\_

Meaning of Name: \_\_\_\_\_

God of: \_\_\_\_\_

Appearance: \_\_\_\_\_

Interesting fact: \_\_\_\_\_

Name: \_\_\_\_\_

Meaning of Name: \_\_\_\_\_

God of: \_\_\_\_\_

Appearance: \_\_\_\_\_

Interesting fact: \_\_\_\_\_





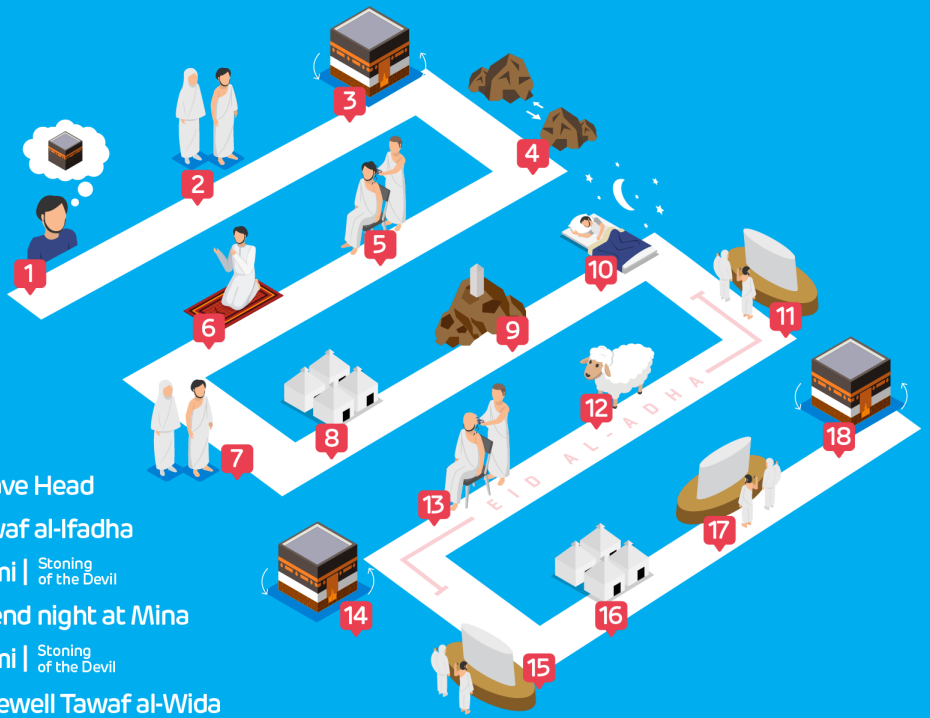
# Design a Maya God

<p><b>Name:</b></p>  <p><b>Meaning of name:</b></p>	<p><b>Drawing of your god</b></p>
<p><b>God of what?</b></p>	
<p><b>What do they carry/wear?</b></p>	<p><b>Any other information?</b></p>
<p><b>What sacrifices have to be made to this god?</b></p>	
<p><b>Extension:</b> What myth might this god be at the centre of? What event could be explained by their actions?</p>	



# THE HAJJ GUIDE

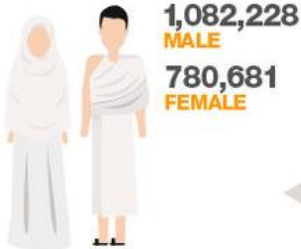
- 1 Preparation & Intention
- 2 Enter state of Ihram
- 3 Tawaf x7
- 4 Safa and Marwa
- 5 Clip/Shave Hair | Umrah Ends
- 6 Resting & Praying
- 7 Enter state of Ihram
- 8 Arrive at Mina
- 9 Day of Arafah
- 10 Muzdalifah | Under the night sky
- 11 Rami | Stoning of the Devil
- 12 Qurbani
- 13 Shave Head
- 14 Tawaf al-Ifadha
- 15 Rami | Stoning of the Devil
- 16 Spend night at Mina
- 17 Rami | Stoning of the Devil
- 18 Farewell Tawaf al-Wida



Saudi Arabia hosts some 2 million Muslims from around the world for the 6-day pilgrimage.

**1,862,909**

TOTAL PILGRIMS 2016



**2** PERFORM TAWAF AROUND KAABA



KAABA COVER (KISWA) IS REPLACED ANNUALLY AS PILGRIMS DEPART FOR MOUNT ARAFAT

**700kg\*** SILK    **120kg\*** SILVER AND GOLD THREAD

**\$5.8m\*** TOTAL MANUFACTURING COST

**1** ENTER MECCA

**3** PERFORM SA'I



**6** NIGHT AT MUZDALIFAH

**MUZDALIFAH**  
Open plain between hills of Arafat and Mina; stones are also collected here for the next day

DEPART TO MINA

**4**

**5** DAY AT ARAFAT



**7** STONING THE DEVIL IN MINA

DEVIL STONING PILLAR

**45,000\*** TENTS IN MINA

**8** ANIMAL SACRIFICE



**770,000\*** SHEEP AND GOATS

**9** TRIM HAIR AND REMOVE PILGRIM'S IHRAM



**12** FAREWELL TAWAF AT KAABA

**Over 20m** LITRES OF ZAMZAM WATER CONSUMED

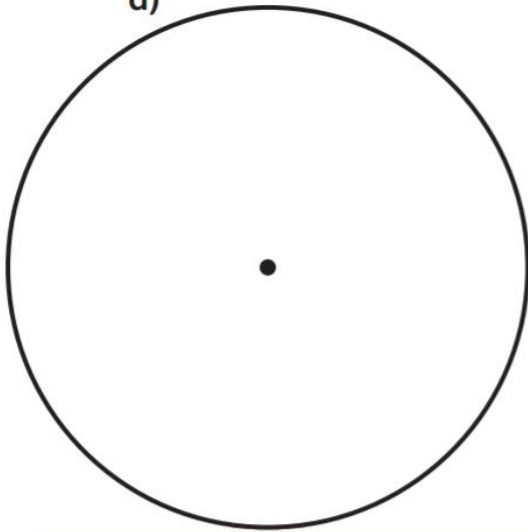
**11** STONING THE DEVIL IN MINA

**10** RETURN TO KAABA FOR TAWAF AND SA'I

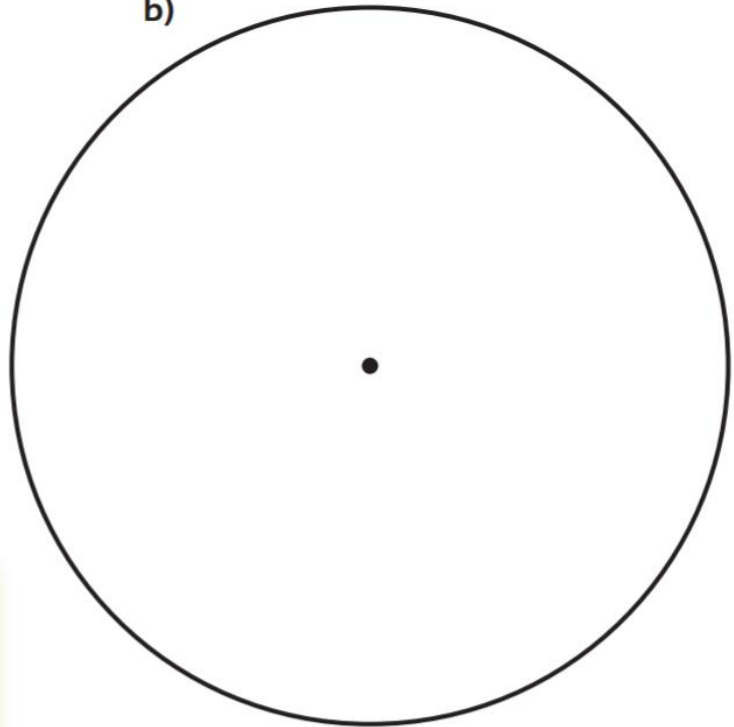
Thursday's Maths

1 Measure the radiuses (radii) of the circles below.

a)



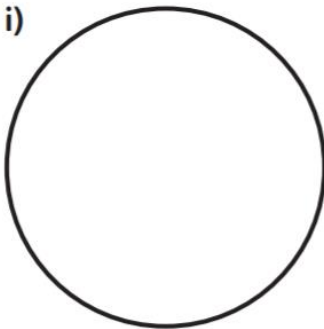
b)



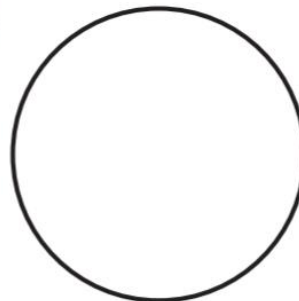
The widest part of a circle is called the **diameter**. The radius is half the diameter.

3 Max has drawn some circles, but he forgot to mark the centres. Find the radius of each circle.

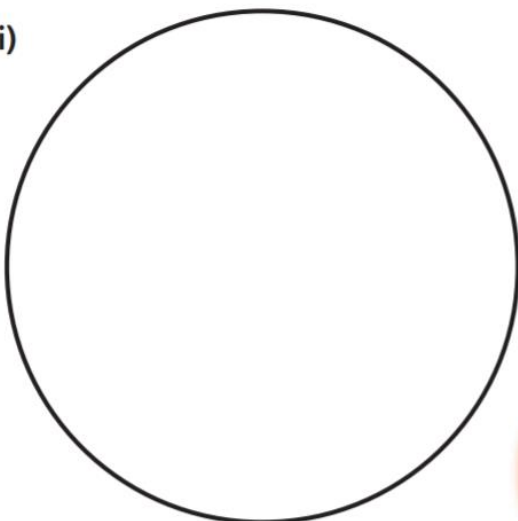
i)



iii)



ii)



You can use the diameter to find the radius.

# Celebrating the NHS

## What Is the NHS?

NHS stands for National Health Service: a group of organisations that provide medical care for people living in the UK. They support those who are feeling unwell or are injured.

It is estimated that there are 1.5 million people working as part of the NHS carrying out a variety of roles. Every person and every role is crucial in creating a successful health system in the country.



## When Was the NHS Founded?

Before the NHS was founded, only wealthy people could afford to go to a hospital or get medical help. Every visit to a doctor or dentist would cost the person money. If the person could not afford it, they did not receive the treatment that they needed.

Aneurin Bevan decided to change things. After the Second World War, Aneurin Bevan was chosen to be the Minister of Health in the government. He founded the National Health Service on 5<sup>th</sup> July 1948. The Health Minister wanted a system which provided medical care that was free for everyone who lived in the UK. He wanted all people to be treated equally.

## Why Is Our NHS Special?

The NHS was designed so that every person who lived in the United Kingdom could receive free medical help, treatment and advice. However, running the NHS is expensive so every working adult pays **taxes** which fund the NHS and pay wages to NHS staff.

Many people consider themselves lucky to have the NHS in the UK. In some parts of the world, people without **health insurance** or who can't afford treatment would not be able to receive medical care. There are also places where the care that you receive when you are ill will be of a lesser quality if you have less money.



### How Did the NHS Respond to the Coronavirus Pandemic?

During the global coronavirus (COVID-19) **pandemic**, NHS staff were praised for their bravery and self-sacrifice. Doctors, cleaners and other healthcare workers have risked their own lives to care for other people.

A total of 17 buildings around the UK were converted into hospital facilities to treat people with coronavirus. Many professionals (who had left or retired from the NHS) were asked to return to help.

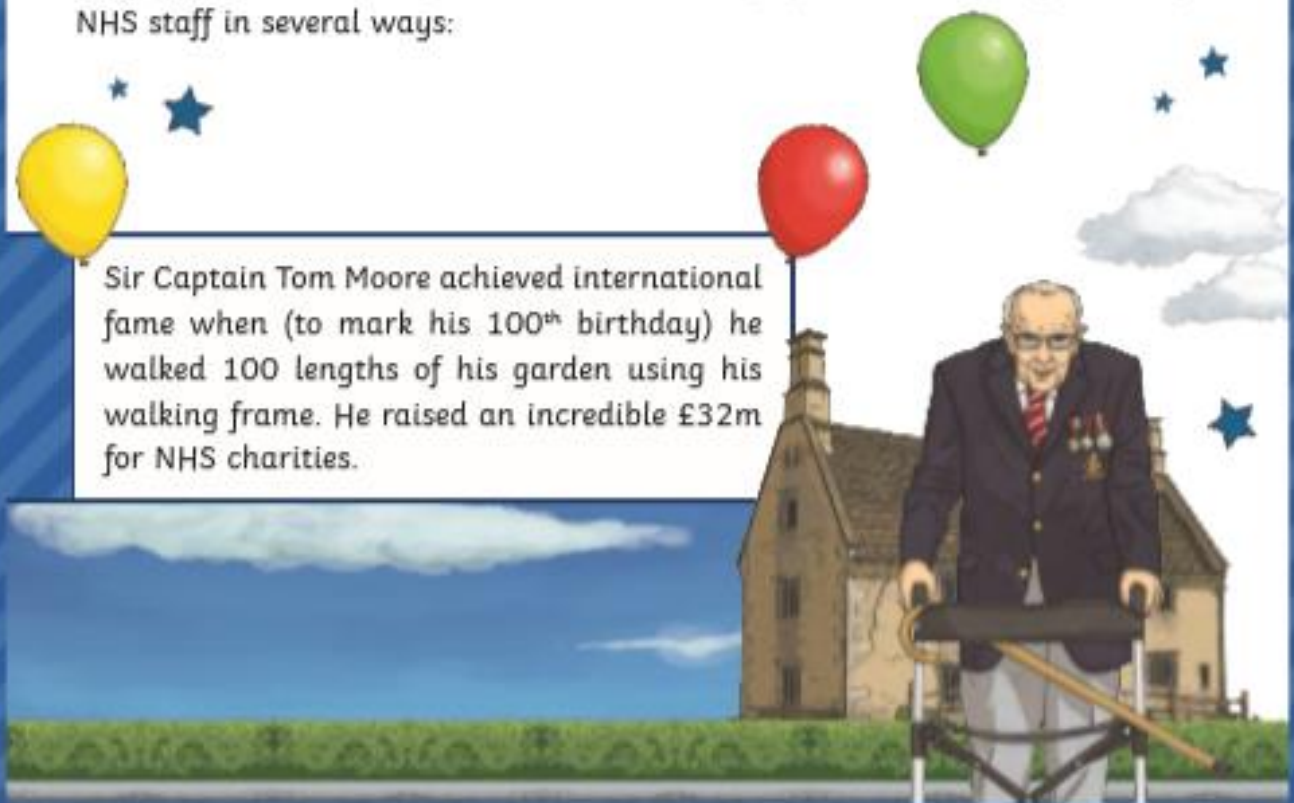
It took only nine days to transform the Excel Centre in London (a place where events were usually held) into a specialist coronavirus hospital. The hospital was named The Nightingale Hospital and was equipped to deal with 4,000 patients.



### How Have We Been Celebrating Our NHS?

During the coronavirus **pandemic**, the British people showed their gratitude for NHS staff in several ways:

Sir Captain Tom Moore achieved international fame when (to mark his 100<sup>th</sup> birthday) he walked 100 lengths of his garden using his walking frame. He raised an incredible £32m for NHS charities.





During lockdown, families stayed at home (except for in emergencies) to stop the spread of the **virus**. Children and their families displayed rainbows in their windows as a way of spreading hope and thanking the NHS for their amazing work.

Every Thursday evening at 8 p.m., people took to their doorsteps to clap and cheer for the NHS. This was to show their appreciation for the key workers who were going to work and keeping everyone safe.



### Glossary

**health insurance:**

People pay money (called a premium) each month to an insurance company. If you become ill for any reason, the insurance company will pay for the cost of the treatment.

**pandemic:**

A disease which has spread across lots of countries or the whole world.

**taxes:**

Money collected by the government to pay for things that the country needs such as schools, roads and the NHS.

**virus:**

A tiny germ that can infect living creatures and cause disease.

# Questions

1. How many people are estimated to work for the NHS? Tick one.

- 32 million
- 1.5 million
- 15 million
- 3 million

2. What does the word 'global' mean? Tick one.

- in the UK
- in Europe
- in London
- in the whole world

3. Explain why Aneurin Bevan founded the NHS.

---

4. Find and copy a phrase which shows that NHS staff were doing a dangerous job during the coronavirus pandemic.

---

5. Fill in the missing words.

A total of 17 buildings around the UK were \_\_\_\_\_ into hospital facilities to treat people with \_\_\_\_\_.

6. How might we celebrate the NHS in the future?

---

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7. Why do you think that so many people helped Sir Captain Tom Moore to raise over £32m?

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8. Which is the most important section in the text? Justify your choice.

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9. Summarise what you have learnt about the NHS in 25 words or fewer.

---

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# Answers

1. How many people are estimated to work for the NHS? Tick one.

- 32 million
- 1.5 million**
- 15 million
- 3 million

2. What does the word 'global' mean? Tick one.

- in the UK
- in Europe
- in London
- in the whole world**

3. Explain why Aneurin Bevan founded the NHS.

**Pupils own responses, such as: Aneurin Bevan founded the NHS because he wanted everyone in the UK to be treated fairly and have access to medical care.**

4. Find and copy a phrase which shows that NHS staff were doing a dangerous job during the coronavirus pandemic.

**Accept: 'bravery and self-sacrifice' or 'risked their own lives'.**

5. Fill in the missing words.

A total of 17 buildings around the UK were **converted** into hospital facilities to treat people with **coronavirus**.

6. How might we celebrate the NHS in the future?

**Pupils' own responses, such as: I think that in the future we should celebrate the NHS by being kinder and more positive when we get medical treatment. NHS staff should receive an award for their amazing work.**

7. Why do you think that so many people helped Sir Captain Tom Moore to raise over £32m?

**Pupils' own responses, such as: People may have wanted to give donations to Sir Captain Tom Moore because they thought he was doing a kind thing. It is also a challenging task for a 100-year-old man to walk 100 laps of his garden. People would also have been willing to give money to the NHS to support them during the coronavirus pandemic.**

8. Which is the most important section in the text? Justify your choice.

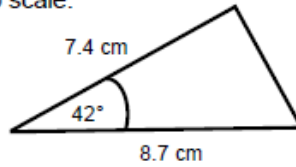
**Pupils' own responses, such as: I think that the most important section in the text is 'How Did the NHS Respond to the Coronavirus Pandemic?' because it is important that we know how they have helped us.**

9. Summarise what you have learnt about the NHS in 25 words or fewer.

**Pupils' own responses, such as: I have learnt that the NHS is paid for by people's taxes and that it was founded after the Second World War.**

## Friday's Maths - Shape Assessment

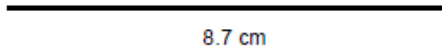
- 1 Here is a sketch of a triangle. It is **not** drawn to scale.



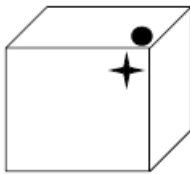
Draw the full size triangle **accurately** below.

Use an angle measurer (protractor) and a ruler.

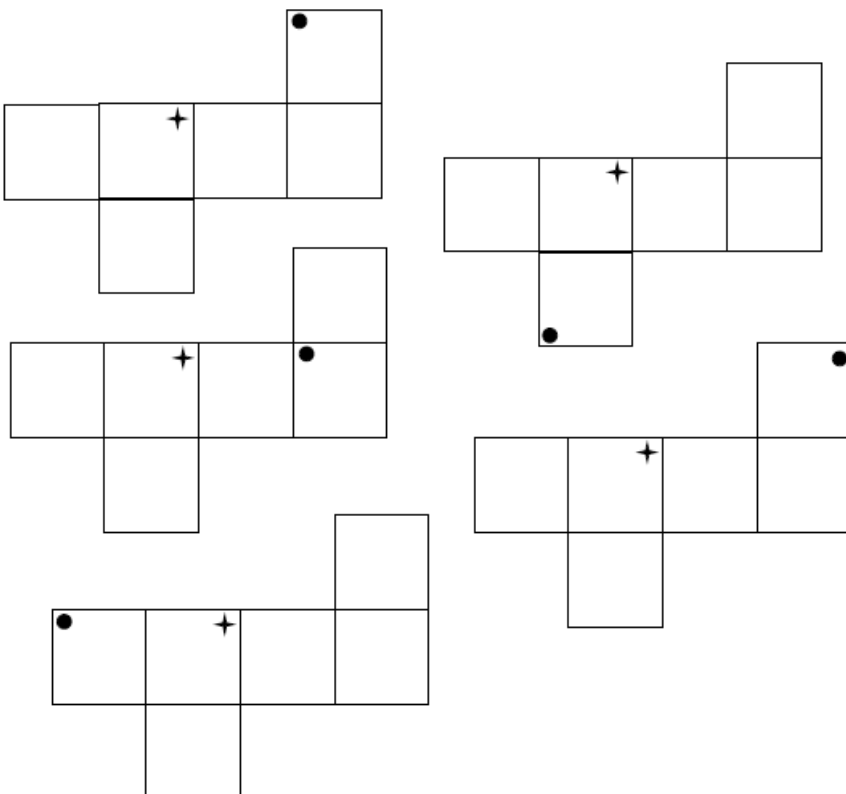
One line has been done for you.



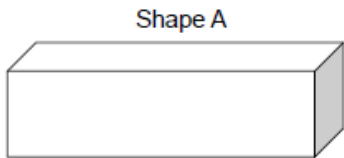
2 marks



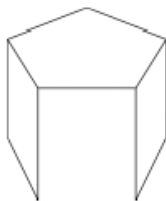
- 2 Tick the net with the same pattern as the cube.



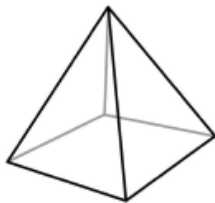
3



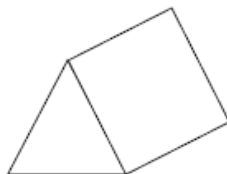
Shape A



Shape B



Shape C

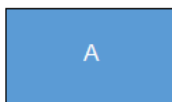


Shape D

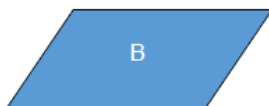
Complete the table.

	Number of faces	Number of edges	Number of vertices	Is it a prism?
Shape A	6	12	8	Yes
Shape B				
Shape C				
Shape D				

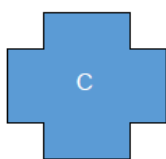
4



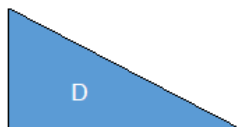
A



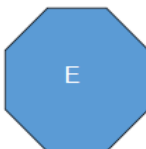
B



C



D



E

Write the letter of each shape in the correct place on the sorting diagram

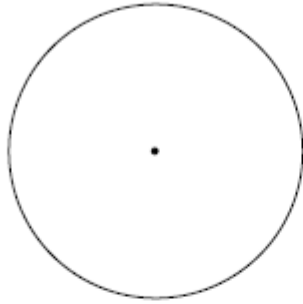
The first one has been done for you.

	has one or more right angles	does not have one or more right angles
has one or more lines of symmetry	A	
does not have one or more lines of symmetry		

**5** Here is a circle. The centre is marked.

Draw a line to show the radius of this circle.

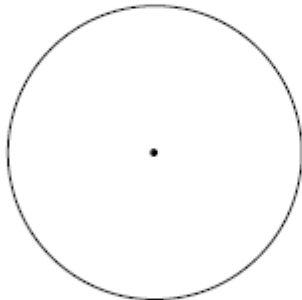
Use a ruler.



1 mark

Draw a line to show the diameter of this circle.

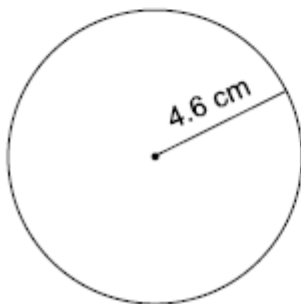
Use a ruler.



1 mark

**6** This circle is not drawn to scale.

What is the diameter of this circle?



cm

1 mark



7

Complete these sentences.



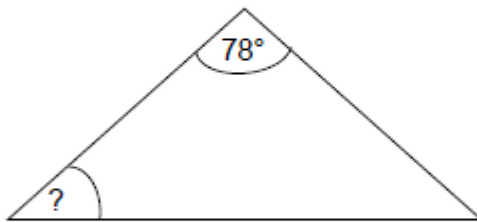
The sum total of the angles inside a **triangle** is

The sum total of the angles inside a **quadrilateral** is

2 marks

8

This is an isosceles triangle. It is **not** drawn to scale.



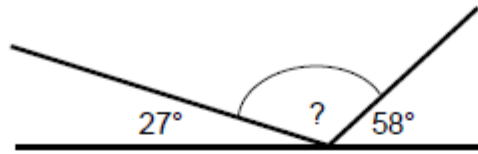
Calculate the missing angle.

Show your method

2 marks

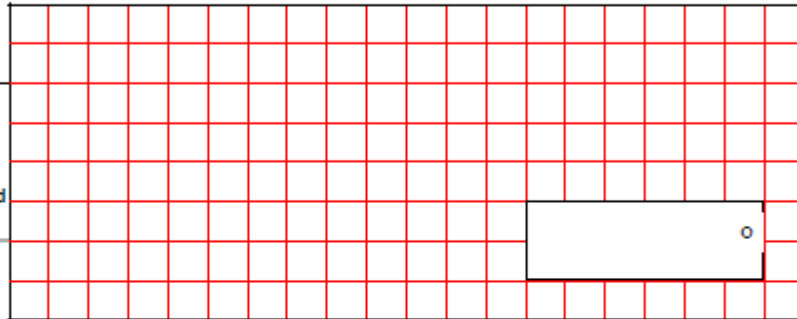
9

Calculate the missing angle.



Not to scale

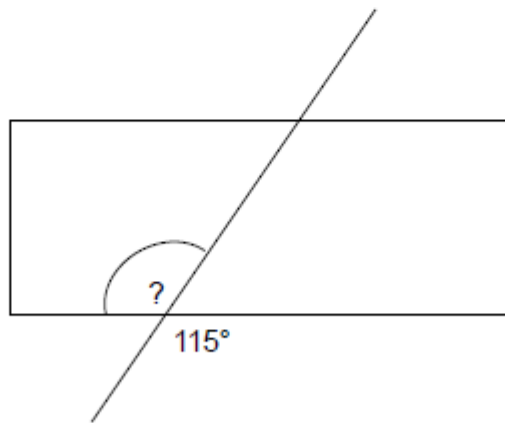
Show  
your  
method



2 marks

10

Find the missing angle.

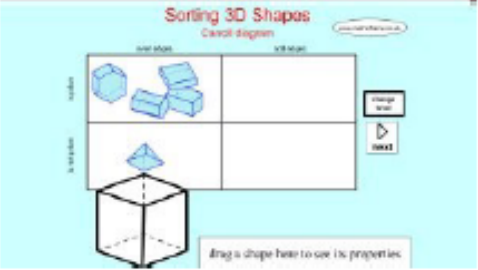
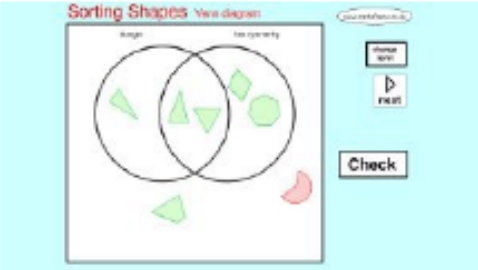
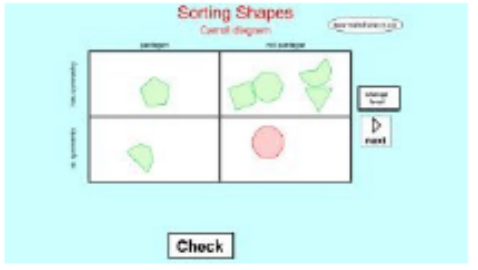



Not to scale



1 mark

## 6.1 Geometry – properties of shapes

Q	Answer	Marks	Useful games and worksheets																										
1	1 mark for an angle between $40^\circ$ and $44^\circ$ 1 mark for a line between 7.2 and 7.8 cm	1 each	<a href="http://mathsframe.co.uk/en/resources/category/384/">http://mathsframe.co.uk/en/resources/category/384/</a> <a href="#">Y6 Geometry properties of shapes</a>																										
2	The first one (get them to cut them out & fold if they are unsure)	1 mark	  																										
3	<table border="1"> <thead> <tr> <th></th> <th>Number of faces</th> <th>Number of edges</th> <th>Number of vertices</th> <th>Is it a prism?</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>6</td> <td>12</td> <td>8</td> <td>Yes</td> </tr> <tr> <td>B</td> <td>7</td> <td>15</td> <td>10</td> <td>yes</td> </tr> <tr> <td>C</td> <td>5</td> <td>8</td> <td>5</td> <td>no</td> </tr> <tr> <td>D</td> <td>5</td> <td>9</td> <td>6</td> <td>yes</td> </tr> </tbody> </table> <p>5 marks if all correct, 1 mark off per mistake</p>			Number of faces	Number of edges	Number of vertices	Is it a prism?	A	6	12	8	Yes	B	7	15	10	yes	C	5	8	5	no	D	5	9	6	yes		
	Number of faces	Number of edges		Number of vertices	Is it a prism?																								
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B	7	15	10	yes																									
C	5	8	5	no																									
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4	<table border="1"> <thead> <tr> <th></th> <th>has one or more right angles</th> <th>does not have one or more right angles</th> </tr> </thead> <tbody> <tr> <th>has one or more lines of symmetry</th> <td>A C</td> <td>E</td> </tr> <tr> <th>does not have one or more lines of symmetry</th> <td>D</td> <td>B</td> </tr> </tbody> </table> <p>2 marks if all correct, 1 mark if only 1 mistake</p>		has one or more right angles	does not have one or more right angles	has one or more lines of symmetry	A C	E	does not have one or more lines of symmetry	D	B																			
	has one or more right angles	does not have one or more right angles																											
has one or more lines of symmetry	A C	E																											
does not have one or more lines of symmetry	D	B																											
5	a) a straight line drawn from the centre to any point on the circle (1 mark) b) a straight line drawn from any point on the circle, going through the centre and touching another point on the circle (1 mark)																												
6	9.2cm (1 mark)																												

Q	Answer	Marks	Useful games and worksheets
7	sum of angles in a triangle = $180^\circ$ sum angles in quadrilateral = $360^\circ$		<a href="http://mathsframe.co.uk/en/resources/category/384/">http://mathsframe.co.uk/en/resources/category/384/</a> <a href="#">Y8 Geometry properties of shapes</a>
8	answer - $51^\circ$  working out - $180 - 78 = 102$ $102 \div 2 = 51$ (1 mark if one calculation error but correct method)	2 marks	
9	answer - $95^\circ$ (2 marks)  working out $180 - 58 - 27 = 95^\circ$  (1 mark if one calculation error but correct method)		A very versatile interactive activity - find the missing angles on straight lines, various shapes and around a point. Choose to use the calculator or not.
10	$115^\circ$ (vertically opposite) (1 mark)  If they are unsure then look at all the angles around the point to help them to see (angle above must be $65^\circ$ , from there you can prove it is $115^\circ$ )		





# Maya Corn Tortillas



The ancient Maya people enjoyed making and eating delicious corn tortillas.

## Ingredients

**(makes 20)**

150g masa harina (pre-cooked white maize flour)

100g cold water

Pinch of salt

1 tablespoon of olive oil

## Equipment

Large mixing bowl

Cling film

Rolling pin

Frying pan

## Method

1. Mix all the ingredients together in a large bowl to form a workable dough. If it's too sticky, add a little more flour. If too dry, add more water.
2. Divide the dough into 20 small balls. Return the balls to the bowl, cover with cling film and stand in the fridge for 10 minutes.
3. Flatten the balls between your hands or roll into flat rounds to an approximate depth of 3mm.
4. Cook the tortillas in a lightly oiled frying pan for approximately one minute each side over a high heat.
5. Serve and enjoy!

