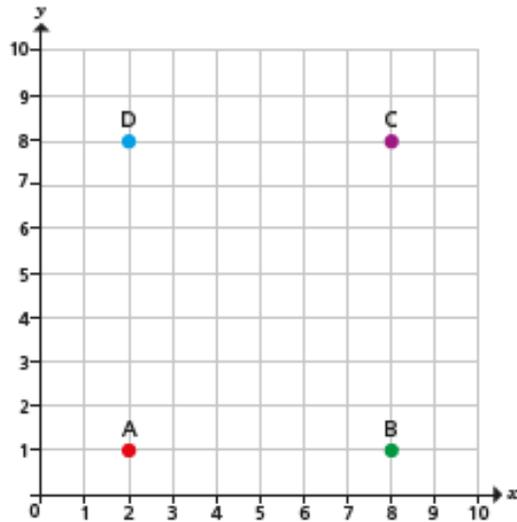


	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'The First Quadrant.' https://whiterosemaths.com/homelearning/year-6/week-13-geometry-position-direction/ Follow up activity below	Follow the lesson called 'Four Quadrants' https://whiterosemaths.com/homelearning/year-6/week-13-geometry-position-direction/ Follow up activity below	Follow the lesson called 'Translations' https://whiterosemaths.com/homelearning/year-6/week-13-geometry-position-direction/ Follow up activity below	Follow the lesson called 'Refelctions' https://whiterosemaths.com/homelearning/year-6/week-13-geometry-position-direction/ Follow up activity below	Complete the worksheets below. They are based on this week's learning so please watch the White Rose videos if you need a reminder. Please ignore the dates on the worksheets.
X table s	Remember: 2x, 5x, 10x - Bronze 3x, 4x, 8x - Silver 6x, 7x, 9x, 11x, 12x - Gold https://www.timestables.co.uk/ https://ttrockstars.com/				
English	Watch Y6 English Lesson 1 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you. The live zoom will be posted to the lesson following the session. Follow up activity and supporting resources below	Watch Y6 English Lesson 2 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you. The live zoom will be posted to the lesson following the session. Follow up activity and supporting resources below	Watch Y6 English Lesson 3 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you. The live zoom will be posted to the lesson following the session. Follow up activity and supporting resources below	Watch Y6 English Lesson 4 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you. The live zoom will be posted to the lesson following the session. Follow up activity and supporting resources below	Watch Y6 English Lesson 5 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you. The live zoom will be posted to the lesson following the session. Follow up activity and supporting resources below
SPAG	Weekly SPAG lesson can be found on the website and follow up resource is below				
Other Subjects	<p>RE</p> <p>On Sunday, Christians celebrated the Baptism of Jesus. https://request.org.uk/restart/2018/01/08/jesus-baptism-and-temptation/</p> <p>Watch the video and read the Bible text below.</p> <p>Imagine that you are one of the people watching from the riverbank as John the Baptist baptises Jesus. Write an eyewitness account of what you saw and how you felt watching this important event. Why did you go to watch, what happened and what did you do next?</p>	<p>Spanish</p> <p>After watching the video, make at least two cards of each category to play the game. You can also use some of my ideas to play. You can play the game on your own, or just use these cards as a review.</p> <p>Miss Aina's cards: Azul -translate Guitarra , Camaleon, Leon, Naranja, Amarillo, Lunes, Febrero Verde - cultura Name 3 people in school that can Speak Spanish Argentina is in Europe - true or false? Name 2 Spanish foods, Do you rememeber any Spanish traditions? When do we celebrate dia de muertos?, Rosa - challenge 10 burpees, 10 squats, Sing a Spanish song, Plank while singing the song of the months in Spanish! Groc - Pictionary Dragon, Kiwi, Elefante, Papa Noel, Paella, agua</p>	<p>Science</p> <p>What do we know about electricity? You have learnt about appliances that run on electricity. Look around your home for different devices that run on electricity. Using a Venn diagram, sort them into those that use mains electricity (they are plugged in) and those that use batteries. Look at the diagrams in the resources. For each circuit, identify and name the different elements. Looking more closely at circuits 1 and 2, what is the difference between them? What difference will that make to the bulb? Why? Challenge: answer the question in the resources about why the car did not work.</p>	<p>Science</p> <p>How much do we rely on electricity? You are going to watch a video taught by a teacher from a different school. Please take notes and follow the instructions the teacher gives you. Follow the video lesson here. You will need paper and something to write with.</p>	<p>Geography</p> <p>What is migration? Watch the lesson video about migration. Complete the activities as you watch. Note down the types of migration in the video. Find out where you, your parents and your grandparents were born Label a map (in resources) with this information and if you can do share this with your teacher so we can collect a class or year group picture. If any of you no longer live in your original place of birth, find out the reasons for moving (this could be a move to a different town/area within the same country).</p>

The first quadrant

1



- Write the coordinates of the points A, B, C and D.
- Draw lines to join the points A to D to form a rectangle.
- Write the coordinates of 4 different points in each column of the table.

Inside the rectangle	Outside the rectangle	On the perimeter of the rectangle
(5, 3)		

2

Here are coordinates for three vertices of a rectangle.

(3, 6) (7, 3) (7, 6)

- Plot the coordinates on a blank coordinate grid.
- Write the coordinates of the fourth vertex.

3

Here are coordinates for two vertices of a square.

(5, 2) (5, 6)

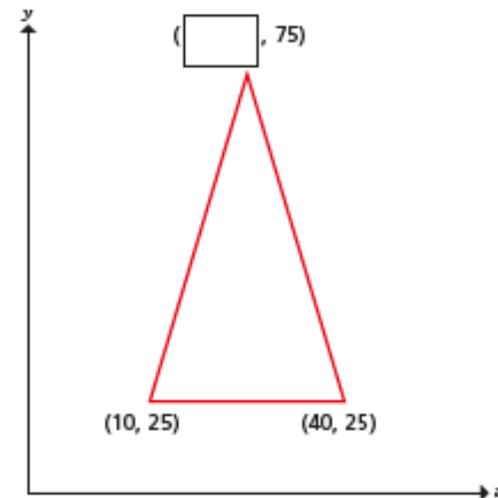
What could the coordinates of the other two vertices be?
Give two possible solutions.

4

- Write a set of coordinates that would join to make a right-angled triangle.
- Write a set of coordinates that would join to make a pentagon.
- Write a set of coordinates that would join to make a trapezium.
- Plot your points from parts a), b) and c) on a blank coordinate grid to check you are correct.
Compare shapes with a partner.
What is the same? What is different?

5

Complete the coordinate for the isosceles triangle.

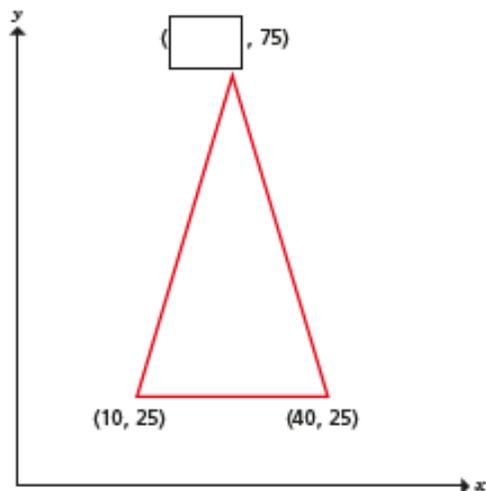


- 3 Here are coordinates for two vertices of a square.
 $(5, 2)$ $(5, 6)$

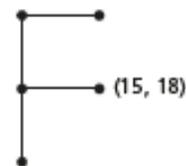
What could the coordinates of the other two vertices be?
 Give two possible solutions.

- 4 a) Write a set of coordinates that would join to make a right-angled triangle.
 b) Write a set of coordinates that would join to make a pentagon.
 c) Write a set of coordinates that would join to make a trapezium.
 d) Plot your points from parts a), b) and c) on a blank coordinate grid to check you are correct.
 Compare shapes with a partner.
 What is the same? What is different?

- 5 Complete the coordinate for the isosceles triangle.



- 6 Eva has drawn an F on a coordinate grid. One point is labelled. Suggest possible values for the other points and label them on the diagram.

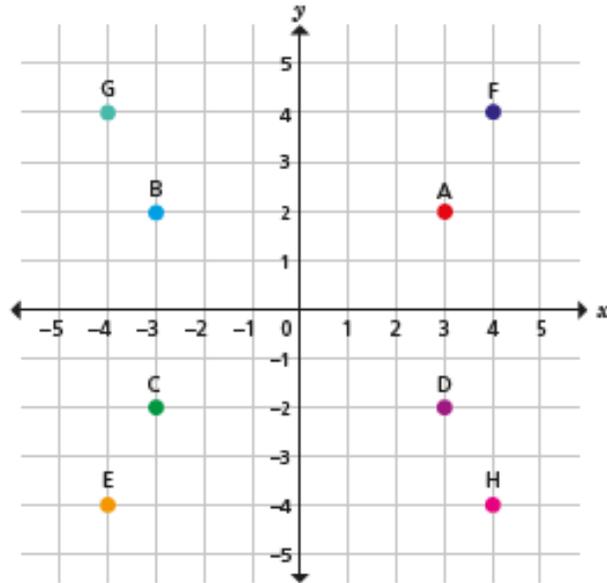


Compare answers with a partner.
 Is there more than one possible set of answers?



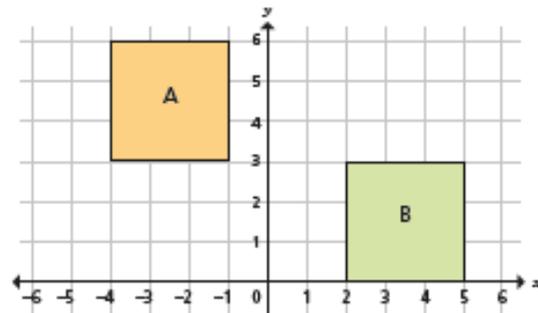
Four quadrants

1



Write the coordinates of points A to H.

2



Write the coordinates for each vertex of each square.

3

a) Plot these coordinates on a blank coordinate grid.

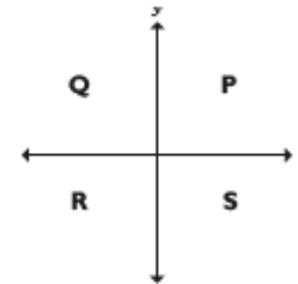
$(-3, 0)$ $(4, 0)$ $(-1, 5)$ $(-1, -5)$

b) Join the points you have plotted to form a quadrilateral.

c) Complete the sentence to describe the shape you have drawn.

This quadrilateral is a _____

4



a) Write coordinates for 4 possible points in each quadrant.

b) Write 4 different coordinates that are not in any single quadrant.

What do you notice?

5

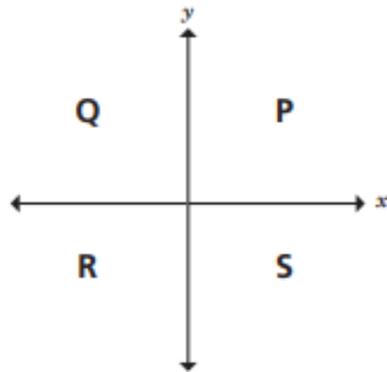
a) Plot these coordinates on a blank coordinate grid.

$(-8, 4)$ $(4, -2)$ $(10, -5)$ $(-4, 2)$ $(-6, 3)$

b) Write three other coordinates that would be in the same line.



4



a) Write coordinates for 4 possible points in each quadrant.

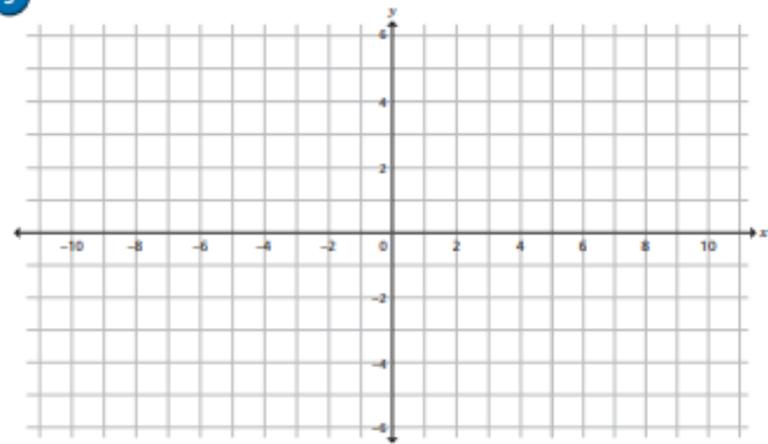
Quadrant P		Quadrant R	
(<input type="text"/> , <input type="text"/>)			
(<input type="text"/> , <input type="text"/>)			
Quadrant Q		Quadrant S	
(<input type="text"/> , <input type="text"/>)			
(<input type="text"/> , <input type="text"/>)			

b) Write 4 different coordinates that are not in any single quadrant.

(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)
(<input type="text"/> , <input type="text"/>)	(<input type="text"/> , <input type="text"/>)

What do you notice?

5



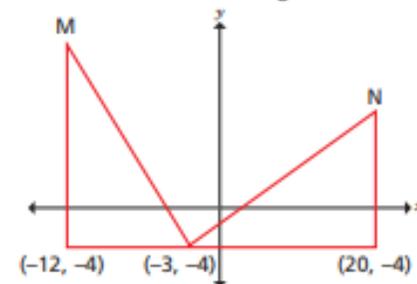
a) Plot these coordinates.

(-8, 4) (4, -2) (10, -5) (-4, 2) (-6, 3)

b) Write three other coordinates that would be in the same line.

6

The diagram shows two identical triangles.

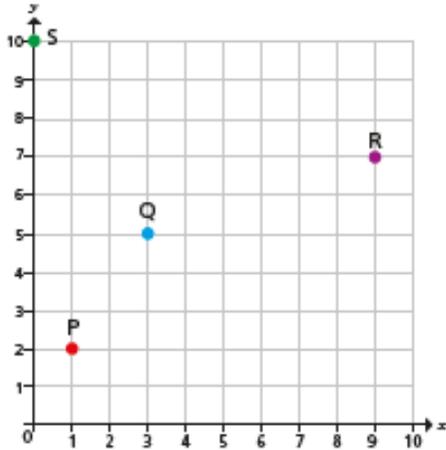


Write the coordinates of points M and N.

M (,) N (,)

Translations

1



Describe the translations.

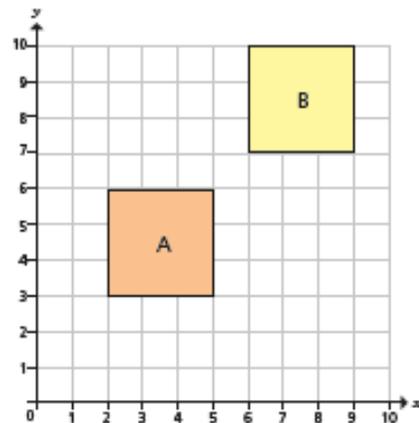
- | | | |
|----------------|----------------|----------------|
| a) From P to Q | d) From S to P | g) From S to R |
| b) From Q to R | e) From Q to P | h) From P to S |
| c) From R to S | f) From R to Q | |

2

The translation from A to B is 1 right and 1 up.

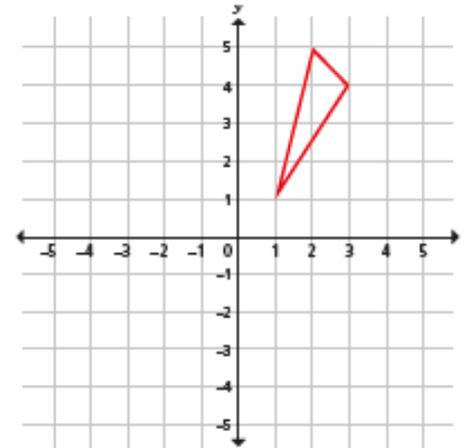


Do you agree with Rosie?
Explain your answer.



3

Translate the triangle 6 left.



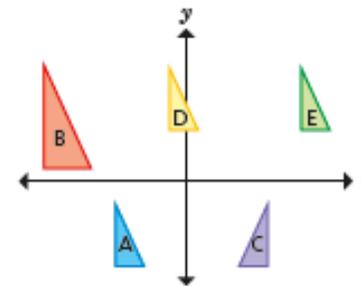
4

These coordinates form a quadrilateral: $(-5, 5)$, $(-5, 1)$, $(-1, 4)$, $(-1, 2)$

It is translated 3 right and 4 down.

Draw the quadrilateral on a blank coordinate grid in its new position.

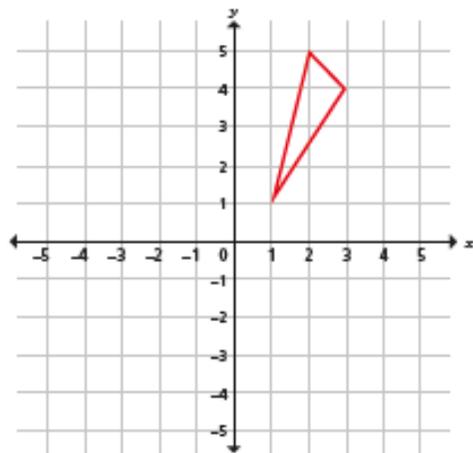
5



Which triangles are translations of each other?

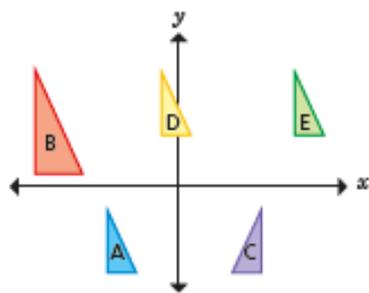
Explain why the others are not translations.

- 3 Translate the triangle 6 left.



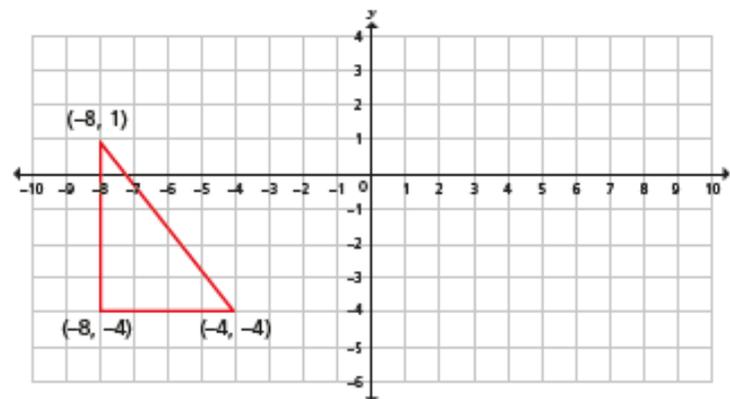
- 4 These coordinates form a quadrilateral: $(-5, 5)$, $(-5, 1)$, $(-1, 4)$, $(-1, 2)$
It is translated 3 right and 4 down.
Draw the quadrilateral on a blank coordinate grid in its new position.

5



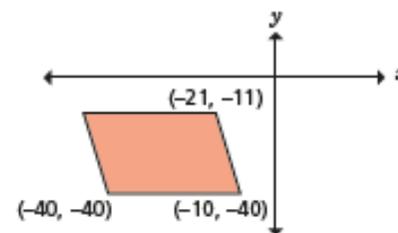
Which triangles are translations of each other?
Explain why the others are not translations.

- 6 A triangle is drawn on the coordinate grid.



- a) Translate the triangle 9 right and 1 down.
b) Does each point lie inside, outside or on the perimeter of the new triangle?
 $(0, 0)$ $(4, -5)$ $(2, -1)$ $(-6, -3)$ $(3, -4)$

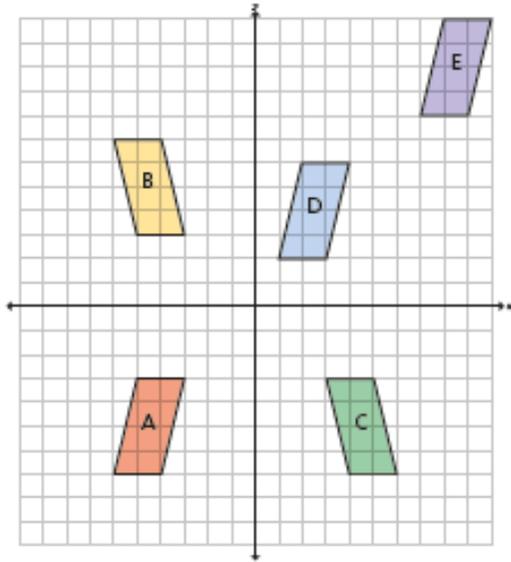
7



This parallelogram has been translated 50 left and 25 down.
What were the coordinates of all four vertices before it was translated?

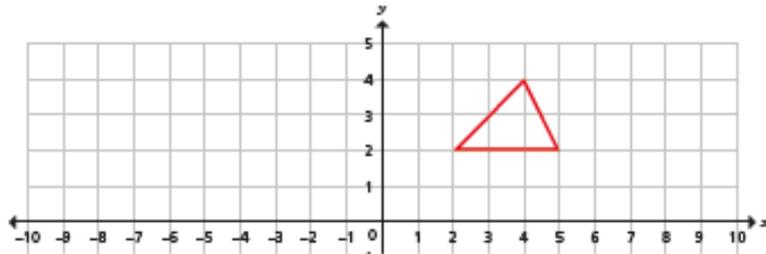
Reflections

1 Five parallelograms are shown on the coordinate grid.

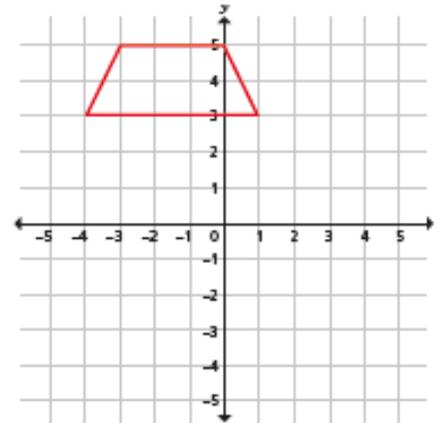


- Which shapes are translations of shape A?
- Which shapes are reflections of shape A?

2 Reflect the triangle in the y -axis.



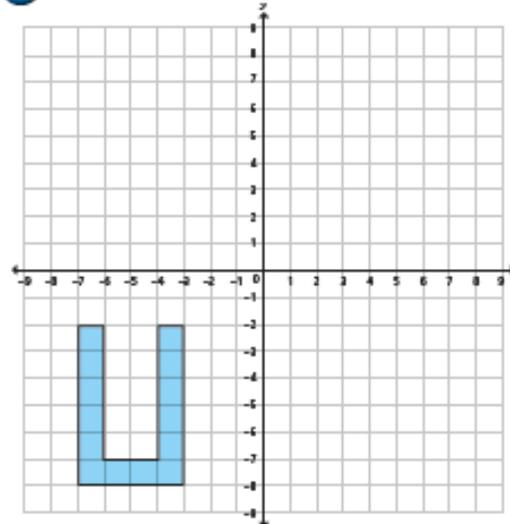
3



- What is the name of the shape plotted on the grid?
- Reflect the shape in the x -axis.



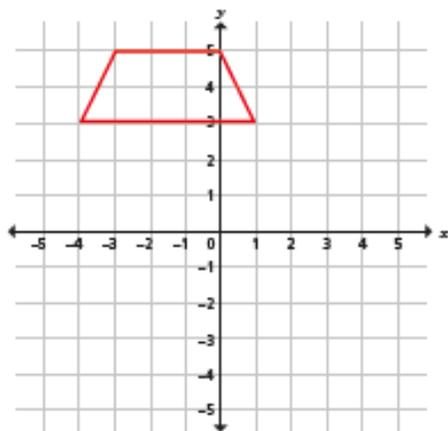
4 An octagon is shown on the coordinate grid.



- Reflect the shape in the x -axis.
- Translate the new shape 10 right and 10 down.
- Reflect the new shape in the x -axis.
- What do you notice?
- Create a similar question for your partner to complete.



3

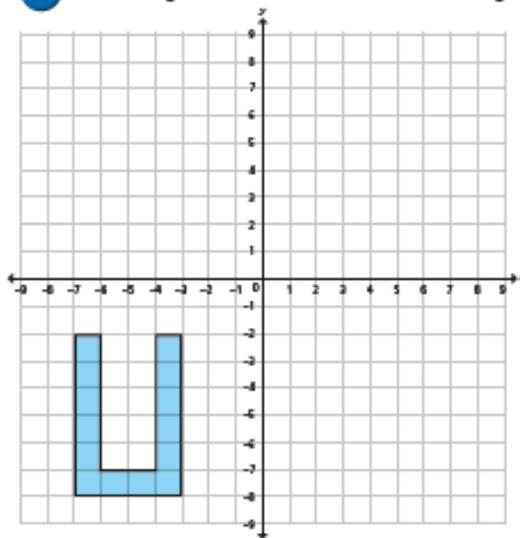


- What is the name of the shape plotted on the grid?
- Reflect the shape in the x -axis.



4

An octagon is shown on the coordinate grid.

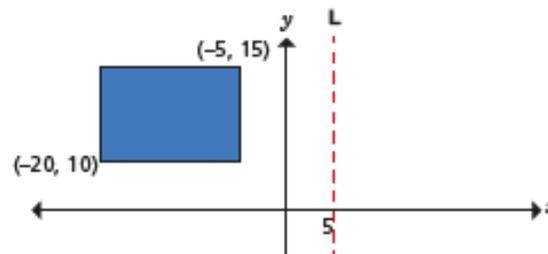


- Reflect the shape in the x -axis.
- Translate the new shape 10 right and 10 down.
- Reflect the new shape in the x -axis.
- What do you notice?
- Create a similar question for your partner to complete.



5

The shape is reflected in the line marked L.

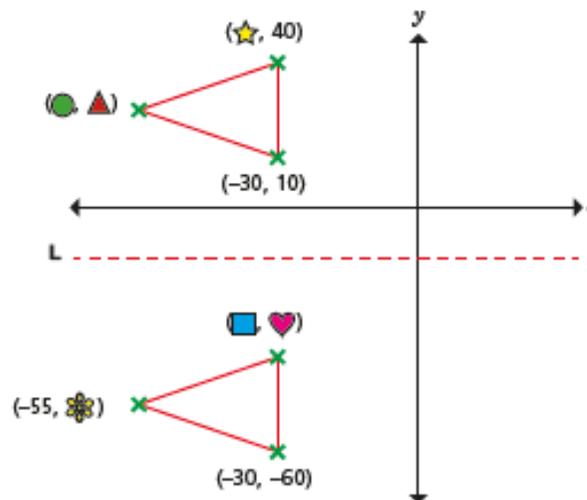


Work out the coordinates of the new vertices.



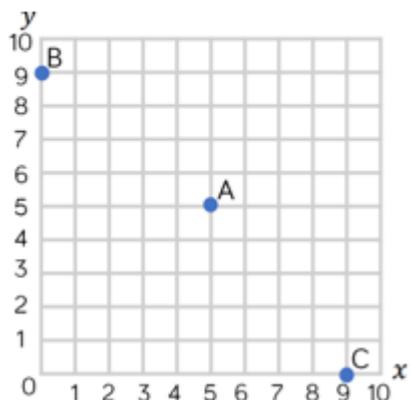
6

The isosceles triangle has been reflected in the line marked L. Work out the missing values.



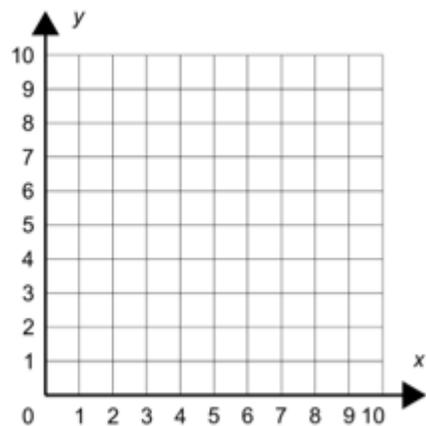
L.O. To read and plot coordinates onto a quadrant 04/01/21

Part A



Write down the coordinates of the points A, B and C

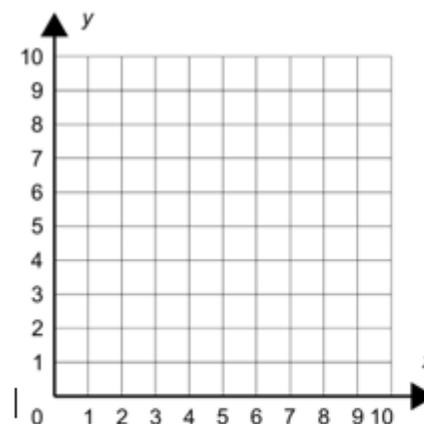
Part B



Plot the coordinates:

- (5,6)
- (7,7)
- (0,4)
- (7,2)
- (1,8)
- (9,0)

Part C



Plot these points on the graph:

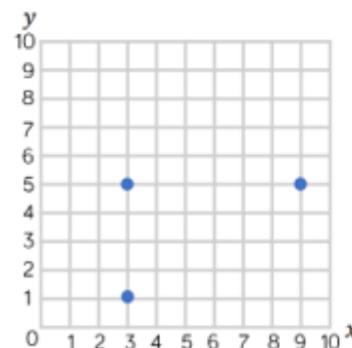
- (3,1) (5,1) (3,6)

Plot the final vertex on the graph to create a quadrilateral.

What is the quadrilateral?

Write to coordinates of the final point

Independent work



Tommy is drawing a rectangle on the grid. Plot the final vertex of the shape. Write the coordinates of the final vertex.

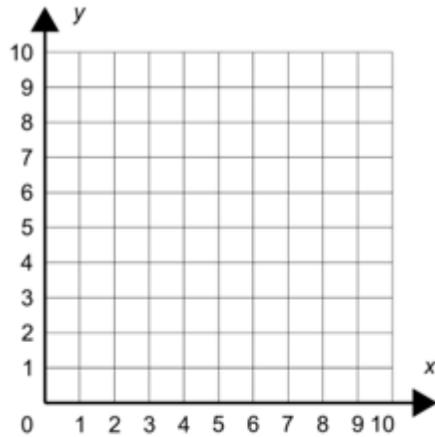
Eva is drawing a trapezium.
She wants her final shape to look like this:



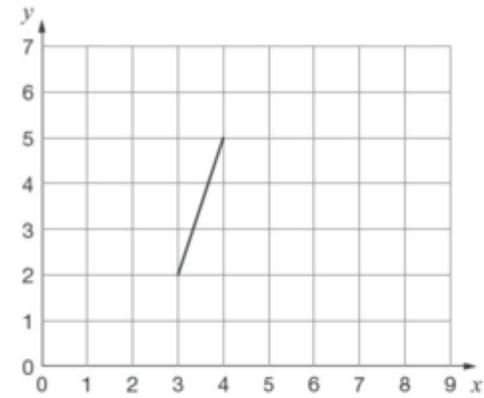
Eva uses the coordinates $(2, 4)$, $(4, 5)$, $(1, 6)$ and $(5, 6)$.

Will she draw the shape that she wants to?

If not, can you correct her coordinates?



Here is one side of a square drawn on a coordinate grid.

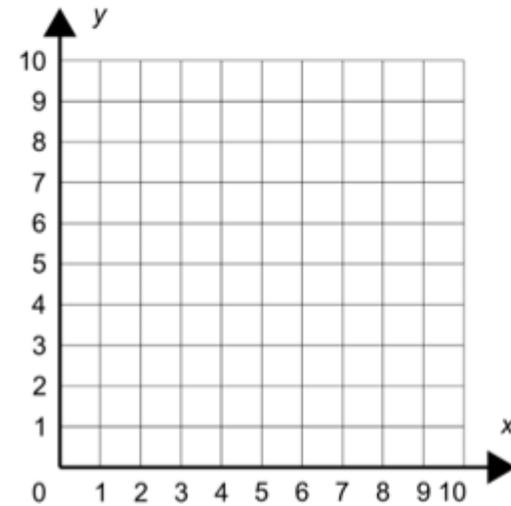


The square has a vertex at $(6, 1)$.

Draw the other three sides of the square on the grid.

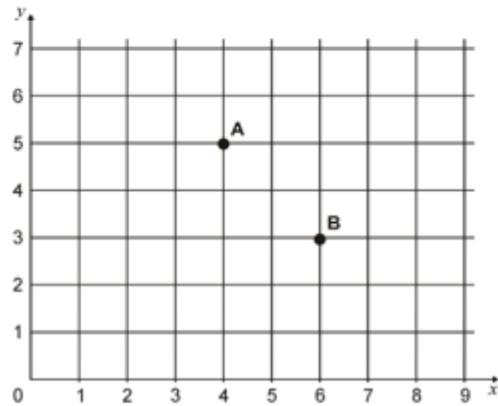
Use a ruler.

Extension



A, **B**, **C** and **D** are the vertices of a rectangle.

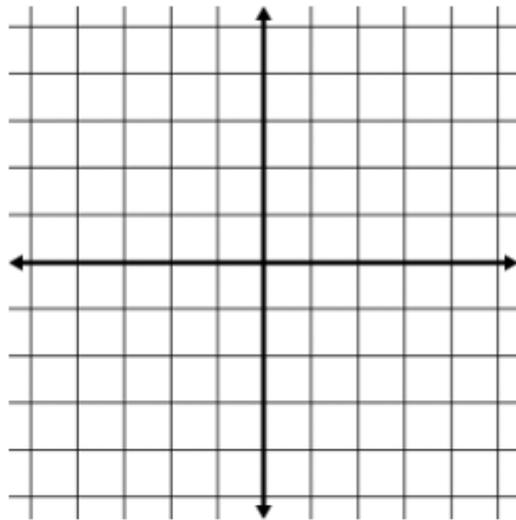
A and **B** are shown on the grid.



D is the point $(3, 4)$

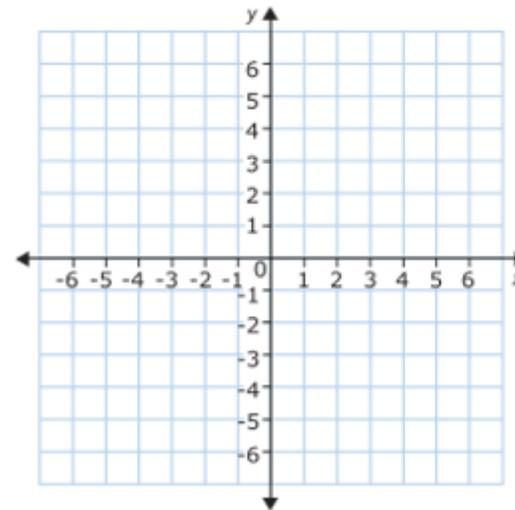
Write the coordinates of point **C**.

Part A



- a.) Complete the graph
- b.) Plot the following points on the graph:
 - (2,-5)
 - (-4,2)
 - (-1,-2)
 - (4,5)

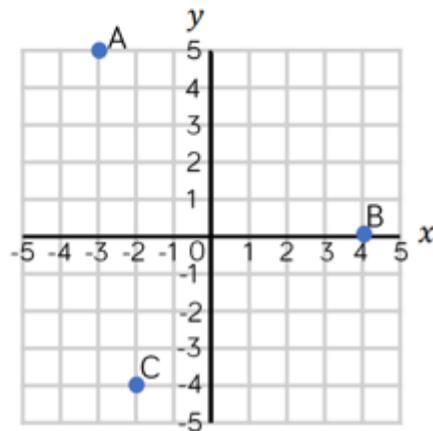
Part C



Draw a shape using the coordinates:
(-2, 2)
(-4, 2)
(-2, -3)
(-4, -2)

What is the name of the shape?

Part B



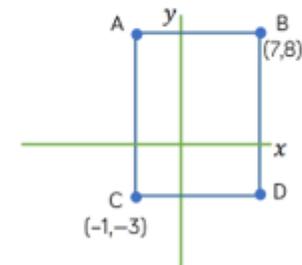
Write down the coordinates of the vertices:

- A
- B
- C

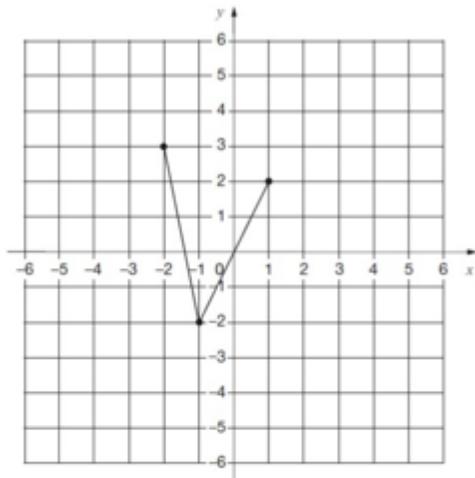
Part D

Work out the missing coordinates of the rectangle.

What is the length of side AB?



Independent work

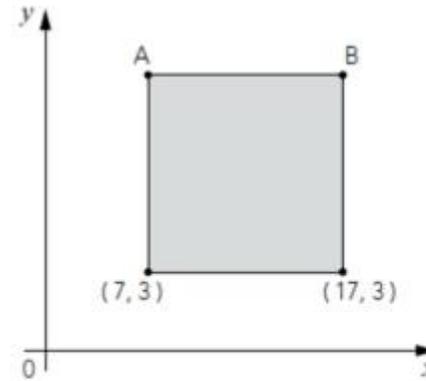


Lara plots another point on the grid at $(-1, 2)$

She joins the points together to make a quadrilateral.

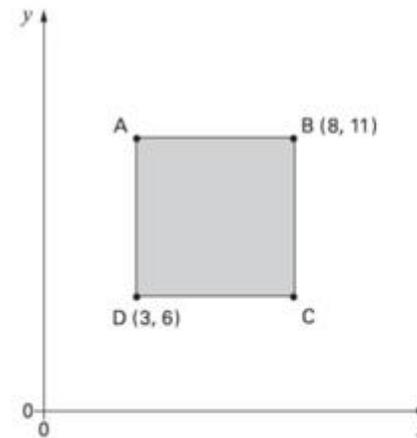
Complete the quadrilateral.

What is the quadrilateral?



What are the coordinates of A and B?

Here is a shaded square.



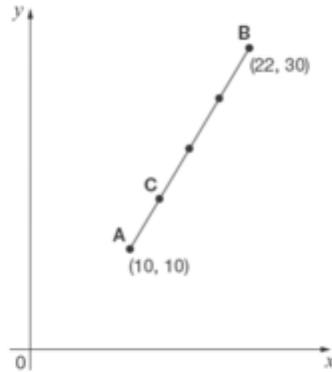
Write the coordinates for point A.

ABCD is a rectangle drawn on coordinate axes.

The sides of the rectangle are parallel to the axes.

Extension:

A and B are joined by a straight line on coordinate axes.



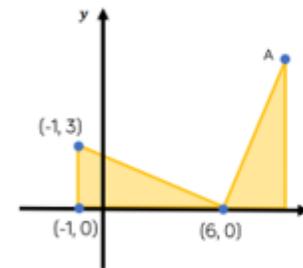
The dots on the line are equally spaced.

What are the coordinates of C?

The diagram shows two identical triangles.

The coordinates of three points are shown.

Find the coordinates of point A.



L.O. To translate points and shapes on a graph

06/01/21

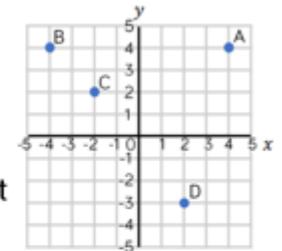
Part A

Use the graph to describe the translations.

One has been done for you.

From A to B translate 8 units to the left.

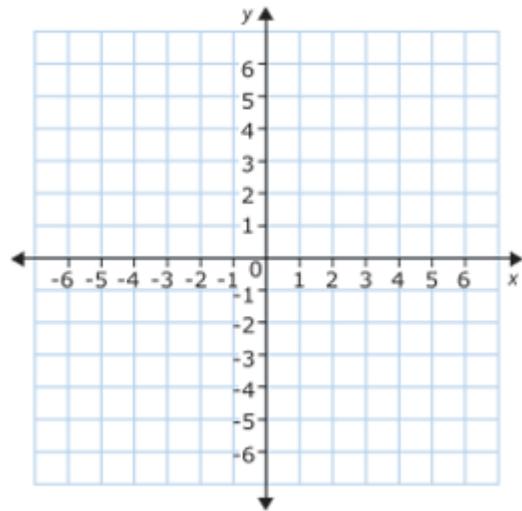
From C to D translate ___ units to the right and ___ units down.



From D to B translate 6 units to the ___ and 7 units ___.

From A to C translate ___ units to the ___ and ___ units ___.

Part B



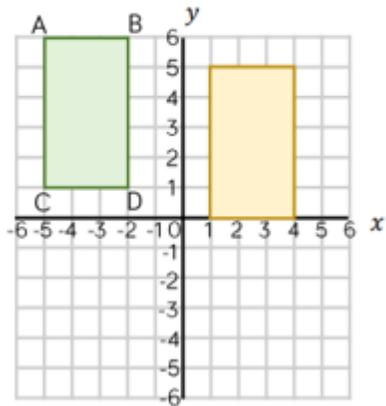
Plot the point $(-6, 2)$ and move it 5 units to the right and 2 units up.

What is the new point?

Plot the point $(1, 2)$ and move it 6 units to the left and 5 units down.

What is the new point?

Part C

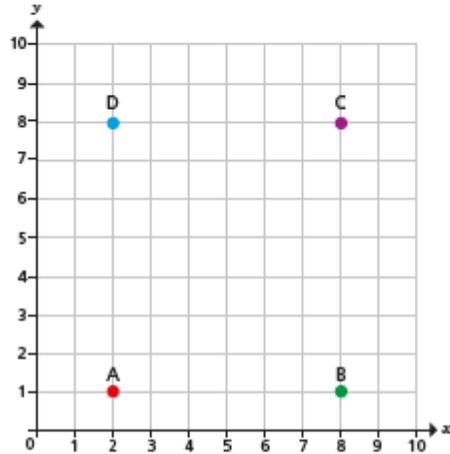


Explain how rectangle ABCD has been translated to the yellow rectangle

The first quadrant



1



a) Write the coordinates of the points A, B, C and D.

A (2 , 1)
B (8 , 1)

C (8 , 8)
D (2 , 8)

b) Draw lines to join the points A to D to form a rectangle.

c) Write the coordinates of 4 different points in each column of the table. *Various answers.*

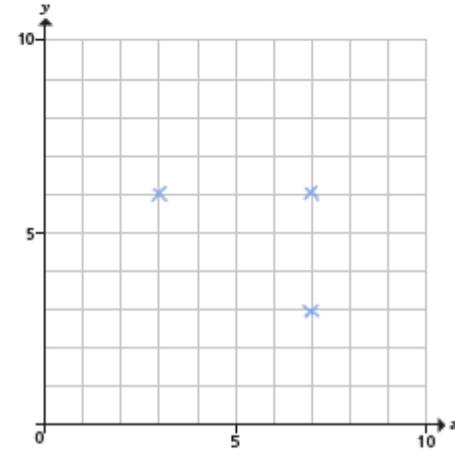
Inside the rectangle	Outside the rectangle	On the perimeter of the rectangle
(5, 3)		



2 Here are coordinates for three vertices of a rectangle.

(3, 6) (7, 3) (7, 6)

a) Plot the coordinates.



b) Write the coordinates of the fourth vertex.

(3 , 3)

3 Here are coordinates for two vertices of a square.

(5, 2) (5, 6)

What could the coordinates of the other two vertices be?

Give two possible solutions.

(9 , 2) and (9 , 6)

(1 , 2) and (1 , 6)



- 4 *Various answers.*
 a) Write a set of coordinates that would join to make a right-angled triangle.

(1,14) (4,14) (1,11)

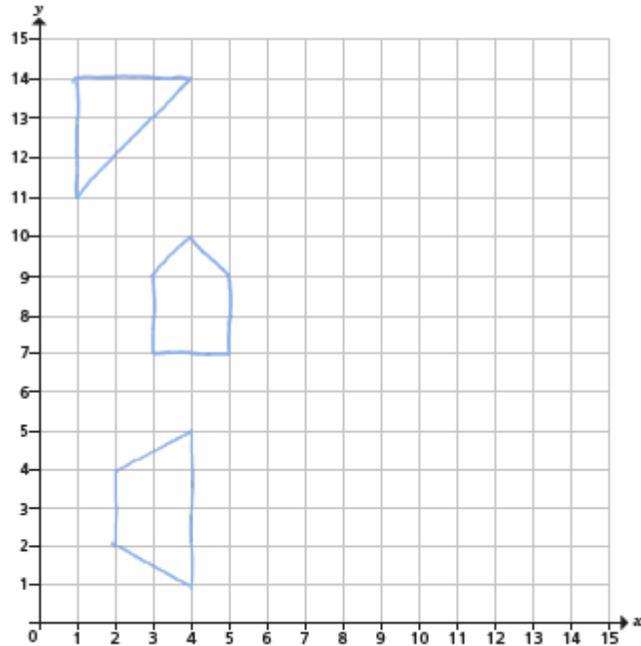
- b) Write a set of coordinates that would join to make a pentagon.

(4,10) (3,9) (5,9) (3,7) (5,7)

- c) Write a set of coordinates that would join to make a trapezium.

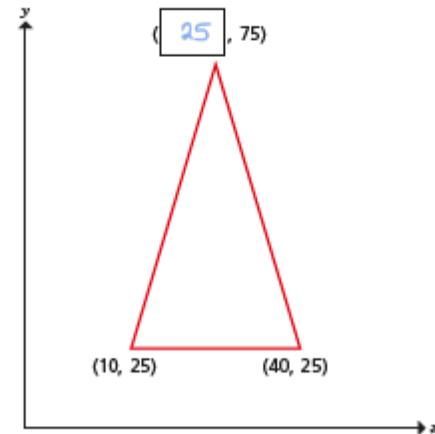
(4,1) (2,2) (2,4) (4,5)

- d) Plot your points from parts a), b) and c) to check you are correct.

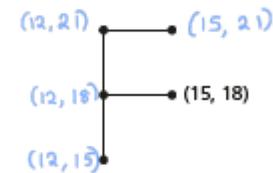


Compare shapes with a partner.
 What is the same? What is different?

- 5 Complete the coordinate for the isosceles triangle.



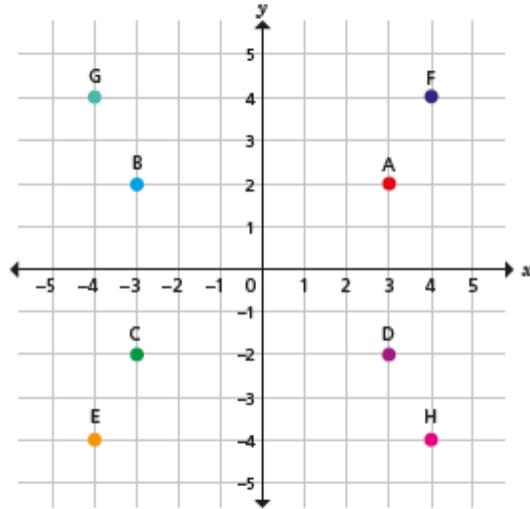
- 6 Eva has drawn an F on a coordinate grid. One point is labelled. Suggest possible values for the other points and label them on the diagram. *Various answer e.g.*



Compare answers with a partner.
 Is there more than one possible set of answers?

Four quadrants

1



Write the coordinates of points A to H.

A (3 , 2)

B (-3 , 2)

C (-3 , -2)

D (3 , -2)

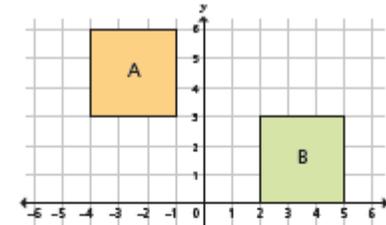
E (-4 , -4)

F (4 , 4)

G (-4 , 4)

H (4 , -4)

2

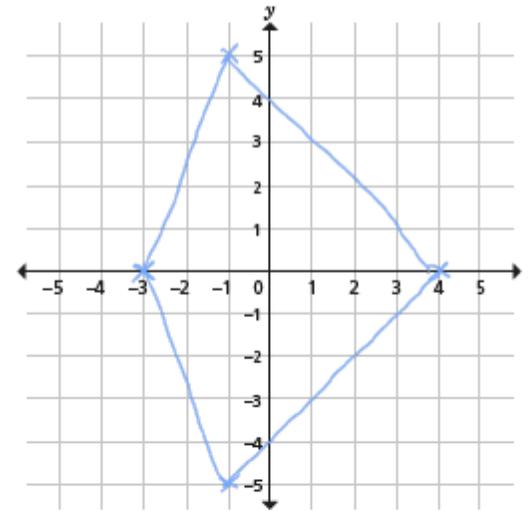


Write the coordinates for each vertex of each square.

square A = (-4, 6) (-1, 6) (-1, 3) (-4, 3)

square B = (2, 3) (5, 3) (5, 0) (2, 0)

3



a) Plot these coordinates.

(-3, 0) (4, 0) (-1, 5) (-1, -5)

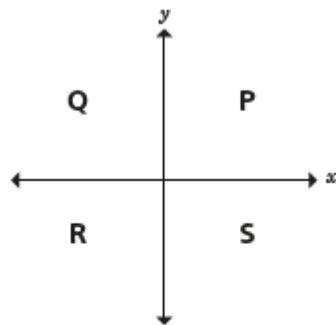
b) Join the points you have plotted to form a quadrilateral.

c) Complete the sentence to describe the shape you have drawn.

This quadrilateral is a kite.



4



Various answers.

a) Write coordinates for 4 possible points in each quadrant.

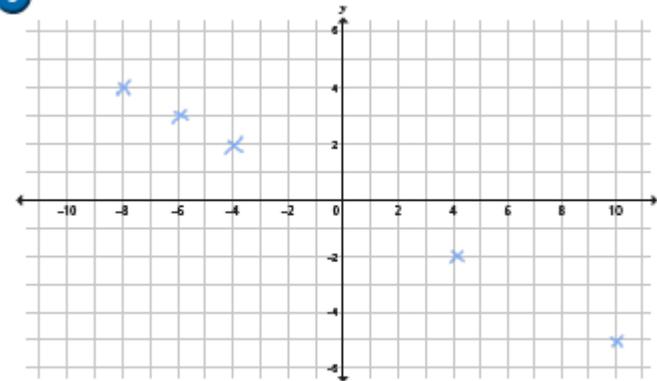
Quadrant P		Quadrant R	
$(2, 4)$	$(71, 60)$	$(-4, -11)$	$(-1, -1)$
$(3, 1)$	$(5, 17)$	$(-19, -27)$	$(-8, -9)$
Quadrant Q		Quadrant S	
$(-7, 11)$	$(-4, 1)$	$(2, -5)$	$(30, -4)$
$(-5, 21)$	$(-100, 2)$	$(17, -12)$	$(6, -1)$

b) Write 4 different coordinates that are not in any single quadrant.

$(3, 0)$ $(0, 0)$
 $(0, 4)$ $(-7, 0)$

What do you notice?

5



a) Plot these coordinates.

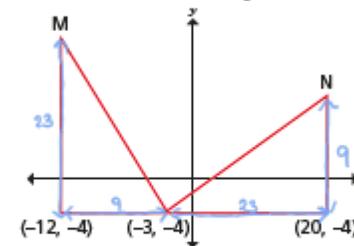
$(-8, 4)$ $(4, -2)$ $(10, -5)$ $(-4, 2)$ $(-6, 3)$

b) Write three other coordinates that would be in the same line.

$(-2, 1)$ $(0, 0)$ $(2, -1)$

6

The diagram shows two identical triangles.

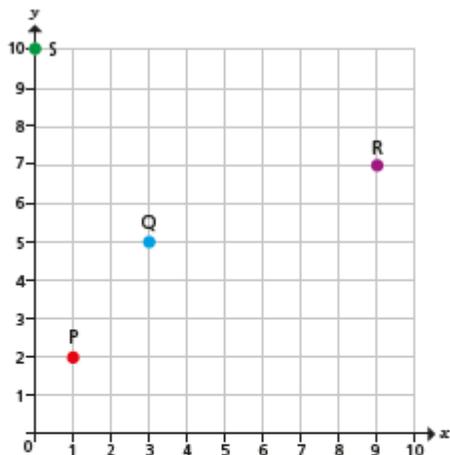


Write the coordinates of points M and N.

M $(-12, 19)$ N $(20, 9)$

Translations

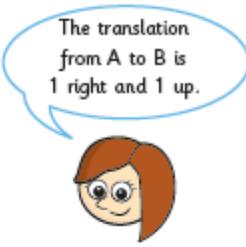
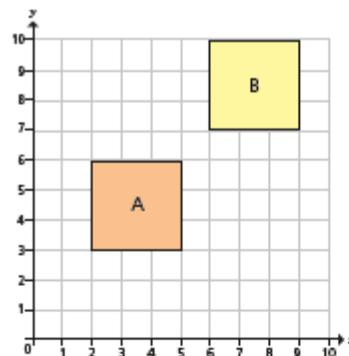
1



Describe the translations.

- a) From P to Q is right and up
- b) From Q to R is right and up
- c) From R to S is left and up
- d) From S to P is right and down
- e) From Q to P is left and down
- f) From R to Q is left and down
- g) From S to R is right and down
- h) From P to S is left and up

2



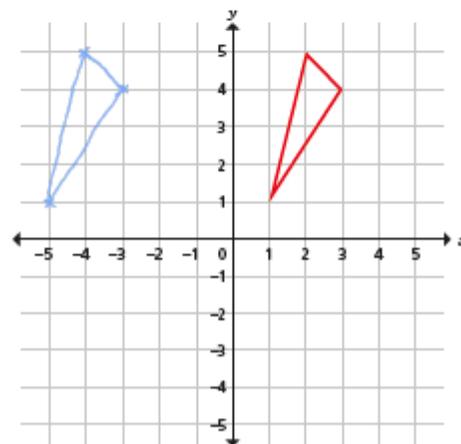
Do you agree with Rosie? No

Explain your answer.

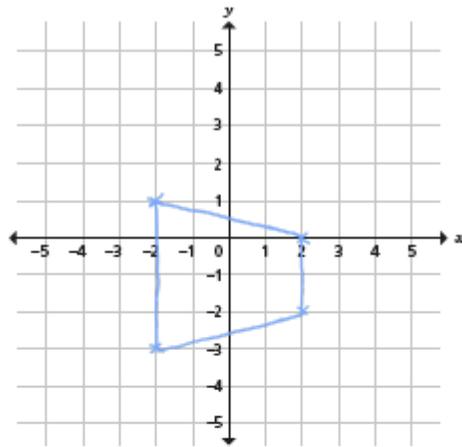
She has looked at the corners closest to each other not the corresponding corners on each shape.

3

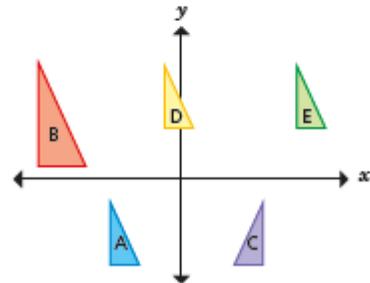
Translate the triangle 6 left.



- 4 These coordinates form a quadrilateral: $(-5, 5)$, $(-5, 1)$, $(-1, 4)$, $(-1, 2)$
It is translated 3 right and 4 down.
Draw the quadrilateral on the grid in its new position.



5



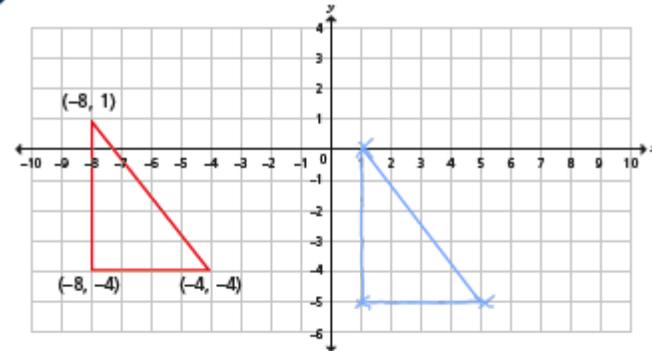
Which triangles are translations of each other?

A, D and E

Explain why the others are not translations.



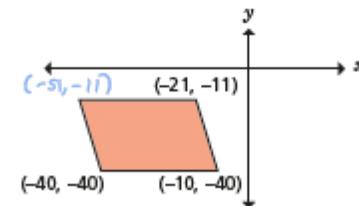
- 6 A triangle is drawn on the coordinate grid.



- a) Translate the triangle 9 right and 1 down.
b) Tick the correct box for each coordinate.

Point	Inside the new triangle	Outside the new triangle	On the perimeter of the new triangle
$(0, 0)$		✓	
$(4, -5)$			✓
$(2, -1)$		✓	
$(-6, -3)$		✓	
$(3, -4)$	✓		

7



This parallelogram has been translated 50 left and 25 down.

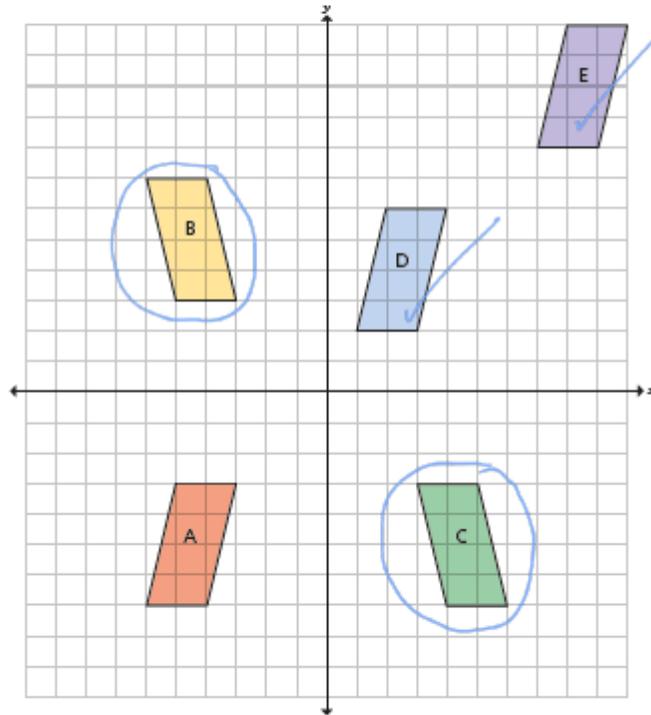
What were the coordinates of all four vertices before it was translated?

$(-1, 14)$ $(29, 14)$ $(10, -15)$ $(40, -15)$



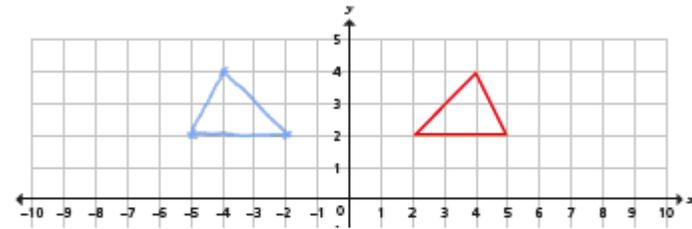
Reflections

1 Five parallelograms are shown on the coordinate grid.

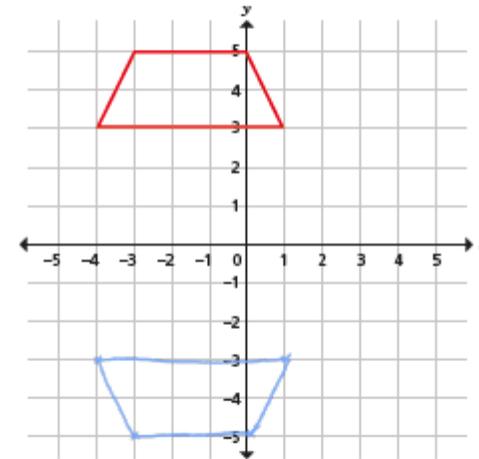


- Tick the shapes that are translations of shape A.
- Circle the shapes that are reflections of shape A.

2 Reflect the triangle in the y -axis.



3

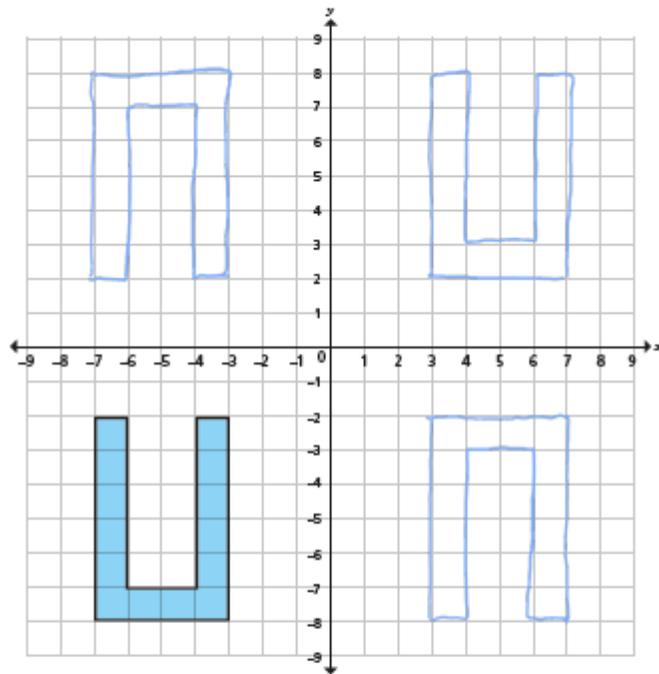


a) What is the name of the shape plotted on the grid?

Trapezium

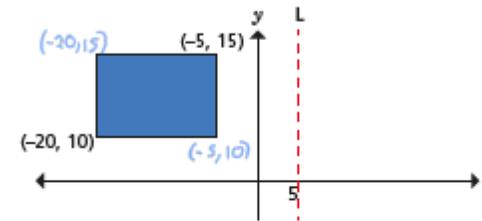
b) Reflect the shape in the x -axis.

- 4 An octagon is shown on the coordinate grid.



- Reflect the shape in the x -axis.
- Translate the new shape 10 right and 10 down.
- Reflect the new shape in the x -axis.
- What do you notice?
- Create a similar question for your partner to complete.

- 5 The shape is reflected in the line marked L.



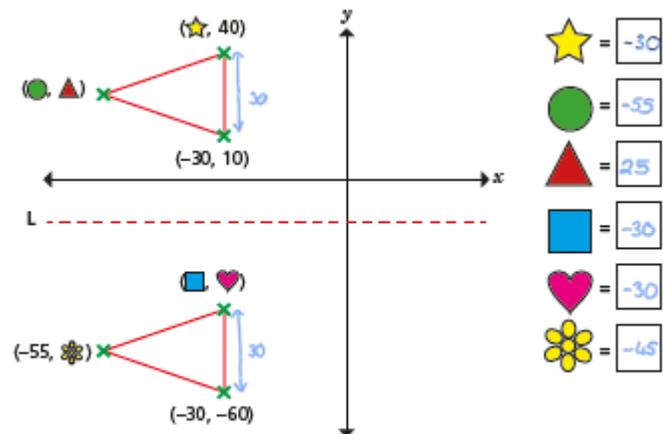
Work out the coordinates of the new vertices.

The new vertices are at

(15, 10) (15, 15) (30, 10) (30, 15)

- 6 The isosceles triangle has been reflected in the line marked L.

Work out the missing values.



English

Resources for Day 1 and 2

LO: to write an information report.

Success Criteria:

I have written subheadings
I have used PEE
I have used the language of fact not opinion
I have used a range of adjectives to describe graffiti.

Other things that I will be looking for are:

- Passive tense
- Embedded clauses
- Adverbials
- Commas only to mark subordinate clauses

Blank rectangular box for writing.

Blank rectangular box for drawing or writing.

Rectangular box containing horizontal lines for writing.

Large rectangular box containing horizontal lines for writing.

Resources Day 3: To assess my writing

I have written subheadings	Yes/No	Evidence
I have used PEE		
I have used the language of fact not opinion		
I have used a range of adjectives to describe graffiti.		

How easy was the report to read?

How interesting was the information?

How attractive was the presentation?

Was the language and tone used appropriate for this type of writing?

How can we change these pieces of feedback to make them better?

- 1.) The whole thing was just really good
- 2.) The History section was bad and had no detail
- 3.) Change the section about Banksy

Resources Day 4:

Video: https://www.youtube.com/watch?v=EDTk-_Lt6sQ

Features that you may try to include in your argument:

Flattery

Statistics

Many people

Rebuttal

Adverbials

Formal language

Introduction of the argument - Neo

Millions of pounds is spend clearing cleaning up after Graffiti artists **Mae**

Important police time is wasted in arresting taggers. **Amy**

It affects shop owners and other businessmen and women, who have to clean their properties. **Erin and Eliana**

Urban art ruins walls, play equipment and trees in the park so children are too scared to go and play. **Ruben**

Streets should be kept clean and green and free of mess. **Alessandra**

Graffiti is pollution (visual). The sprays also give off toxic fumes (gas). **Joseph**

Graffiti is often done by younger people who have different opinions on what 'art' is to the older people who live in the area. **Zechariah**

Graffiti is a bad influence on children, who may pick up a bad habit or see something inappropriate. **Ruby-Anne**

Graffiti has destroyed road signs and making them confusing for road users to follow, possibly causing accidents. **Joel**

People spend huge amounts of money renting and buying houses and it is not acceptable for graffiti artists to decide how their property should look like. **Lucas and Aleks**

Graffiti can broadcast an important message that has a powerful meaning behind it. **Paon**

A way for people to share their feelings and ideas freely. **Rony and Mohamed**

Graffiti can help to improve the look of an area **Tashari**

Kids are having fun and they're not causing any other trouble on the streets. **Salma**

Museums and art galleries are now considering graffiti as art and placing it in their own buildings. **Luna and Samuel**

Graffiti attracts locals and tourists from around the world. **William and Gweneal**

Spray cans are cheaper than using paints on canvas; this means more people are able to 'get creative.' **Jehzane and Amaro**

Graffiti is 'green' and doesn't harm the planet **Ayah**

Graffiti has been around for thousands of years since the Stone age and we must keep this tradition alive. **Azlan**

Concluding the argument **Tiara**

BALANCED ARGUMENT

Connective & Sentence Starter Stealer....

Some people believe that...
that...

However, others think

There is no doubt that...

_____ are a particular problem...

Consequently...

An additional problem is...

Therefore...

On one hand...

On the other hand...

It could be argued that...

Would.....?

Is it right to....?

Furthermore...

Many people...

This fact...

It could be argued that...

However...

On the contrary...

For example...

Although...

Moreover...

Supporters argue that...

It is claimed that...

However, it could be argued that...

Those in favour say that...
say...

Nevertheless, others in opposition

This is important because...

Those who support....

However, critics...

No one can deny that...

As well as...

For instance...

Alternatively...

Lesson 5 Resources: Planning a balanced argument

Choose 4 points 'for' and 4 points 'against' graffiti for your plan from the ones below:

Millions of pounds is spend clearing cleaning up after Graffiti artists

Important police time is wasted in arresting taggers.

It affects shop owners and other businessmen and women, who have to clean their properties.

Urban art ruins walls, play equipment and trees in the park so children are too scared to go and play.

Streets should be kept clean and green and free of mess.

Graffiti is pollution (visual). The sprays also give off toxic fumes (gas).

Graffiti is often done by younger people who have different opinions on what 'art' is to the older people who live in the area.

Graffiti is a bad influence on children, who may pick up a bad habit or see something inappropriate.

Graffiti has destroyed road signs and making them confusing for road users to follow, possibly causing accidents.

People spend huge amounts of money renting and buying houses and it is not acceptable for graffiti artists to decide how their property should look like.

Graffiti can broadcast an important message that has a powerful meaning behind it.

A way for people to share their feelings and ideas freely.

Graffiti can help to improve the look of an area

Kids are having fun and they're not causing any other trouble on the streets.

Museums and art galleries are now considering graffiti as art and placing it in their own buildings.

Graffiti attracts locals and tourists from around the world.

Spray cans are cheaper than using paints on canvas; this means more people are able to 'get creative.'

Graffiti is 'green' and doesn't harm the planet

Graffiti has been around for thousands of years since the Stone age and we must keep this tradition alive.

Introduction		
Points	Evidence	Explain/Expand
Point 'for' Graffiti is a cheap way for people to create art.	An interview conducted in Battersea found that 6 out of 10 people have never created their own art due to the cost of paints, brushes and canvases	Graffiti only needs a spray can, which is cheap, and wall, which is free! This means that it is an inclusive and accessible way for young people to express themselves
Point 'for'		
Point 'for'		
Point 'for'		
Point 'against'		
Conclusion		

Science

1.



2.

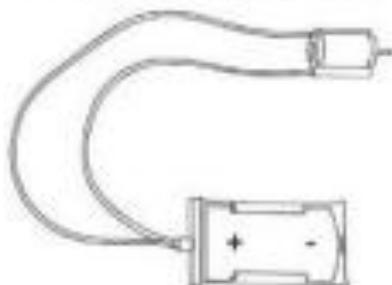


3.



Challenge

To make the car move, they connected a battery to an electric motor.



The motor did not work. Explain why.

Geography

Show on a map the following for your family:

1. Where I was born: Town, country, year
2. Where my parents were born: Town, country, year
3. Where my grandparents were born: Town, country, year
4. Has there been any movement of anyone in your family to a new area or country?



Words to learn for test in a fortnight (2 weeks)

Green words - everyone must learn to spell these words

Blue words - most people will learn to spell these words too

Red words - some people will also learn these words



	Focus: words with g (usually representing /gg/)	1st Attempt	2nd Attempt	3rd Attempt
1	either			
2	neither			
3	receive			
4	deceive			
5	conceive			
6	achieve ⚠			
7	believe ⚠			
8	ceiling			
9	weird			
10	seize			
11	receipt			
12	deceit			
13	inconceivable			
14	protein			
15	caffeine			
Words of the Week				
Check you know the MEANING of the words of the week.				
conceited	Excessively proud of oneself/too proud of yourself E.g. I don't want to sound conceited, but I know I am the best footballer in the school.			
surfeit	An amount that is too large; more than is needed E.g. Sometimes sandwich shops and cafes, which have a surfeit of food, give away anything that is left at the end of the day to food banks.			

Task:

Tick the correct box.

The words receive, deceive, perceive and conceive are all

conjunctions prepositions verbs adjectives

Extension: The words reception, deception, perception and conception are all nouns that come from the words root words receive, deceive, perceive and conceive. Using this knowledge, explain why we call the first class in our school **Reception Class** and why we talk about the office **reception** desk.

RE

John the Baptist Prepares the Way

3 In those days John the Baptist came, preaching in the wilderness of Judea ² and saying, "Repent, for the kingdom of heaven has come near." ³ This is he who was spoken of through the prophet Isaiah:

"A voice of one calling in the wilderness,
'Prepare the way for the Lord,
make straight paths for him.'"^[a]

⁴ John's clothes were made of camel's hair, and he had a leather belt around his waist. His food was locusts and wild honey. ⁵ People went out to him from Jerusalem and all Judea and the whole region of the Jordan. ⁶ Confessing their sins, they were baptized by him in the Jordan River.

⁷ But when he saw many of the Pharisees and Sadducees coming to where he was baptizing, he said to them: "You brood of vipers! Who warned you to flee from the coming wrath? ⁸ Produce fruit in keeping with repentance. ⁹ And do not think you can say to yourselves, 'We have Abraham as our father.' I tell you that out of these stones God can raise up children for Abraham. ¹⁰ The ax is already at the root of the trees, and every tree that does not produce good fruit will be cut down and thrown into the fire.

¹¹ "I baptize you with^[a] water for repentance. But after me comes one who is more powerful than I, whose sandals I am not worthy to carry. He will baptize you with^[a] the Holy Spirit and fire. ¹² His winnowing fork is in his hand, and he will clear his threshing floor, gathering his wheat into the barn and burning up the chaff with unquenchable fire."

The Baptism of Jesus

¹³ Then Jesus came from Galilee to the Jordan to be baptized by John. ¹⁴ But John tried to deter him, saying, "I need to be baptized by you, and do you come to me?"

¹⁵ Jesus replied, "Let it be so now; it is proper for us to do this to fulfill all righteousness." Then John consented.

¹⁶ As soon as Jesus was baptized, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. ¹⁷ And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased."