



St Margaret's-at-Cliffe CP School

Home Learning

Class 6 w/b 30 th March	Monday 30 th March	Tuesday 31 st March	Wednesday 1 st April
English	<p>WALT: plan a discussion text</p> <p>A discussion text (sometimes called a balanced argument) requires you to consider a question which may have two different answers. E.g. Should children wear school uniform? There are plenty of arguments for 'yes' they should but also many arguments for 'no' they should not.</p> <p>Within your discussion text, you should aim to answer the question while considering both sides of the argument. Each side of the argument will be backed up with evidence to support what you are saying. In the summary, you would consider the points you have already raised and then pick a side of the argument/discussion.</p> <p>Have a look at the PowerPoint which explains a discussion text further and gives you ideas.</p> <p>I would like you to pick one of the following questions for your discussion text and then complete the planning grid (see below) today.</p>	<p>WALT: write for a range of purposes (discussion text)</p> <p>Using your planning from yesterday, I would like you to write your discussion text. Further down in this document I have included a discussion text checklist and some openers and conjunctions for you to use in your writing.</p> <p>Please do bear in mind your fantastic vocabulary and sentence structure. This writing should of course be formal.</p> <p>I have included a discussion text plan for the social networking question (further down the page) that I have used previously, to give you some ideas and inspiration.</p> <p>You can email this writing to me to be marked.</p>	<p>WALT: edit and improve</p> <p>Use your checklist to ensure you have included each of the features within your writing.</p> <p>If you have sent your writing to me, please check the marking feedback I will have given you and make any improvements I have asked of you.</p> <p>You should also check for punctuation errors, uplevel vocabulary where necessary and use a dictionary (or dictionary.com) to check your spelling.</p>

	<ul style="list-style-type: none"> - Should children wear school uniform to school? - Should children be allowed to use social networking sites? - Should Boris Johnson put the UK into complete lockdown? - <p>PLEASE NOTE: I do not wish to cause any of you any worry or upset by considering the 'lockdown' question which is why I have offered you other options. However, I am fully aware that some of you are deeply interested in current affairs and that you will have been watching the news and keeping up with daily press conferences from the Prime Minister and that you will have your own opinions about current the situation. Please think carefully about which question you would most like to answer.</p>		
Mathematics	<p>WALT: secure knowledge of fractions, decimals and percentages.</p> <p>Log on to twinkl and download their maths activity booklet; all based around Easter maths including fractions, decimals and percentages.</p> <p>https://www.twinkl.co.uk/resource/t2-m-2660-year-6-easter-maths-revision-fractions-including-decimals-and-percentages-activity-booklet</p> <p>Some of the tasks require you to simplify fractions, there's some multiplying by 10, 100 and 1000, some multiplying decimals by whole numbers and one of the tasks will</p>	<p>WALT: revise multiplication known facts</p> <p>Complete the Easter mosaic activity which can be found on the Class 6 Home learning section of the school website – choose your challenge</p> <ul style="list-style-type: none"> A) Times table facts B) X10, 100, 1000 C) Times tables and related facts <p>PARENTS: Answers are included within the download for children to self-mark</p>	<p>WALT: calculate time intervals</p> <p>Complete the Easter time durations code breaker which can be found on the class 6 Home Learning section of the school website. Please download and work out the time intervals to crack the code. (Answers are included with the download)</p> <p>If you finish, complete time related questions below:</p> <p>PARENTS: Answers are included below to self-mark.</p>

	<p>require you to find the fraction, decimal and percentage equivalents e.g. 86 out of 100 can be written as:</p> <ul style="list-style-type: none"> - Fraction $\frac{86}{100}$ (which would be $\frac{43}{50}$ in its simplest form) - Decimal 0.86 - Percentage 86% <p>Please complete as much as you can. If you struggle you can ask a grown up or send me an email.</p> <p>PARENTS: the answer booklet is included with the download for children to be able to self – mark.</p>		
Topic	<p><u>RE – Easter</u> <u>WALT: understand the significance of religious celebrations</u></p> <p>Palm Sunday is celebrated by Christians this year on Sunday 5th April.</p> <p>Your task is to do some research into Palm Sunday at the significance it has to Christians at Easter time.</p> <p>You may present your learning in any way you wish; this could be a PowerPoint, a poster, a leaflet, a video, a piece of art work – it really is up to you and the resources you have available to you at home.</p> <p><i>What is Palm Sunday and why is it significant to Christians at Easter time?</i></p>	<p><u>Safer Internet Use</u></p> <p>During this time away from school you will probably find that you are spending more time on your phone and online. This week internet providers claimed the use of the internet had doubled with more people using it during the day time than normal!</p> <p>I want you to remember the key messages we have discussed at school:</p> <ul style="list-style-type: none"> - Be Kind - Tell a grown-up if you see something you don't like - Use age appropriate apps and websites - Do not talk to or give information to someone you do not know online. - Keep your profiles private. 	<p><u>Easter arts and crafts</u></p> <p>Using materials you have at home, are you able to make an Easter card for the family members in your household?</p> <p>Can you make some kind of arts and crafts Easter masterpiece?</p> <p>Lots of ideas here: https://www.thebestideasforkids.com/easter-crafts-for-kids/ some of these are aimed more at younger children so do have a browse through for something you could create.</p>

You can email your learning to me for marking.

You could also look at:

- Joe Wicks Daily PE
- David Walliams Audiobook

This includes time spent browsing the internet and using social media apps but this also includes your WhatsApp groups.

Further down this page is a piece of a jigsaw puzzle – it was designed to be used on Safer Internet Day 2018 but it is still wholly relevant now.

I would like each of you to make a pledge (a promise) and write into the jigsaw puzzle piece.

This pledge will be something positive that you are going to do while you are online or using your social media platforms. It could be a picture of the kind things that you will do online or a pledge to take a positive action to make the internet (or WhatsApp) a better place. The jigsaw shows how your actions fit in with the actions of those around you, to create a better internet.

Then, if you can, take a photo of your pledge and share it on Facebook, Twitter, Instagram or any other social media platform with the hashtag #ItStartsWithUs – you might even like to post to the school Facebook page to spread your positivity.

#BeKind

You could also look at:

- Joe Wicks Daily PE
- David Walliams Free Audiobooks

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Should children be allowed to use social networking sites?

Introduction:

‘Social networking’ is using the internet to interact, form communities and build connections with people who share common interests. It is a huge part of most teenagers’ social lives and while many parents worry about their child using the internet, being online can have huge advantages to young people.

Cyberbullying

- Cyberbullying is a huge issue – many children distressed/worried/anxious to use their social networking profiles for fear of bullying
- Although, a study found only 15% of teenagers asked said someone had been mean or cruel to them online in the past 12 months. Is it such a staggering statistic? Is it as big an issue as we once thought?

Social (face-to-face) skills

- Children are lacking in old fashioned social skills and cannot interact face to face, being lost in a world where all they know is a screen.
- However, while online children are constantly chatting to friends via Skype, Face time etc. So they are using those social skills in a more technologically advanced environment

Modern technology to take over

- Fears that modern technology will take over, what will this leave our young children and teens? They are the youth of today but the generation of tomorrow. How will they cope in this world?
- It is nothing to worry about. In the 1930’s people feared radio, claiming it was ‘gaining an invincible hold of their children’ while in the 1980’s the issue was with Sony Walkmans. Parents worried how their teenagers would interact as adults after years of music throbbing into their eardrums. Neither of these things had the detrimental impact they were once concerned about. Will social network sites?

Unsuitable content for children

- Social networking sites are not suitable for children, they can contain anything and nobody has any control over what someone else posts. Children could be exposed to inappropriate or explicit images or links. This is why Facebook has the rule that you must be 13 or older to access their site. Privacy settings are not correctly adjusted – anybody could view your profile if the settings are not changed.
- Although, many parents actually sat down to set up their children’s Facebook accounts with them, while a number of parents have regular access to their childrens social media profiles and keep track of who their child is in contact with, and perhaps more importantly, who is in contact with their child. Children are aware of their privacy, with many children reporting that they are regularly updating their privacy settings. Other children commented that they prefer to use Snapchat, an app which allows users to send texts, photos or videos which can be seen once and are then permanently deleted.

Culture of readers and writers?

- Through promoting social media sites we are producing a nation of youths who are perfectly computer literate, yet they don't spend time rehearsing writing skills or broadening their literary knowledge. Levels may decrease in future if children do not pay attention to their academic need.
- On the other hand, pupils can use the internet and social media to enhance their learning. Many pupils have used websites and blogging sites to share their work while some have even had their own writing published online for millions to see. As well as this, the internet has allowed children and adults alike to download e-books, which would suggest that children are still reading books, but the actual hard copy of the book is not quite so popular in today's advanced technology.

Online footprint

- Children's 'online footprint' will stay with them forever, and in most cases, something written on the internet cannot be deleted, particularly not permanently. A heated argument may cause a teen to vent their frustration through swear words, something which may be out of character, however, this would then always be attached to their online profile. Having this online footprint could be detrimental to a young adults chance of successfully gaining a job or a place at a university. 73% of employers claimed they take into consideration what they may find on social networking sites before they hire a candidate.
- Alternatively, social media sites could be used to a person's advantage if used wisely. Knowing that online profiles would be checked, a person trying to gain a position in a high profile job might carefully select their Twitter followers, or who they are following, links they share and photographs they upload, in the hope that if they showed they were thinking seriously about the job, they would be preferred to the other candidates for the same position.

Summary:

There is clearly an issue of safety and privacy protection of children and when using social networking sites, however there are valid reasons and points to suggest the social media benefits young people. It is evident that parents should be aware of the sites their children are accessing and who they are communicating with. Technology is advancing at a rapid rate, and social networking sites are merely a part of this. I believe that children should be allowed to use social networking sites but we should ensure we educate not only our children but ourselves about the uses, costs and benefits of using these sites in our everyday lives.

My question: _____

Plan your opening – what are you writing about?

Arguments FOR (with supporting evidence)

- 1)
- 2)
- 3)

Arguments AGAINST (with supporting evidence)

- 1)
- 2)
- 3)

What is your conclusion after considering both sides of the argument:

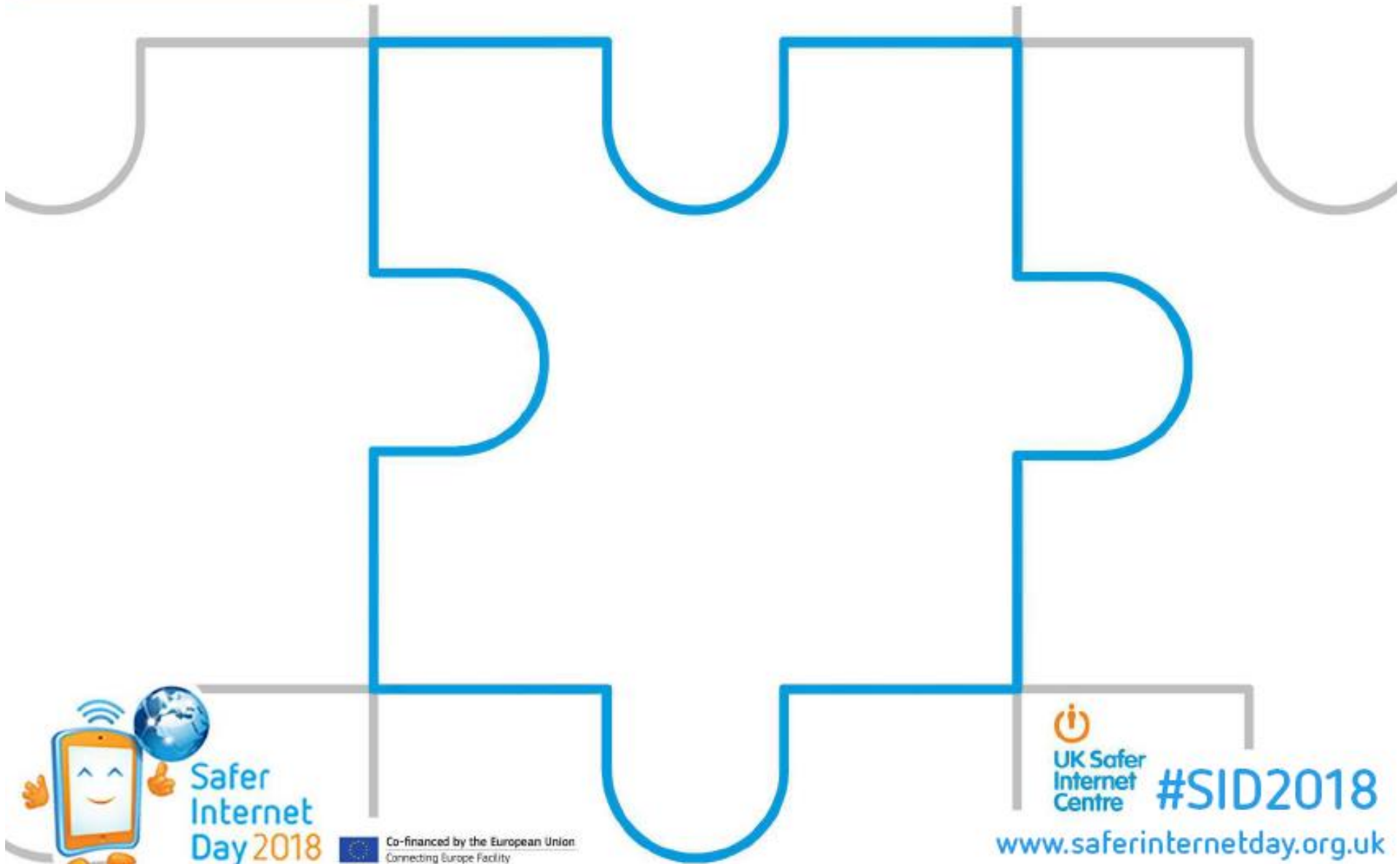
Features of a Discussion text/Balanced argument	Have you included this in your writing?
Is there an introduction – statement of the issue to be discussed?	
Are there arguments for included, with evidence?	
Are there arguments against included, with evidence?	
Is there a conclusion – summary of discussion and have you chosen one side of the argument?	
Is it written in the present tense ?	
Is it written in the third person ?	
Have you used fantastic vocabulary?	
Have you used a range of openers and conjunctions e.g. Therefore, however?	

Useful sentence starters for a balanced argument/discussion text

However, ...	Firstly...	Research suggests...	Consequently...
Although...	Finally, ...	Studies show...	Therefore...
On the other hand, ...	Furthermore...	It is well known that...	For this reason,
On the contrary...	Also...	Statistics show that...	As a result of this...
In contrast...	In addition to this...	It is common knowledge that...	

Social media jigsaw puzzle pieces – choose your colour!

#ItStartsWithUs Play your part, together we can build a better internet



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Safer
Internet
Day 2018



Co-financed by the European Union
Connecting Europe Facility



UK Safer
Internet
Centre

#SID2018

www.saferinternetday.org.uk

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Time related questions – Wednesday 1st April

1. This table shows when flights take off at an airport.

Flight number	Destination	Take-off time ✈
AX40	Paris	13:35
BH253	Berlin	14:05
CG008	Rome	15:25
DP369	Paris	15:40
EZ44	Lisbon	16:15
FJ994	Dublin	17:25

- a) How many flights take off between 3pm and 5pm?
- b) How much later does the second flight to Paris take off than the first?
- c) The flight to Dublin takes 50 minutes. What time does it arrive in Dublin?

2. A film starts at 6:45pm.

It lasts 2 hours and 35 minutes.

What time will the film finish?

pm



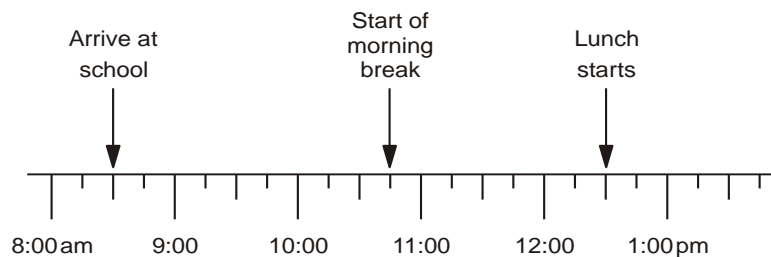
3. Here is part of the timetable for Class 6 on a Monday.

am		pm		
10:35	10:55	11:45	12:20	1:15
				2:15
break	History	Science	lunch	PE

Look at the timetable.

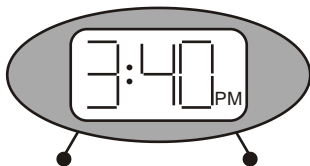
- How long is it from the **end** of break to the **start** of lunch?
- Nisha leaves the Science lesson after 25 minutes. Then she goes to the dentist. What time does she leave the Science lesson?

4, Jamie makes a time line of part of his day.



- What time does Jamie's morning break start?
- Lunch lasts for three-quarters of an hour. What time does lunch **finish**?

5. A clock shows this time.



- How long is it from this time until 5pm?
- What time was it quarter of an hour before the time on the clock?

6. These are the radio programmes one morning.

7:00	Music show
7:55	Weather report
8:00	News
8:15	Travel news
8:25	Sport
8:45	Holiday programme



a) Josh turns the radio on at 7:25 am. How many minutes does he have to wait for the Weather report?

b) The Holiday programme lasts for 40 minutes. At what time does the Holiday programme finish?

7. Here is part of a train timetable.

Edinburgh	–	09:35	–	–	13:35	–	–
Glasgow	09:15	–	11:15	13:15	–	13:45	15:15
Stirling	09:57	–	11:57	13:57	–	14:29	15:57
Perth	10:34	10:51	12:34	14:34	14:50	15:15	16:35
Inverness	–	13:10	–	–	17:05	–	–

a) How long does the first train from Edinburgh take to travel to Inverness?

b) Ellen is at Glasgow station at 1.30pm. She wants to travel to Perth. She catches the next train. At what time will she arrive in Perth?

8. One of these watches is **3 minutes fast**.

The other watch is **4 minutes slow**.

What is the correct time?



9. These are the opening times at a swimming pool.

	opening times			
	am			pm
Monday	Pool closed			
Tuesday				
Wednesday	10:30	to		5:30
Thursday	10:30	to		8:30
Friday	10:30	to		9:00
Saturday	8:00	to		6:00
Sunday	7:00	to		4:00

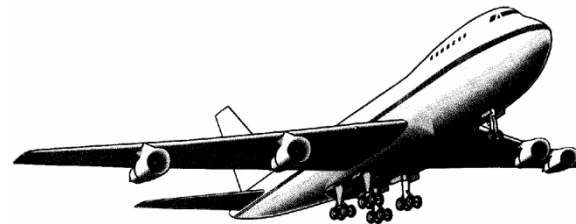
- How many hours is the pool open on a Sunday?
- Which day provides the longest opening hours?
- Sammie wants to go swimming in the evenings after work. She finishes work at 17.45. Which evenings will she be able to go swimming?

10. An aeroplane takes off on Tuesday at

22:47

It lands on Wednesday at

07:05



How long in hours and minutes is the flight?

11. These are the start and finish times on a DVD recorder.

START 14:45

FINISH 17:25

For how long was the DVD recording?

12. Jamie, Kate and Hassan run a 50m race.

Kate's time is 13 seconds.

Jamie finishes 5 seconds before Kate.

Hassan finishes 3 seconds after Jamie.

What is **Hassan's time** in seconds?



Answers

Wednesday 1st April – calculating time intervals

- 1a) 3 flights
- 1b) 2hr 5 mins later
- 1c) 18:15
- 2) 9.20pm
- 3a) 1hr 25 mins
- 3b) 12:10pm
- 4a) 10:45 am
- 4b) 1:15 pm
- 5a) 1hr 20 mins
- 5b) 3:25 pm
- 6a) 30 minutes
- 6b) 9:25 am
- 7a) 3hr 35 mins
- 7b) 15:15
- 8) 12:02
- 9a) 9 hours
- 9b) Friday
- 9c) Thursday and Friday (Saturday only gives her 15 minutes from finishing work to the pool closing)
- 10) 8 hours 18 mins
- 11) 2hrs 40 mins
- 12) 11 seconds