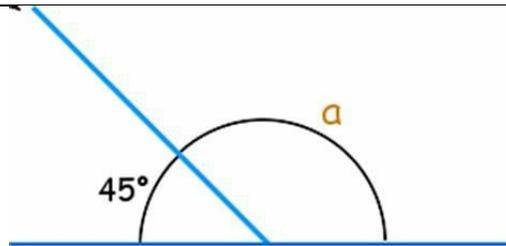




St Margaret's-at-Cliffe CP School

Home Learning Class 6

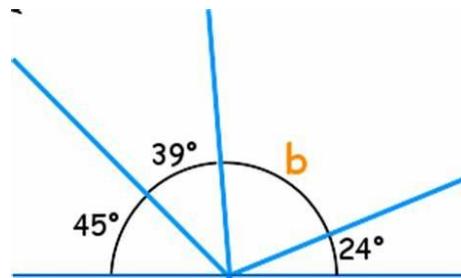
Class 6 w/b 16 th April	Monday	Tuesday	Wednesday	Thursday 16 th April	Friday 17 th April
English	Easter Holiday	Easter Holiday	Easter Holiday	<p>WALT: show understanding of a text.</p> <p>Have a look at the Reading Comprehension PDF in the Class 6 section of the school website. It is a pack of three reading comprehensions and questions based around William Shakespeare. You should aim to use the third text (page 11-12) and then answer the questions (p13-14)</p> <p>The first two texts are slightly easier to read and you could choose one of these (and their following questions) if you feel you need to.</p> <p>Answers are included within the PDF for you to self-mark.</p>	<p>WALT: understand the subjunctive mood.</p> <p>Work through the PowerPoint on the class 6 section of the school website to enable you to understand all about the subjunctive mood.</p> <p><i>Again, this is one of those SPAG terms that you probably don't even realise you are already using in your writing. You might not even realise it has a name. (A bit like how we've talked about the way you use passive voice, past progressive tenses etc without really knowing it has a fancy name!)</i></p> <p>Answer the questions on the PDF attached. (If you can't print the sheet you can just write out into your orange book – just choose the correct sentence and underline the subjunctive verb).</p> <p>If you finish quickly, complete the extension sheet on the Class 6 section of the school website.</p> <p>Answers are included in the PDF for you to self-mark.</p>
Mathematics				<p>WALT: calculate missing angles (on a straight line)</p> <p>Angles on a straight line add up to 180 degrees.</p>	<p>WALT: calculate missing angles (around a point)</p> <p>Angles around a point add up to 360 degrees. In a similar way to how we did yesterday, we would use the information given to help us calculate the missing angle.</p>



In order to calculate angle a, I would take 45 degrees away from 180 degrees.

$$180 - 45 = 135^\circ$$

How about calculating this angle?



In this example I would need to add each of the given angles, then subtract from 180° as there are 180° on a straight line.

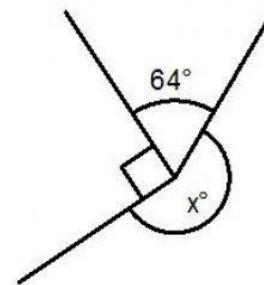
$$45 + 39 + 24 = 108^\circ$$

$$180^\circ - 108^\circ = 72^\circ$$

$$\underline{b = 72^\circ}$$

Have a look at the activities for today which involve calculating missing angles on a straight line.

Choose the challenge which you feel is right for you and of course, move on to the next one if you have time.

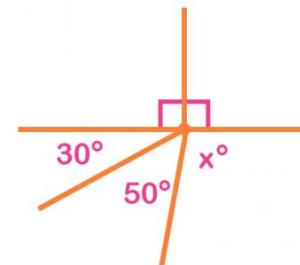


Here I would use the knowledge that a right angle is 90° then add the other given angle. From there, I could subtract from 360° as that's how many degrees around a point.

$$90 + 64 = 154$$

$$360 - 154 = 206^\circ$$

$$\underline{x = 206^\circ}$$



How about this angle x? We've been given two right angles, plus 30° plus 50°. How would you do this?

Did you get:

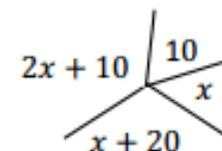
$$90 + 90 + 30 + 50 = 260^\circ$$

$$360^\circ - 260^\circ = 100^\circ$$

$$\underline{x = 100^\circ}$$

(Ex Hot:)

How would you solve this?



				<p>The answers are included for you to self-mark.</p>	<p>First of all, you have to look at how many x you have. There is $2x$, x and x. This equals $4x$. Then you would add up the digits. You have $10+20+10 = 40$. So now we know $4x + 40 = 360^\circ$ as this is the total around a point. So if $4x + 40 = 360$ $4x = 320$ (I've taken off 40 from both sides) <u>$x = 80$</u> (I've divided 320 by 4)</p> <p>Choose the challenge which you feel is right for you and of course, move on to the next one if you have time.</p> <p>The answers are included for you to self-mark.</p>
Topic				<p><u>ICT</u> <u>WALT: use and understand the purpose of an online blog</u></p> <p>Blogs are regularly updated websites and web pages. Usually written in an informal style, blogs contain 'blog posts' which can be used to document life events, give information about hobbies and interests or share knowledge on specific subjects.</p> <p>Log on to purple mash and look in your 2Do section. There should be a collaborative piece there which asks you to think about the difference between a blog page and a blog post. Then you need to think of the success criteria in order to make a good blog page and a good blog post.</p> <p>I have been on to Purple Mash and created a Class 6 blog. You should be able to log on and have access to it. There is a blog page and within that, a blog post for you to have a look at.</p>	<p>Time Capsule</p> <p>We are living through history right now. In years to come, your children and even your grandchildren might be learning about the time period we are living in now, where the coronavirus pandemic affected us globally.</p> <p>I found this time capsule PDF that I thought would be interesting for you to fill in and keep adding to throughout this time. You could keep hold of it and in years to come, show it to your children and grandchildren!</p> <p>Work through the booklet and fill in what you can today, but we will be able to add to them as the weeks go on. Find it on the Class 6 page.</p>



St Margaret's-at-Cliffe CP School

Home Learning Class 6

Class 6 w/b 20 th April	Monday 20 th April	Tuesday 21 st April	Wednesday 22 nd April	Thursday 23 rd April	Friday 24 th April
English	<p>WALT: understand character relationships</p> <p>This term in English we will be studying the very famous play 'Macbeth' which is a tragedy, written by William Shakespeare. As you will know from your reading comprehension, Shakespeare was a playwright and lived around 400 years ago. Lots of the language he uses is different to modern day English. In the coming weeks, when we read some of the scenes, we will be able to use a website which features the play in its original Shakespearian language but it also features the play in modern day English alongside it, so there should be no issues in reading or understanding.</p> <p>For today, have a look at these summarising videos. One is a cartoon and one is a bit of a silly play, put together to summarise</p>	<p>WALT: summarise a text</p> <p>Watch the clips again from yesterday to refresh your memory of the storyline of Macbeth. Using what you have learned from these, I would like you to write a brief summary of the storyline of Macbeth, to show your understanding so far.</p> <p>Key points to include:</p> <ul style="list-style-type: none"> • The witches and their prophecies • King Duncan's death • Banquo's death • Lady Macbeth's madness • What happens to Macbeth? 	<p>WALT: plan a narrative</p> <p>Today we are going to focus on Act 1 Scene 4, which is where Macbeth and Banquo first meet the witches. The witches are chanting together in their cave around a cauldron as they make a potion. You can read it here: https://www.sparknotes.com/nofear/shakespeare/macbeth/page_130/</p> <p>Shakespeare wrote Macbeth as a play however this week you are going to write this scene as a narrative. I would like you to focus on:</p> <ul style="list-style-type: none"> • Setting the scene • Introducing the characters (witches) • Interweaving some speech with some action) <p>You will write up until the point that Macbeth walks into the cave.</p>	<p>WALT: write for a range of purposes (narrative)</p> <p>Today you will be writing your scene as a narrative. Remember I would like you to begin with the setting description, then move on to the witches and describe their action with their speech.</p> <p>I have begun an example for you further down.</p> <p>I have also included some good examples like I do in class. Remember these were written by year 6 children before you so they may not be perfect but they give you a good idea of the style in which you could write.</p>	<p>WALT: edit and improve writing</p> <p>Once you have received your marked version back from me by email, you can begin to edit your writing.</p> <p>Think about:</p> <ul style="list-style-type: none"> • Ambitious vocabulary you could be using • Varying your sentence structure • Interweaving action within your speech to make it more exciting for the reader • Checking your speech is punctuated accurately

quickly what happens throughout the play of Macbeth.

Key words:

- Prophecy (like a prediction of the future)
- Thane (a royal official, like a Lord or nobleman) (*please note the American summary on Youtube calls this a 'Chieftan'*)

<https://www.youtube.com/watch?v=tH7Pve0b1c0>

<http://www.youtube.com/watch?v=GUYrBzug6LY>

https://www.youtube.com/watch?v=X_r4ipOviDQ

I would like you to show how each of the characters in the play are linked together. This may be through marriage, friendship, family or through what happens to them i.e. murdered by someone.

The key characters to focus on are: Macbeth, Lady Macbeth, The Witches, Macduff, King Duncan (and sons Malcolm and Donalbain), Banquo (and son, Fleance)

You could show these links through words or pictures, in a mind map or with writing. I have included some examples below of some of the ways you could present this learning however I know lots of you are far more creative than me!

You can email this to me for marking.

This writing should be about a page long in your exercise book or about half a page typed.

You can email this to me for marking.

Have a look at the vocabulary sheet included below. I have begun this for you but today I would like you to add to it. Think of other interesting vocabulary that you could use to describe the witches' scene. You could use a thesaurus if you have one at home, or thesaurus online to help you.

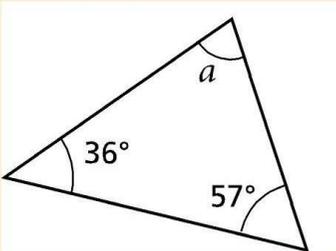
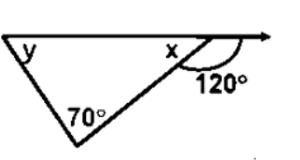
Tomorrow you will be writing this scene as narrative so I would like you to feel confident in knowing what you'd like to write.



You can email this to me for marking.

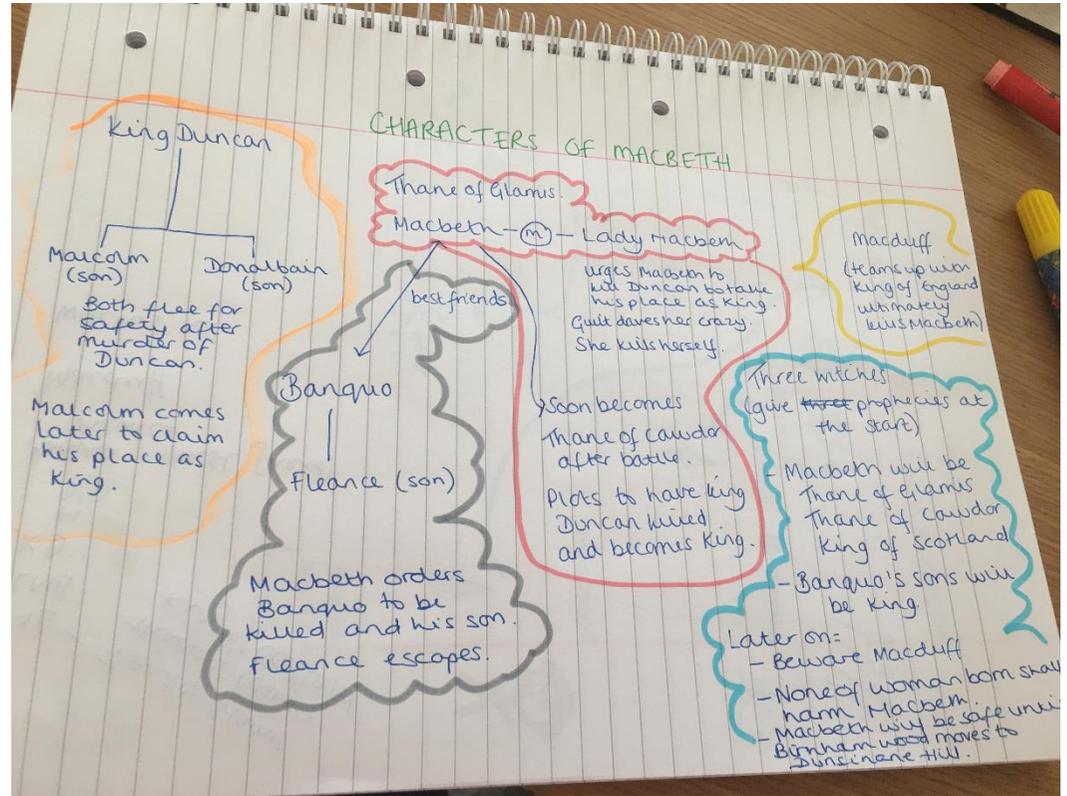
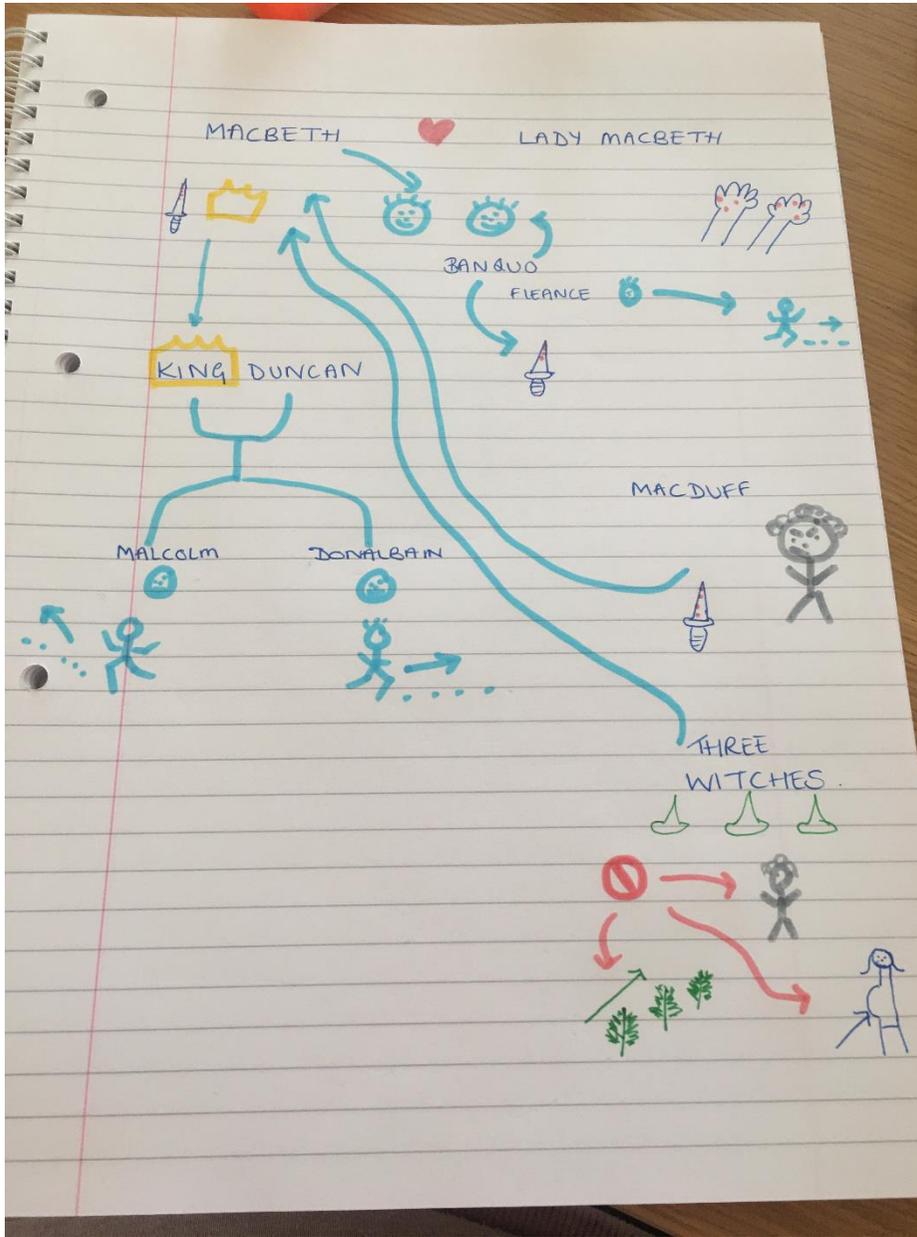


- Check spelling in a dictionary or dictionary online.

<p>Mathematics</p>	<p><u>WALT: calculate missing angles (in a triangle)</u></p> <p>The angles inside a triangle add up to 180°.</p> <p>Do you think it matters whether this is an:</p> <ul style="list-style-type: none"> - Equilateral triangle? - Isosceles triangle? - Scalene triangle? - Right-angled triangle? <p>The answer is no, it doesn't matter. Each of these types of triangles have different properties but they ALL have angles which add up to 180°.</p> <p>How would you calculate the missing angle?</p>  <p> $36 + 57 = 93^\circ$ $180 - 93^\circ = 87^\circ$ $a = 87^\circ$ </p> <p>What about here?</p> 	<p><u>WALT: calculate missing angles</u></p> <p>Complete the test-style questions, all featuring the skills you have learned over the last few days.</p> <p>There are two sets of questions:</p> <ul style="list-style-type: none"> - Tough - Tougher <p>You can choose based on how you feel about this learning and your own understanding of it.</p> <p><i>Some of the questions may ask you to use a protractor. If you do not have one at home, you can skip those questions.</i></p> <p>The answers are included for you to self-mark.</p>	<p><u>WALT: find properties of 3D shapes</u></p> <p>Visit this site and have a go at identifying the correct net for the given 3D shape. It will allow you 10 free questions before it tells you your free daily limit has been reached.</p> <p>https://uk.ixl.com/math/year-6/nets-of-three-dimensional-figures</p> <p>Have a go at the questions found on the Year 6 section of the website in the maths questions PDF.</p> <p>The answers are included for you to self-mark.</p>	<p><u>WALT: find properties of 3D shapes</u></p> <p>Using your knowledge from yesterday, complete the test-style questions in the Questions PDF.</p> <p>Choose between mild, spicy, hot. If you finish, of course you can do the next set of questions.</p> <p>Answers are included for you to self-mark.</p> <p>If you finish: can you create a pairs or card matching game) to allow the players to match the 3D shape to the net.</p>	<p><u>WALT: rehearse times tables facts</u></p> <p>Log in to TTRS and complete any challenges you may find in Garage or Soundcheck.</p> <p>Check your rock slam and see if you have a challenge from me or from one of your friends.</p> <p>How many can you answer in 1 minute?</p>
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	<p>I would use my knowledge of angles on a straight line first, to help me calculate x. $180 - 120 = 60$. $x = 60^\circ$</p> <p>Now I can use that information (plus my knowledge of angles in a triangle) to calculate angle y. $70 + 60 = 130^\circ$ $180 - 130 = 50^\circ$ $y = 50^\circ$</p> <p>Choose the challenge which you feel is right for you and of course, move on to the next one if you have time.</p> <p>The answers are included for you to self-mark.</p>				
Topic	<p><u>Big Life Journal</u></p> <p>Complete part 2 of the 'Be Grateful' chapter that was sent home before Easter.</p> <p>Part 2 is attached on to the class 6 page in case you did not take this home before Easter.</p>	<p><u>PE:</u></p> <p>Stay active! There are lots of things you could be doing to get active for PE including:</p> <ul style="list-style-type: none"> • Joe Wicks the body coach YouTube channel • Just Dance • A family bike ride • Walking your dog (with parental consent) • Playing football in your garden 	<p><u>French:</u></p> <p><u>Create your own French vocabulary booklet.</u></p> <p>On the Year 6 page you will see the PDF which you can download that contains a French vocab booklet. It gives instructions on how you should print, fold and stick it together.</p> <p>If you can't print, can you make your own out of paper? Or if not, add to the back of your orange home learning book.</p>	<p><u>Geography:</u></p> <p><u>WALT: understand the effects of global warming</u></p> <p>https://www.ducksters.com/science/environment/global_warming.php</p> <p>https://www.kidzworld.com/article/17859-the-kids-guide-to-global-warming</p> <p>http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/world/global_warming/newsid_1575000/1575441.stm</p> <p>Use the above websites to find out as much as you can about global warming in order to answer these questions:</p>	<p><u>Science:</u></p> <p>Our new topic for science this term is <u>Evolution & Inheritance.</u></p> <p>Think about what you already know about this topic:</p> <ul style="list-style-type: none"> - How did man begin? - How has man evolved over the years? - What sorts of human features do you inherit?

			<p>Go through and add any vocabulary you already know, remembering to include the French and the English.</p> <p>Think about what French you have learned so far in year 6.</p> <p>We can add to this weekly.</p>	<ol style="list-style-type: none">1) What does 'global warming' actually mean?2) What causes global warming?3) Why is global warming a bad thing?4) What is being done to help the situation? <p>You can present this learning in any way you like. You can include writing, photos and diagrams.</p> <p>You can email this to me for marking.</p>	<p>Present what you already know, then in a separate section, show me what you would like to know about this topic.</p> <p>You can email this to me.</p>
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English - Wednesday 22nd April - Macbeth Vocabulary – Act 1 Scene 4 – The Witches

These words are used in the scene:

Word	Definition	Example sentence
whine	Make a high-pitched screeching noise	Thrice and once the hedge-pig whined
swelter	Be uncomfortably hot	Swelter'd venom sleeping got
toil	Productive work (especially physical work done for money)	Double, double, toil and trouble
gruel	A thin porridge	Make the gruel thick and slab
howlet	A young owl	Lizards's leg and howlet's wing
Brindled cat	A cat with black/brown streaked fur	Thrice the brindled cat hath mew'd

Other words you could use:

Add some of your own!

Setting	Witches	Potion
cavern abyss scraggy musty stagnant	evil eerie loud troublemaking prophetic manipulative weathered hideous	poisoned venom eye of newt tongue of dog wool of bat toe of frog hell-broth maw and gulf (stomach and throat) steaming

The scraggy entrance to the cavern was hardly noticeable in the black abyss of the forest. Hanging vines and rotting leaves enticed undesirables to the lair.

Inside, the damp, musty odour permeated the suffocating air that stood stagnant in the hollow rock. Cobwebs and ancient dirt obscured the true evil that hid in the wall's cracks and grooves. Rats sat scowling; toads frowned and mythical-like serpents made their discontent known. Death was in the air. Pain and horror waited.

Holding its breath, the cavern froze in anticipation as a murmur and cackle encroached. The hair-like vines were swept aside and a weathered woman brashly entered.

"Come, come," she called, as she gestured a calling motion with her claw like hands. Her voice was hoarse; her hair wirey.....

English - Thursday 23rd April - Past Y6 Examples...

Tuesday 29th April

Can I write narrative? yes

As a damp colour lingered around the cave, a thick blanket of mist forbade the wild animals to see. A wisp of frost sent a shiver down their spines. Death and pain was in the air. Naked trees huddled together as they yearned for their lives.

In the impenetrable darkness, three hunched up silhouettes cackled menacingly... it was witches. Hobbling cautiously around an impatient cauldron, it bubbled with furiosity.

"Pass me a frog sister!" the witch snapped. Croaking its last croak, the frog wimpered with pain as he drained in the boiling heat. Lancing eagerly around the cauldron they sang

"Dabble, dabble, tail and trouble.
Fire burn and cauldron bubble!"

Cooking up a broth of hell, the most menacing with croaked "Add a dog from a bog, add a snake and a rake." Stirring up a storm, the caged creatures shivered with fear. Shadows danced around the cauldron, warning with what

they were doing. Rustling, leaves floated down from the trees. Scurrying over to the cages she shouted

"Sister!" her ear piercing voice echoed around the forest.

"Add a ear wig of a pig."
Cautiously the creatures moved to the back of the cages with their teeth baring.

Appearing from nowhere a flash of lightning ripped through the sky as a man approached... it was Macbeth.

- Excellent use of vocabulary
- Good use of dialogue, description and action.
- Double check all your speech punctuation.
*i.!

Thursday 21st May

Can I write narrative? Yes (E4)

Withered kharki leaves covered an abyss cave as the three devilish witches inside chased rats. Destroying the hideout amongst the toad was in the children, the witches had almost completed the unnecessary potion.

Inside, the sodden, antique, skirting perched the hollow boulder. Cobwebs stretched over the haunted cavern. Rats sat on the pots of the enchanted women. "Eye of newt and toe of frog" that went into the potion.

"Ball of goat, and slips of yew, silted in the moon's eclipse." The witches chanted as the ingredients went in the cauldron. Their evil cackles mixed out of the cone.

"O well done!" exclaimed Hecate as he entered. "Like elves and gairys in a ring, enchanting all that you put in." A clap of thunder boomed disturbing them as a figure appeared.

It was Mackerel!

- Some good descriptive language.
- Does this make sense? - went in

Tuesday 29th April 2014
Can I write narrative? Yes

In the hollowness of the cave disguised within the rotting vines of the dark forest the impenetrable darkness echoed around the evil cavern.

Witch craft was close by and 3 hags stood around a shiny cauldron. The crystallites on the ceiling illuminated that single area. In the cauldron an irregular liquid bubbled like lava.

One old hag sang an enchanting song about all the ingredients she threw in. Load that was unklar stone, smelted venom and more unknown materials.

All the witches joined in on a strange and hard spell "Double, double toil and trouble. Fire burn, and cauldron bubble."

More ingredients soon joined the liquid the Witch Sisters sang

"Slice of Swamp snake, newt's eye, frog, fur from bat and dogs tongue." The witches danced around the gloomy cave and after a very abnormal routine a witch cackled:

"We'll cool the mixture with baboons blood, then the charm is finished. Suddenly the door opened and a silhouette entered."

- Some good descriptive vocabulary