



# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Class 6 w/b 15 <sup>th</sup> June	Monday 15 <sup>th</sup> June	Tuesday 16 <sup>th</sup> June	Wednesday 17 <sup>th</sup> June	Thursday 18 <sup>th</sup> June	Friday 19 <sup>th</sup> June
English	<p><b>6JC</b> – <u>WALT: plan and conduct research</u></p> <p>You are going to write an information text based on your new secondary school. This is sometimes called a 'prospectus'. It should be full of information that will be useful to you as a new Year 7 pupil. It could also be used for next year's Year 6 when they are making decisions about their secondary schools.</p> <p>Please consider (some of) the following sub-headings for your research:</p> <ul style="list-style-type: none"> <li>- Uniform</li> <li>- Houses</li> <li>- Curriculum (which subjects will a year 7 study? Can you add detail e.g. which</li> </ul>	<p><b>6JC</b> – <u>WALT: write for a range of purposes (information text)</u></p> <p>Today you will begin to write your information guide. You will have two sessions to write this.</p> <p>You should use your bullet point note research to organise your information into paragraphs with appropriate sub-headings. <b>See below for the checklist.</b></p> <p><b>6LB &amp; Home Learners</b> – <u>WALT: plan and conduct research</u></p> <p>You are going to write an information text based on your new secondary school. This is sometimes called a 'prospectus'. It should be full of information that will be useful to you as a new Year 7 pupil. It could also be used</p>	<p><b>6JC</b> – <u>WALT: write for a range of purposes (information text)</u></p> <p>This is your second session for writing. You should carry on from yesterday, listening to any feedback you were given from your teacher and/or peers.</p> <p><b>6LB &amp; Home Learners</b> – <u>WALT: write for a range of purposes (information text)</u></p> <p>Today you will begin to write your information guide. You will have two sessions to write this.</p> <p>You should use your bullet point note research to organise your information into paragraphs with appropriate sub-headings. <b>See below for the checklist.</b></p>	<p><b>6JC</b> – <u>WALT: edit, improve and publish</u></p> <p>Today you will have use of the ICT suite to produce your final piece as a leaflet or information poster. You can use the computers to produce this with photos and other things you may have taken directly from your school's website.</p> <p><b>6LB</b> and <b>Home Learners</b></p> <p>Today is your second day to write this information leaflet. Please make sure:</p> <ul style="list-style-type: none"> <li>- You are writing in a formal tone</li> <li>- You are providing factual information (no opinions)</li> <li>- Your sentences structures are varied.</li> <li>- Your punctuation is accurate</li> </ul>	<p><b>6JC</b> - <u>WALT: read and answer comprehension based questions</u></p> <p><b>TASK:</b> Please complete the reading comprehension 'Titanic - Tragedy' which you can find <a href="#">here</a>. You should read the text and then answer questions A-K which follow.</p> <p><b>This should be self-marked and answers can be found <a href="#">here</a>.</b></p> <p><b>Home Learners:</b> <u>WALT: edit and improve</u></p> <p>You should be able to proof-read and edit your own writing by now. Make your improvements where necessary. If you would like, create your final version as a leaflet or information poster on the computer.</p>

	<p>books you will study in English?)</p> <ul style="list-style-type: none"> <li>- Timetable/School day</li> <li>- Homework</li> <li>- Staff (Who's who)</li> <li>- School rules</li> <li>- Clubs</li> <li>- Vision or values</li> <li>- Canteen</li> <li>- Options available at GCSE</li> <li>- Any other elements about the school that interest you.</li> </ul> <p>I would like you to research (make bullet point notes) using the school websites which can be accessed here:  <a href="#">Astor</a>, <a href="#">Dover Boys</a>, <a href="#">Dover College</a>, <a href="#">Dover Girls</a>, <a href="#">Goodwin Academy</a>, <a href="#">Kent College</a>, <a href="#">Simon Langton Boys</a>, <a href="#">Sir Roger Manwood's</a>, <a href="#">St Edmund's</a>.</p> <p><b>6LB &amp; Home Learners</b> – <u>WALT: read and answer comprehension based questions</u></p> <p><b>TASK:</b> Please complete the reading comprehension 'Titanic - Tragedy' which you can find <a href="#">here</a>. You should</p>	<p>for next year's Year 6 when they are making decisions about their secondary schools.</p> <p>Please consider (some of) the following sub-headings for your research:</p> <ul style="list-style-type: none"> <li>- Uniform</li> <li>- Houses</li> <li>- Curriculum (which subjects will a year 7 study? Can you add detail e.g. which books you will study in English?)</li> <li>- Timetable/School day</li> <li>- Homework</li> <li>- Staff (Who's who)</li> <li>- School rules</li> <li>- Clubs</li> <li>- Vision or values</li> <li>- Canteen</li> <li>- Options available at GCSE</li> <li>- Any other elements about the school that interest you.</li> </ul> <p>I would like you to research (make bullet point notes) using the school websites which can be accessed here:  <a href="#">Astor</a>, <a href="#">Dover Boys</a>, <a href="#">Dover College</a>, <a href="#">Dover Girls</a>, <a href="#">Goodwin Academy</a>, <a href="#">Kent College</a>, <a href="#">Simon Langton Boys</a>,</p>		<p>Check the checklist as once you finish.</p>	<p><b>6LB – WALT: edit, improve and publish</b></p> <p>Today you will have use of the ICT suite to produce your final piece as a leaflet or information poster. You can use the computers to produce this with photos and other things you may have taken directly from your school's website.</p>
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Vocab Ninja	<i>Word of the day to be completed daily 10.45 – 11 by 6LB and 6JO.</i> Children completing this at home can find this on the Class 6 page of the school website.				
Maths	<p>This week we will be moving on with our revision to cover algebra. Please visit <a href="#">White Rose</a> each day <b>for WEEK COMMENCING 8<sup>TH</sup> JUNE</b>– the video can be accessed for free. I have managed to access the worksheets for this week and they are uploaded for each day on to the Class 6 page.</p> <p>You could also visit <a href="#">BBC daily lessons</a> and the corresponding lessons will also be available on there – you will need to scroll down to lessons for 8<sup>th</sup> June, 9<sup>th</sup> June, 10<sup>th</sup> June and so on. You should work down the page and complete the activities or watch the videos as it asks you to do so.</p> <p>Answers to White Rose questions are included for you to self-mark on the class 6 page. Answers to BBC lessons are included on the website.</p>				<p><u>Friday challenge day!</u></p> <p>Complete some challenges on:</p> <ul style="list-style-type: none"> <li>- White Rose</li> <li>- BBC daily lessons</li> <li>- Play TTRS</li> <li>- Visit topmarks.co.uk and play some maths games.</li> </ul>
Topic	<p><u>WALT: discuss and understand our transition</u></p> <p>BBC have provided a Secondary school transition lesson. Please click <a href="#">here</a>.</p> <p>There are video clips from year 7 children to watch and listen to.</p> <p><b>TASK:</b> You should create a checklist to help you to prepare. <i>There are further links for 6LB and 6JO to have further class discussions.</i></p>	<p><u>Science</u></p> <p><u>WALT: identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</u></p> <p><b>THINK:</b> Here are some different scenarios. Decide which features of which of the animals would make them suited to the environment</p> <ol style="list-style-type: none"> <li>1. A factory has opened up near to some woods. The factory produces lots of dark smoke that</li> </ol>	<p><u>PE:</u></p> <p><u>WALT: improve cricket skills</u></p> <p>'Chance to Shine' Cricket are providing weekly online tutorials to help you improve your cricket skills. Have a look at some of the videos and see if you can complete the activities at home. Try <a href="#">here</a>.</p> <p><i>6LB &amp; 6JO: Socially distanced PE Games can be found <a href="#">here</a>.</i></p>	<p><u>ICT</u></p> <p><u>WALT: use software to create a quiz</u></p> <p>Quizzes have become very popular in lockdown among friends and family who have been staying in contact via social media.</p> <p>You get to create your own quiz using the 2Do which has been set for you on Purple Mash. Choose a topic you know lots about and write your own quiz based on this.</p>	<p><u>YEARBOOK:</u></p> <p>I would like you to compile some of your best St. Margaret's memories. These should be memories that you would be happy to be included within the yearbook.</p> <p>These could be anything from your earliest memories right through to year 6.</p> <p>You might find it helpful to think about each year individually. Think about which teaching staff you had</p>

		<p>covers the trees. In the trees live two types of moth; a dark one and a light one.</p> <ol style="list-style-type: none"> <li>2. A disease has killed all of the plants whose flowers are long funnelled-shaped. There are bees with long tongues and bees with short tongues.</li> <li>3. A drought has hit the country. Grey wagtails usually hunt for insects by rivers, whereas the pied wagtails use fields as well.</li> </ol> <p>Which moths, bees and wagtails are most likely to survive? What will this mean for these types of animals found in later generations?</p> <p><b><u>TASK: (please see below)</u></b></p>		<p>You could even share it with your friends and family.</p> <p><i>6LB &amp; 6JO: Use ICT suite to look into Sketch-up. See email from Mr Ball.</i></p>	<p>that year, trips you went on, performances you did, funny lessons you had, memorable games you played etc. Please make sure your memories are positive and won't upset anyone else.</p> <p><i>e.g. I remember in year R my first best friend was Billy. We used to play in the sandpit every day. One day, Billy and I came to school in matching coats and stayed best friends ever since.</i></p> <p><i>In year 1 we went on a trip to Walmer Castle. I had so much fun but I was sick on the coach on the way back!</i></p> <p><i>And so on...</i></p> <p><b>Please email these memories to me.</b></p>
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Information writing – Checklist

<i>Success Criteria</i>	<i>Have I included this in my writing?</i>
<b>Must...</b>	
<i>Have an opening paragraph introducing the topic</i>	
<i>Use a factual writing style.</i>	
<b>Should...</b>	
<i>Use brackets to add more factual information.</i>	
<i>Organise information into separate paragraphs.</i>	
<i>Use sub-headings to separate my ideas.</i>	
<i>Include a photo with a caption.</i>	
<b>Could...</b>	
<i>Vary my sentence types and openers.</i>	

**Science: Key question – Which characteristic would help you to survive if you were a stag beetle?**



- Look at this picture of a male stag beetle.
- Think about what it needs to be able to do in order to survive: find food, capture food, hide from predators, not dry out in the heat, etc.
- Think about a characteristic of the beetle that would be useful for its offspring to inherit; e.g. large pincers for catching food.

**TASK:** Stick or draw the same picture of the father stag beetle at the top of your page, and then sketch several of the offspring below this; however, only one of the offspring has inherited the useful adaptation (e.g. the large pincers). What might happen to the other offspring? ( they might not be able to catch enough food to survive and they die. Death of a beetle can be shown by drawing a line through that beetle.)

- Now draw offspring for the surviving beetle, but draw them so that some are slightly wider than others.
- Now imagine that the habitat in which they live has changed: a fungus has killed many of the trees in which they live. The only trees remaining have only small holes in which they can live. You must decide which of your beetles will survive and be able to have their own offspring. You can then draw the offspring of the surviving beetle/s.

**EXPLAIN:** Can you write to explain how the final beetles look different to their ancestor? (grandparent).

- You could then make up your own next part of the story; maybe their food is harder to find and those with the longest legs are more able to cover the distances than their siblings. Your pictures in the end should show the original stag beetle at the top of the paper, lines then proceeding down to its offspring, then lines from any of these to their offspring, etc.