



## St Margaret's-at-Cliffe CP School

### Home Learning Class 6

Class 6 w/b 6 <sup>th</sup> July	Monday 6 <sup>th</sup> July	Tuesday 7 <sup>th</sup> July	Wednesday 8 <sup>th</sup> July	Thursday 9 <sup>th</sup> July	Friday 10 <sup>th</sup> July
English	<p><u>WALT: write for a range of purposes (formal letter)</u></p> <p>Read chapters 20 and 21.</p> <p>Imagine you are Mina and you have just seen 'him' for the first time. You're worried about Michael and feel that his parents really ought to know what's going on.</p> <p><b><u>TASK:</u></b> Write a letter, in role as Mina, to Michael's parents to explain everything.</p> <p><b>Read chapter 22 before tomorrow's lesson.</b></p>	<p><u>WALT: consider authorial intent and offer personal responses</u></p> <p>Read chapters 23-24. Answer:</p> <ol style="list-style-type: none"> <li>1) What do we know about Skellig now?</li> <li>2) How do Michael and Mina feel about what they've seen?</li> <li>3) Look at the last sentence of chapter 24. 'Making sure the world is still really there'. What does Michael mean by this sentence?</li> </ol> <p>Write a paragraph as your response to this chapter. Consider including answers to these questions:</p> <ul style="list-style-type: none"> <li>- How does it make you feel?</li> <li>- Why is Skellig crying?</li> <li>- How has our impression of Skellig changed?</li> </ul> <p><b>Read chapters 25, 26, 27 before the next lesson.</b></p>	<p><u>WALT: retrieve and infer</u></p> <p>Read chapter 25. Michael's baby sister is in the hospital and is fighting for her life.</p> <p>Imagine now that you are Michael. You have decided to raise money for the hospital that has been looking after your baby sister.</p> <p><b><u>TASK:</u></b> Design a poster to advertise a charity event in order to raise the money. Think about everything a good poster would need to include.</p> <p><b>Read chapters 26 and 27 before next lesson.</b></p>	<p><u>WALT: consider recurring themes throughout the text.</u></p> <p>Read ch28, 29 and 30.</p> <p>Are you beginning to notice any themes which run throughout this book? e.g. dreams.</p> <p><b><u>TASK:</u></b> Consider four or five different themes that are explored throughout this text. Skim read throughout chapters 25-30 to find evidence for these themes. You may wish to split your page into columns or boxes to do this.</p> <p><u>EXTRA:</u> Try Skellig online quiz <a href="#">here</a>.</p>	<p><u>WALT: consider how use of author's language has an impact on the reader</u></p> <p>Read chapter 31.</p> <p>Focus on the text from...'Moonlight came through the arched window...' to 'Skellig bent forward again. He chewed'.</p> <p>Visualise the scene. What can you see? What language has Almond used to help with this visualisation?</p> <p><b><u>TASK:</u></b> Draw, paint or sketch your visualisation. Think about how you can create the silhouette of Skellig against the moonlit arched window.</p>

Vocab Ninja	This can be accessed via the school website. <i>6JO and 6LB to complete between 10.45-11am daily.</i>				
Maths	<p>This week we will be continuing with our revision to cover ratio, proportion and scale factors. Please visit <a href="#">White Rose</a> each day <b>for WEEK COMMENCING 29th 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 29th June, 30th June, 1<sup>st</sup> July 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>Friday Challenge Day!</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> <p>Could you visit Kahoot and create your own quiz?</p>
Topic	<p><u>ART</u> <u>WALT: use art to represent a story</u></p> <p>Visit the BBC daily lessons and have a go art using art work to tell a story. It could be a story of something that has happened to you or something completely made up!</p> <p>Have a look at it <a href="#">here</a>.</p> <p>If you don't have all of the resources at home, make use of what you do have, or see what you can find in nature to recreate some art.</p> <p><i>6LB PPA</i></p>	<p><u>SCIENCE</u> <u>WALT: To be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</u> <u>AND</u> <u>WALT: be able to explain the degree of trust can be had in results.</u></p> <ul style="list-style-type: none"> <li>- Why bother repeating test results once you have done them once?</li> </ul> <p>Look at the following statements and choose which ones you think might be correct or incorrect.</p> <ul style="list-style-type: none"> <li>- Because the first reading might not be right.</li> <li>- Because we need to make the test fair</li> <li>- Because we need to measure accurately</li> </ul>	<p><u>PE</u> <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/6JO - Dodgeball, rounders, running races.</i></p>	<p><u>ICT</u> <u>WALT: improve touch-typing skills</u></p> <p>Last week you began working through 2Dos on purple mash which involved touch-typing. This course will enable you to be able to type faster without needing to look at your fingers. This means you will be able to keep your eyes on the screen as you type and notice any typing mistakes quickly.</p> <p>Please continue working through these tasks. By the end you should be able to touch-type a whole paragraph and will be scored on how many words you can type per minute.</p> <p><i>6LB and 6JO - Continue building in Sketch up.</i></p>	<p><u>ART:</u> <u>WALT: improve sketching and shading skills.</u></p> <p>Life drawing – find a plant, animal or person at home or in your garden that you could draw.</p> <p>Think about how the lighting in the room/outside affects how you see them. How could you represent this in your sketch? Would you need to add shading for darker spots and shadows?</p>

		<ul style="list-style-type: none"> <li>- Because things might be a little different, so we will need an average</li> <li>- Because we all need to have a go.</li> <li>- Because we need to check our results.</li> <li>- Because readings can be different.</li> <li>- Because we need more evidence</li> </ul> <p><b>CONSIDER:</b> How will the number of batteries affect the brightness of a bulb?</p> <p>Think about this in the context of your scarecrow. The farmer needs to know what will be the effect of adding more batteries to his scarecrow.</p> <p>How <i>could</i> you conduct this experiment? How <i>would</i> you keep the test fair?</p> <p>Draw the circuit diagram that you would carry out and write about the experiment you could do.</p> <p>Predict: What do you predict the result would be?</p> <p><i>6JO and 6LB to use electrical component packs to carry this out. Discuss dependent and</i></p>			
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		<i>independent variables, how to invent own scale or measuring brightness. Discuss accuracy and reliability. Record results in a table. Ensure fair testing.</i>			
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