



St Margaret's-at-Cliffe CP School

Home Learning Class 6

| Class 6 w/b 30 th Nov | Monday 30 th November | Tuesday 1 st December | Wednesday 2 nd December | Thursday 3 rd December | Friday 4 th December |
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| Vocab Ninja | <p>A new word of the day on each PowerPoint screen – starting with Shinobi words for years 5/6. These can be found in PowerPoint or pdf format here.</p> <p>Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.</p> | | | | |
| SPAG | <p><u>Spelling</u> <u>WALT: use and apply spelling rules</u></p> <p>To be worked on across the three spelling sessions:</p> <p>Choose a spelling rule we have covered so far this year – create a poster to demonstrate the rule with examples. Make it bright and colourful.</p> | <p><u>PaG</u> <u>WALT: use semi-colons</u></p> <p>Watch the video here.</p> <p>Complete the interactive quiz on the webpage.</p> | <p><u>Spelling</u> <u>WALT: use and apply spelling rules</u></p> <p>To be worked on across the three spelling sessions:</p> <p>Choose a spelling rule we have covered so far this year – create a poster to demonstrate the rule with examples. Make it bright and colourful.</p> | <p><u>PaG</u> <u>WALT: use semi-colons</u></p> <p>Remind yourself of the rules from Tuesday's lesson and complete the worksheet below.</p> | <p><u>Spelling</u> <u>WALT: use and apply spelling rules</u></p> <p>To be worked on across the three spelling sessions:</p> <p>Choose a spelling rule we have covered so far this year – create a poster to demonstrate the rule with examples. Make it bright and colourful.</p> |
| English | <p><u>WALT: read from a wide range of fiction</u></p> <p>We will be focusing on the picture book 'Rose Blanche' by Roberto Innocenti for the next two weeks. This links in with our learning about the Holocaust. If you are learning at home, the book is available on Amazon for about £6 or there is a</p> | <p><u>WALT: perform our own compositions</u></p> <p>Retell the story.</p> <p>Now in groups we will be working to act out the story.</p> | <p><u>WALT: describe character, setting and atmosphere</u></p> <p>Think about the characters in the story including:</p> <ul style="list-style-type: none"> - Rose - Mother - The mayor - The little boy - The soldiers | <p><u>WALT: select the appropriate form of writing after identifying the audience and purpose of the writing</u></p> <p>Spend two days writing the retelling of the story. Use your story map and your descriptive vocabulary to support you.</p> <p>Remember to vary your language and your sentence structures. How can you build cohesion between paragraphs?</p> | |

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| | <p>YouTube clip which tells you the story here.</p> <p>Read through or listen to the story. Can you retell it to a grown-up at home?</p> <p>TASK: Create a story map to tell the story of Rose Blanche using images. You can add in a few words to help to prompt you but you should be able to use just the story map for your retelling.</p> | <p>If you are at home, choose the relevant parts for you and a grown-up to act out together.</p> | <p>- The children at the concentration camp</p> <p>Think about who they are and how you can describe their features.</p> <p>You could draw each character and use a thesaurus to uplevel descriptive vocabulary.</p> <p>Choose one page from the text to think deeply about the setting and add descriptive language.</p> | | |
| Mathematics | <p><u>WALT: multiply fractions by a whole number</u></p> <p>Watch the video here.</p> <p>If you are working from home, I will email the worksheets separately in a PDF which correspond to this task.</p> | <p><u>WALT: multiply mixed numbers by a whole number</u></p> <p>Watch the video here.</p> <p>If you are working from home, complete the worksheet which is on the national oaks website with this video.</p> | <p><u>WALT: multiply mixed numbers by a whole number</u></p> <p>Use your knowledge of multiplying mixed numbers to crack the code. See below.</p> | <p><u>WALT: partition decimals up to 3 decimal places</u></p> <p>3.714</p> <p>If I partitioned this into its decimal values, there would be:</p> <p>3 ones (3) 7 tenths (0.7) 1 hundredth (0.01) 4 thousandths (0.004)</p> <p>Using the worksheet, can you partition the decimal numbers and write their values beside them as above?</p> | <p><u>WALT: know fraction, decimal and percentage equivalents.</u></p> <p>Percent means out of 100. If I wanted to know a fraction out of its percentage, I would use equivalent fractions to make the denominator 100 and then multiply the numerator by the same to find the percentage.</p> <p>e.g. $\frac{1}{5}$ If I multiply 5 by 20 I get 100 so if I multiply the numerator by 20 as well I would get $\frac{20}{100}$. This tells me this is also equivalent to 20%. I can also see 20 out of 100 is equivalent to 0.2 as a</p> |

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| | | | | If you are working from home, I will email you separately. | decimal because 0.2 has two tenths and no hundredths. TASK: Choose A, B or C below. |
| Topic AM | <p><u>Ukulele practice</u> WALT: learn and play ukulele chords</p> <p>This week we will be continuing to learn our class Christmas song. We will be learning 'Deck the Halls'.</p> <p>Firstly, we will need to learn new chord D7. Try here.</p> <p>You can find the backing music here.</p> <p>You can find the song lyrics here. We will be learning ukulele chords, which you can find here.</p> <p>If you are learning at home today, familiarise yourself with which chords should be played and try to learn the words to the song.</p> | <p><u>PE with Mr Castle</u> WALT: understand tactics and team play</p> <p>Why do we need tactics in Netball?</p> <p>Why is team play important? Keeping possession of the ball, the ball can go back as well as go forward!</p> <p>Explain and demonstrate both aspects of the game.</p> | <p><u>Ukulele and Christmas song practice</u></p> <p>We will be spending another session rehearsing the song and playing the ukulele.</p> <p>If you are at home, can you use Monday's links to make sure you know the words?</p> | <p><u>Christmas poetry</u> WALT: write for a range of purposes (poetry)</p> <p>As part of our Christmas video we will be reading some of our Christmas poetry.</p> <p>The theme is 'What does Christmas mean to me?'</p> <p>Can you write a poem all about what Christmas means to you and your family? This may be different for each child as each family may do something slightly different or have varied traditions.</p> <p>Challenge: Can you use rhyming couplets?</p> <p>e.g. The most important part of Christmas for me Is coming together as a family. We sit together on Christmas Eve, Wondering which gifts we may receive.</p> | <p><u>PE</u> WALT: understand tactics and team play</p> <p>We will be practicing the techniques learned with Mr Castle on Tuesday and applying these to a match.</p> |

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| | | | | <p>And so on...</p> <p>Some of these will be read out on our Christmas video.</p> | |
| <p>Topic PM</p> | <p>Year 6 have Forest School sessions each afternoon this week. We will be recapping safety rules when in the forest area, exploring the area and thinking about what we enjoy within the forest school area.</p> <p>Across the week, we will be building on our science learning from term 1 by identifying different types of leaves and noting how the seasonal changes may have made these different or sparse from when we looked at the beginning of September.</p> <p>We will also be making a dreamcatcher and plaiting leaves to make a bookmark.</p> <p>If you are learning from home, can you go out on a walk to a forest area with your grown-ups and try some of these activities for yourself? If not, are you able to explore in your garden to complete some of these activities?</p> | | | | |

Semi-Colon Challenge Worksheet

What is a semi-colon for?

A semi-colon is used to connect two **independent clauses**. An independent clause is a phrase that can stand alone as a sentence. By using a semi-colon, we show that two independent clauses are **closely linked or related**.

Jess bought a new car; she couldn't wait to take it for a spin.

Semi-colons can also be used to **separate longer items in a list** when commas could be confusing (such as when the listed items contain commas of their own).

The capital cities of the UK are London, England; Edinburgh, Scotland; Belfast, Northern Ireland; and Cardiff, Wales.

Why should I care?

Semi-colons help your writing flow and add sophistication to your work. More importantly, you get marks for using them! In both the English Language and Literature GCSEs, marks are available for using a wide range of punctuation accurately, including semi-colons.

Activity 1

Add the missing semi-colons into the following sentences.

- a. Dan was in a filthy mood it was Monday morning and the coffee machine was out of order.
- b. The video game was ludicrously expensive nevertheless, I bought it anyway.
- c. I made some bad decisions yesterday I shouldn't have had that seventh cream egg.
- d. Zara came into school on crutches an owl had knocked her off her skateboard again.
- e. We haven't won the league since 1927 despite this, I still buy a season ticket every year.
- f. Katie's dad got up on stage and sang karaoke she was absolutely mortified.
- g. South Sudan is the newest country in the world it gained independence in 2011.
- h. Dylan didn't get past the first audition they said he had a voice like a wounded moose.
- i. On my trip to Europe, I visited Vienna, Austria Prague, Czech Republic Berlin, Germany and Copenhagen, Denmark.
- j. You'll need to pack warm clothes, drinks and snacks for the hike books, headphones and games for the flight and pyjamas, toiletries and chargers for the hotel.

PERCENTAGES

TARGET To recall and use equivalences between fractions, decimals and percentages.

Per cent means out of 100.
Percentages are fractions with a denominator of 100.
The symbol for per cent is %.

Example



$\frac{47}{100} = 47\% = 0.47$

To express fractions as percentages, change them to equivalent fractions with denominators of 100.

Examples



$\frac{3}{10} = \frac{30}{100} = 30\%$



$\frac{3}{4} = \frac{75}{100} = 75\%$

To express decimals as percentages, multiply by 100.

Examples

$0.2 = 20\%$ ($0.2 \times 100 = 20$)

$0.85 = 85\%$ ($0.85 \times 100 = 85$)

It is useful to know that:

$\frac{1}{100} = 0.01 = 1\%$, $\frac{2}{100} = 0.02 = 2\%$, etc.

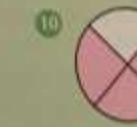
$\frac{1}{10} = 0.1 = 10\%$, $\frac{2}{10} = 0.2 = 20\%$, etc.

$\frac{1}{4} = 25\%$, $\frac{1}{2} = 50\%$, $\frac{3}{4} = 75\%$

A

Express each shaded area as:

- a) a fraction
- b) a decimal
- c) a percentage.



- 11 What percentage of the boxes contain:
- a) ticks
 - b) crosses
 - c) dots
 - d) triangles?

| | | | | |
|---|---|---|---|---|
| X | . | ✓ | • | . |
| ✓ | • | . | . | ✓ |
| . | . | △ | ✓ | • |
| • | ✓ | . | X | . |

- 12 What percentage of the boxes are blank?

B

1 Copy and complete the table.

| Fractions | Decimals | %ages |
|-----------------|----------|-------|
| $\frac{1}{10}$ | 0.1 | 10% |
| | | 50% |
| | | 32% |
| | | 90% |
| | 0.18 | |
| | 0.25 | |
| | 0.02 | |
| | 0.4 | |
| $\frac{7}{50}$ | | |
| $\frac{2}{4}$ | | |
| $\frac{6}{100}$ | | |
| $\frac{11}{25}$ | | |
| | | 1% |
| | 0.95 | |

What percentage could be used in each sentence.

- 2 Half the tissues in the box had been used.
- 3 Nineteen of the twenty horses in the race were brown.
- 4 The basketball team won four in every five matches played.
- 5 Twenty-nine hundredths of the Earth's surface is water.
- 6 Ella and Elysia achieved full marks in the Maths Test.
- 7 Darren has read three quarters of his book.
- 8 Twenty-seven in every fifty visitors to the Museum stayed for more than two hours.
- 9 Nine out of the twenty-five balloons in the packet were yellow.
- 10 Three in every five chocolates had a soft centre.

C

Write each fraction as:

- a) a decimal
 - b) a percentage.
- 1 $\frac{7}{10}$ 3 $\frac{87}{100}$ 5 $\frac{1}{2}$ 7 $\frac{33}{100}$
 2 $\frac{4}{50}$ 4 $\frac{3}{20}$ 6 $\frac{128}{200}$ 8 $\frac{18}{100}$

Write each percentage as:

- a) a fraction in its simplest form
 - b) a decimal.
- 9 23% 11 71%
 10 35% 14 0.5%
 11 60% 15 30%
 12 9% 16 17.5%

17 Eight children competed for the title School Master Chef. Their task was to produce cakes for the School Fete. Complete the list of results.

| Name | Cakes made | Cakes sold | %age sold | %age unsold |
|--------|------------|------------|-----------|-------------|
| Ailsa | 50 | 39 | | |
| Bilal | 54 | | 50% | |
| Carmen | 40 | | | 30% |
| Digby | 60 | 39 | | |
| Esmé | 45 | | 80% | |
| Fred | 56 | | | 25% |
| Gail | 48 | 30 | | |
| Harry | 55 | | 60% | |

- 18 Use squared paper. Draw a 6×10 grid of 60 boxes.
- a) Colour 25% red.
 - b) Colour 20% blue.
 - c) Colour 9 boxes yellow.
 - d) Write down the percentage of the boxes not coloured.

